

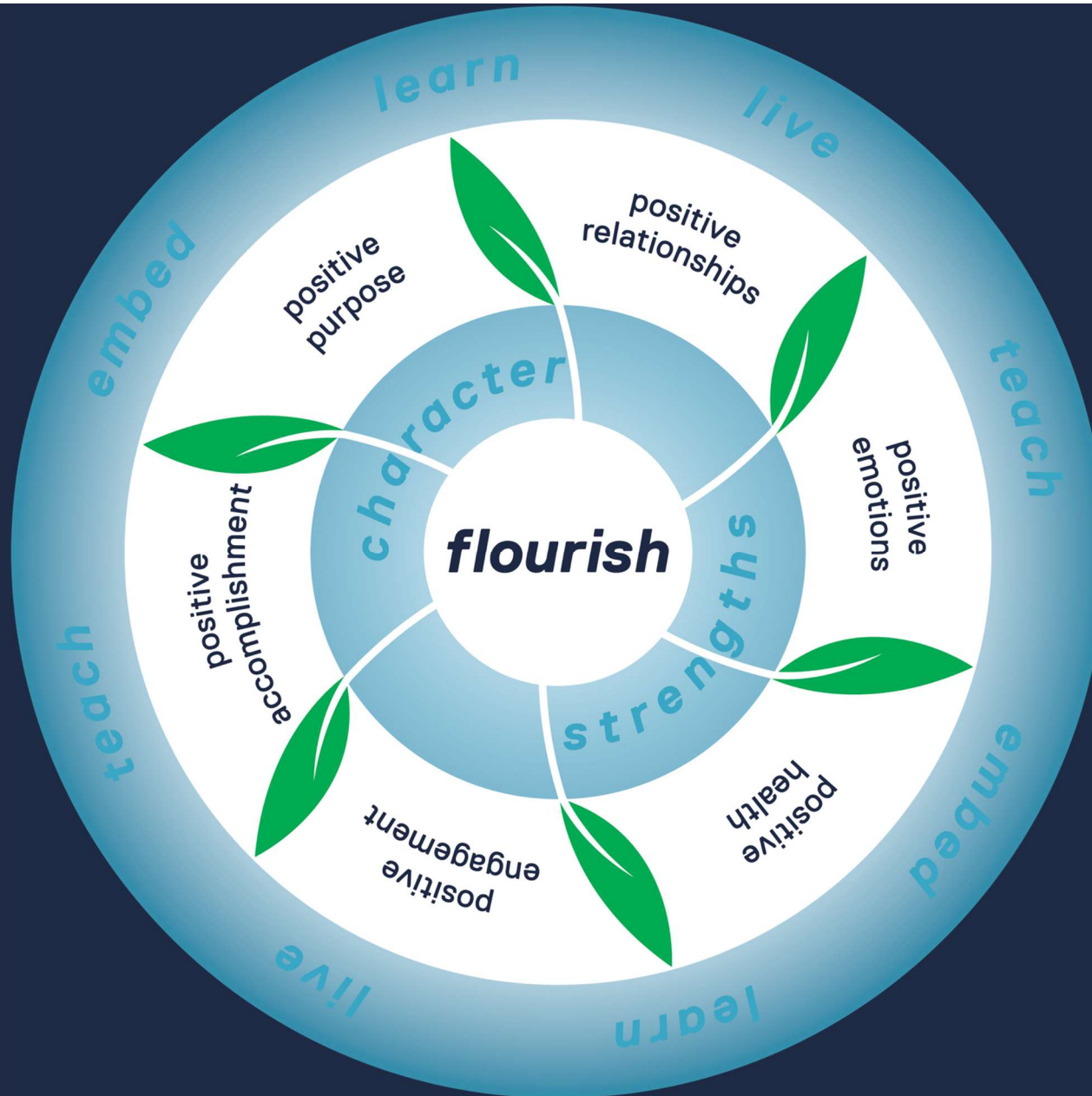
Wellbeing in the Classroom

Integrating Positive Education into Your Teaching Practice



INSTITUTE OF
**POSITIVE
EDUCATION**
GEELONG GRAMMAR SCHOOL®

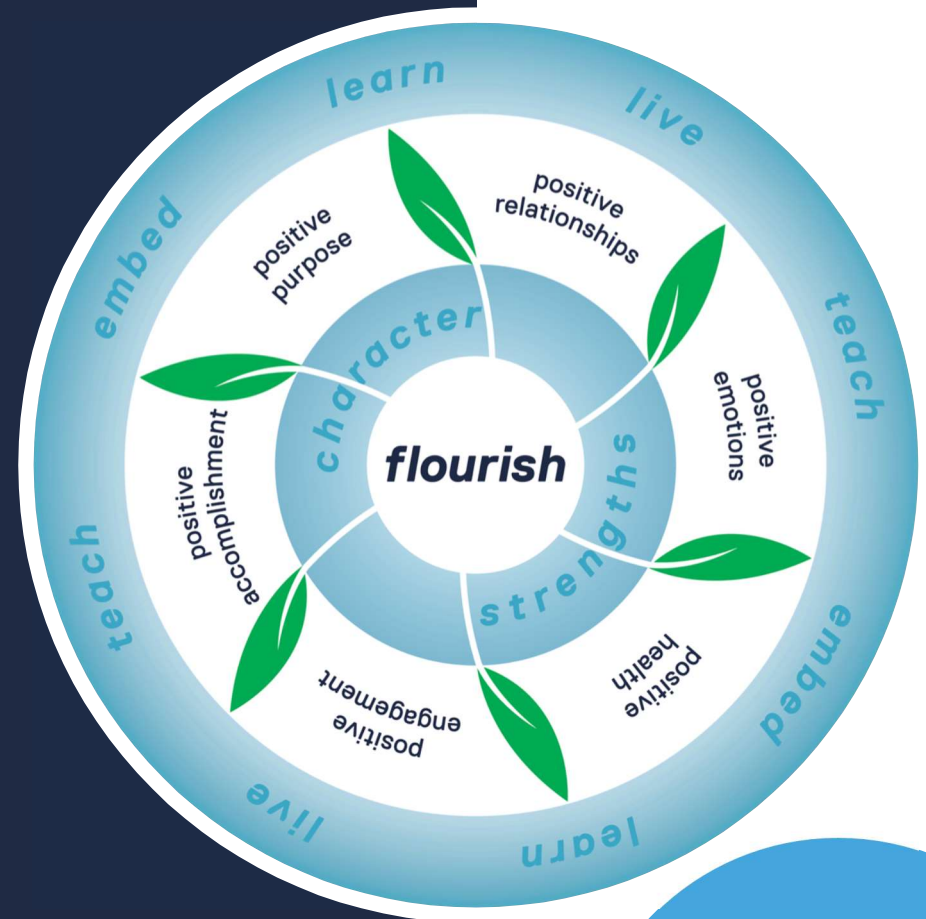
Presented by: Cat Lamb
& Jen Hanson-Peterson



Positive Education

More of an APPROACH or a PHILOSOPHY than a PROGRAM

- Pro-active approach
- Whole-school approach
- Evidence-based approach
- Strengths-based approach



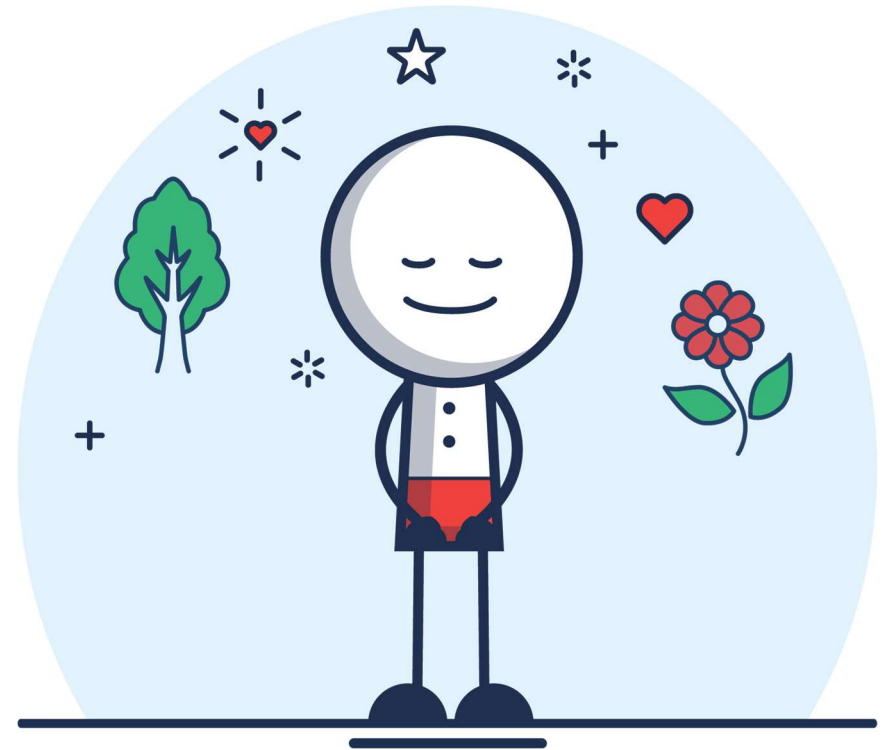
Positive Education is not...

- Being happy all the time.
- Trying to make your students happy all the time.
- Only looking 'on the bright side'.
- A focus on fun!
- Giving every kid an 'A'.
- Ignoring weaknesses.

“

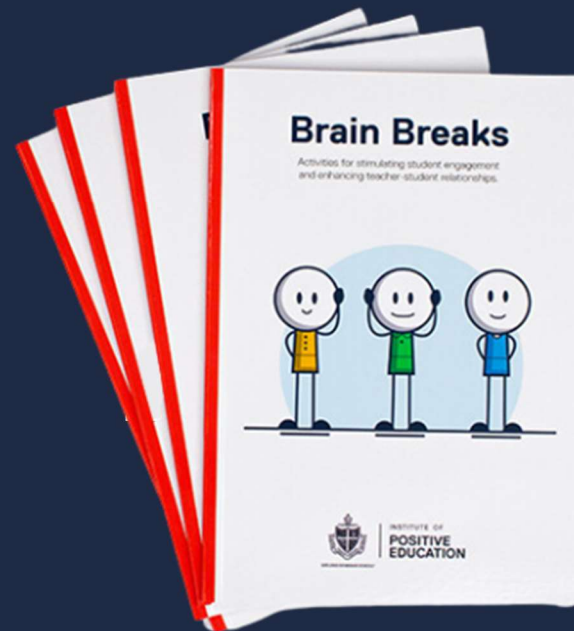
At our school, Positive Education means engaging wholeheartedly with proactive practices which strengthen community wellbeing.

”



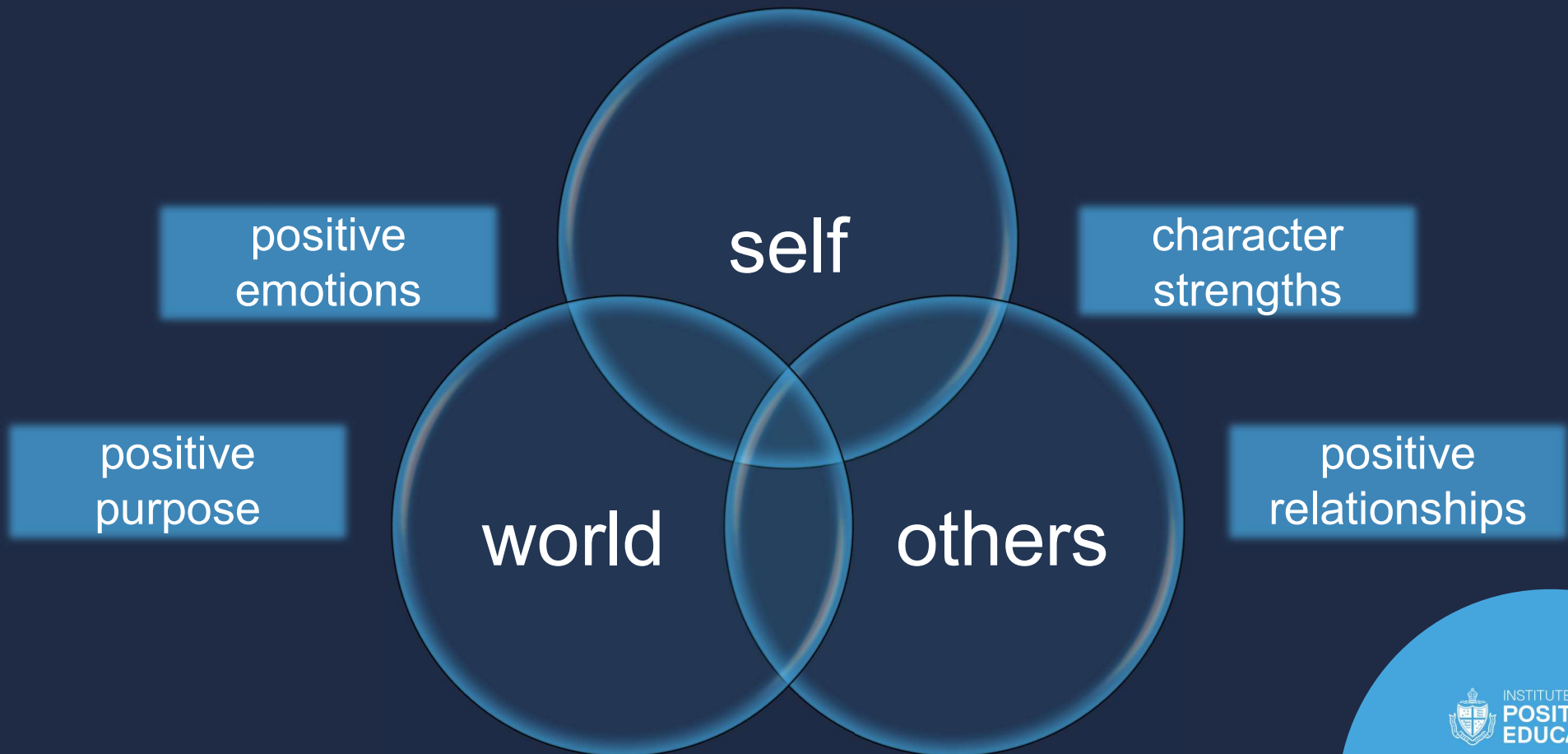
Some 'Easy Wins' in the Classroom

- Brain Breaks
- Mindfulness and mindful moments
- Growth mindset
- Physical activity



**Wellbeing is caught,
sought and taught.**

Rebuilding Trust



Strengths Approach

- The ability of human beings to adapt, change, grow, learn, and not only survive but even thrive in the face of adversity, is an utter inspiration.
- The Strengths Approach is about enabling people to identify, value and mobilise their strengths and capacities in the process of change.



Wayne McCashen, Author
The Strengths Approach

Strengths Approach

Where possible and practical - focusing on strengths-based approaches can help students build confidence and a sense of purpose.

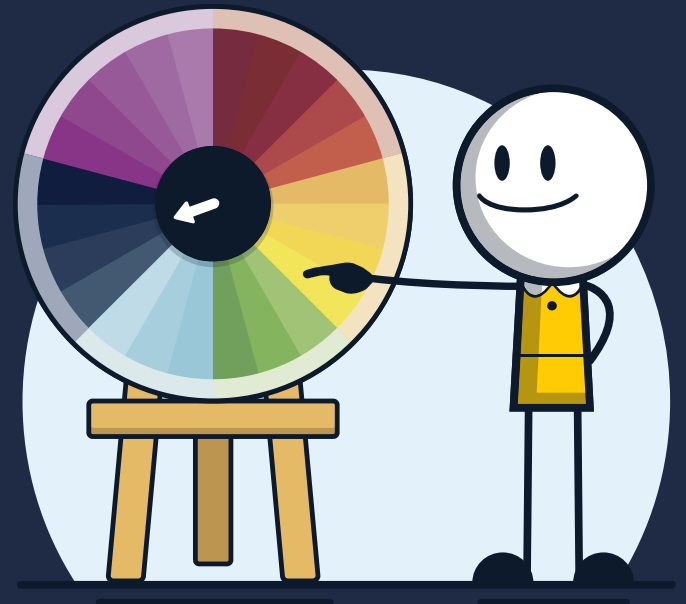
There is a necessary balance between improving and correcting vs taking a strengths approach

Character Strengths

A research backed list of 24 positive human qualities that exist in all people.

Different to strengths of talent

“What’s right with you?”



What we learn from research...

*Strengths use develops wellbeing over time*¹

Increased strengths use relates to greater self-esteem, vitality and positive emotions and lower levels of perceived stress

*Strengths predict school achievement and wellbeing*²

The use of wisdom and temperance strengths predict school performance. Temperance and transcendence strengths predict adolescent wellbeing

*Teacher strengths spotting has a direct effect on student outcomes*³
e.g. positive affect, classroom engagement, and need satisfaction (autonomy, competence and relatedness)

¹ Wood et. al., 2011; ² Shoshani and Slone, 2012; ³ Seligman et. al., 2005; ³Quinlan, D., Vella-Brodrick, D. A., Gray, A., & Swain, N. (2019)

Activity: 3 Questions



Reflect on three questions related to character strengths:

- What are some strategies you could use to spot your students' strengths more often?
- How can you help your students identify and develop their character strengths?
- How do you use your own character strengths to support your teaching practice?

Practical Strategies for Character Strengths

- Spot strengths: celebrate and acknowledge when students demonstrate character strengths
- Incorporate character strengths into your language and conversations with students. Encourage students to reflect on how they can apply the strengths in their daily lives.
- Provide strengths-based feedback to students by identifying and acknowledging their strengths and providing positive feedback on how they have used their strengths in a particular task or situation. Research¹ has shown that strengths-based feedback can increase motivation and engagement, as well as promote positive emotional experiences.

1: Govindji & Linley, (2007)

Class List

Class: _____

	NAME	FORM	☎		
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Practical Strategy

A class list or report builder.

Spend a minute after a class reflecting on the strengths you noticed in a handful of your students. Make a note, with evidence, to refer back to when writing reports, giving feedback or communicating with parents.

‘Students as Partners’

“What are your strengths as a learner?”

“Which of your top strengths do you feel you don’t get to use much in our classroom?”





POSITIVE EMOTIONS

Definition

Experiencing a broad range of positive emotions and developing skills and knowledge to anticipate, initiate, experience, prolong and build positive experiences.

Key topics:

Emotional Intelligence

Gratitude

Positivity

Self-control

What we learn from research...

Positive emotions open our brain to learning¹

The neurobiological effect of positive emotions provides an ideal biochemical environment for complex learning. Whereas negative emotions hinder access to the logical and reasoning parts of the brain.

Laughter boosts attention²

Provided it is age appropriate and not used to excess, humour and laughter have a positive effect on student attention and interest.

Joy, hope, pride linked to student achievement³

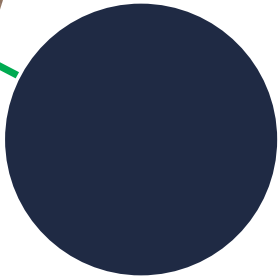
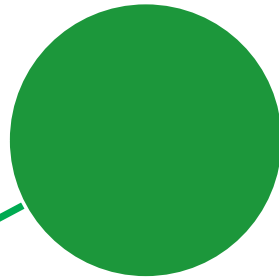
These positive emotions positively correlate with students' academic self-efficacy, academic interest and effort, and overall achievement



Broaden and Build

Activity:

Mind Mapping for Positive Emotions



Part 1: Group Brainstorm

- Generate a list of positive emotions in the chat box

Part 2: Solo Mind Mapping

- Choose 3 of the positive emotions
- Think of a class you're running in the next few days. For each positive emotion, write down 2 strategies you could use to cultivate that emotion in your students?

10 Positive Emotions

- Joy
- Gratitude
- Serenity
- Interest
- Hope
- Pride
- Amusement
- Inspiration
- Awe
- Love

Practical Strategies for Positive Emotions

Foster positive emotions:

- Incorporate activities that promote joy, inspiration, and gratitude.
- Storytelling, personal sharing, positive affirmations, and hands-on learning experiences.
- Celebrate student progress to foster pride and self-efficacy.

Utilise humour:

- Integrate appropriate humour through jokes, anecdotes, and light-hearted activities.
- Impactful and intelligent strategy to create moments of laughter.

Encourage emotional expression:

- Create a safe space for students to express and manage negative emotions.
- Use emotional intelligence skills and coping strategies (e.g., deep breathing).
- Discuss challenges and setbacks to promote resilience and learning from failures.

‘Students as Partners’

“What is the most common (positive or negative) emotion you experience in our classroom and why?”

“Which positive emotion would you like to experience more in our classroom, and how do you think we could achieve that?”





POSITIVE RELATIONSHIPS

Definition

Increasing social and emotional skills in order to create and promote strong and nourishing relationships with self and others.

Key topics:

Empathy & Compassion
Forgiveness
Leadership & Teamwork
Kindness & Connections

What we learn from research...

Collective Teacher Efficacy (CTE) is strongly correlated with student achievement¹

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students.

T-S relationships strong predictor of achievement²

The student's relationship with their own teacher has a large and significant effect size on student's level of achievement.

Students work harder for teachers who care³

When students know that their teachers genuinely care, they respond by exerting greater effort to reach their potential.

¹ Hattie, 2016; ² Hattie, 2009, 2011, 2015; ³ Lumpkin, 2007

Activity: Getting to know you



1. What is one character strength that you admire in others and why?
2. If you could meet any famous person or cartoon character, who would it be and why?
3. Who is someone in your life that you really admire and why?
4. What's the funniest joke you know that always makes you laugh?
5. What is something that makes you feel really happy and why?
6. If you could do any job in the world, what would it be and why?
7. What is one skill or activity you've always wanted to try, but haven't had the chance to do yet?
8. What is one place that feels like "home" to you?
9. What is one thing you do to calm down when you're feeling stressed or worried?
10. What is something that you are really grateful for in your life and why?
11. What is one kind thing that you have done for someone recently?

Practical Strategies for Positive Relationships

- Build strong relationships with each student, getting to know their strengths, interests, and challenges
- Foster a sense of community and belonging in the classroom through collaborative activities and projects
- Encourage positive interactions between students, such as through peer mentoring and support
- Kindness & Connections: Encourage positive interactions and relationships between students in your classroom by giving students deliberate class time to get to know each other better
- Leadership & Teamwork: Foster leadership skills and teamwork by assigning group projects that require students to work together, communicate effectively, and delegate tasks based on strengths

(Furrer, Skinner, & Spitzer, 2014). (Huang, et al., 2013).

‘Students as Partners’

“What are your favourite hobbies or interests?”

“What are five things you know about me?”





POSITIVE PURPOSE

Definition

Understanding, believing in and serving something greater than yourself and deliberately engaging in activities for the benefits of others.

Key topics:

Caregiving

Character Development

Core Values

Sense of Meaning

What we learn from research...

Purpose keeps us going (even when it's boring)¹

Students with more of a purpose for learning persist longer on boring tasks rather than giving in to tempting alternatives.

Increased purpose = increased grades²

A single intervention that raised students' sense of purpose improved high school science and math GPA over several months.

Belonging linked to engagement and academic performance^{3, 4}

When students feel a sense of belonging at school, they are more motivated, engaged, and resilient. They have a more positive attitude towards school, a sense of connectedness with peers and teachers, and demonstrate higher academic performance. A brief belonging intervention improved academic and health outcomes of minority students.

Yeager et al, 2014; Yeager et al, 2014; & Vella-Brodrick, 2018; Allen Walton & Cohen, 2011

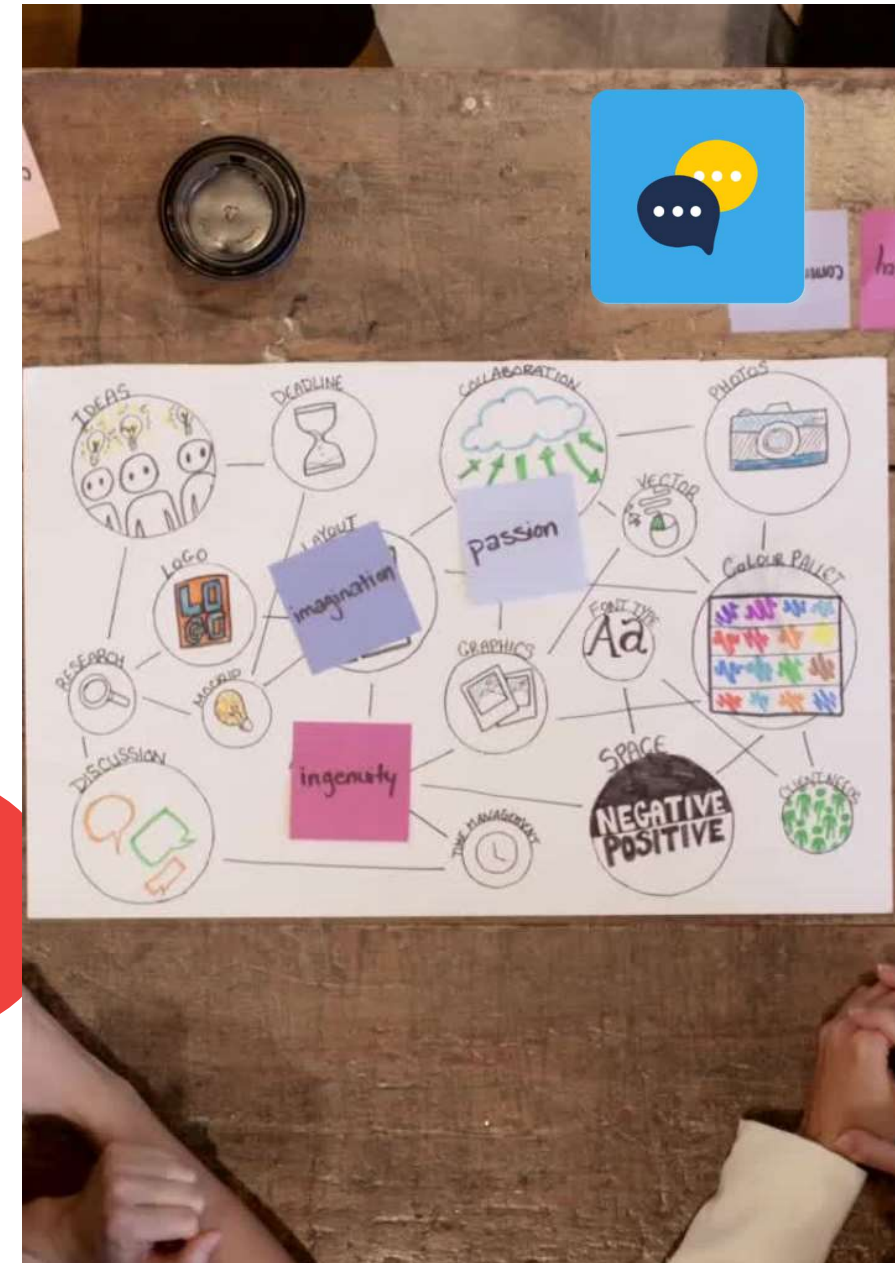
Activity:

Fostering a Culture of Belonging

"Belonging happens when people feel safe, seen and accepted" (Christine Wong Yap)

Part 1: Group sentence completion

- Groups 1 & 4: We feel **safe** in our classroom when / because..."
- Groups 2 & 5: "We feel **seen** in our classroom when / because..."
- Groups 3 & 6: "We feel **accepted** in our classroom when / because..."



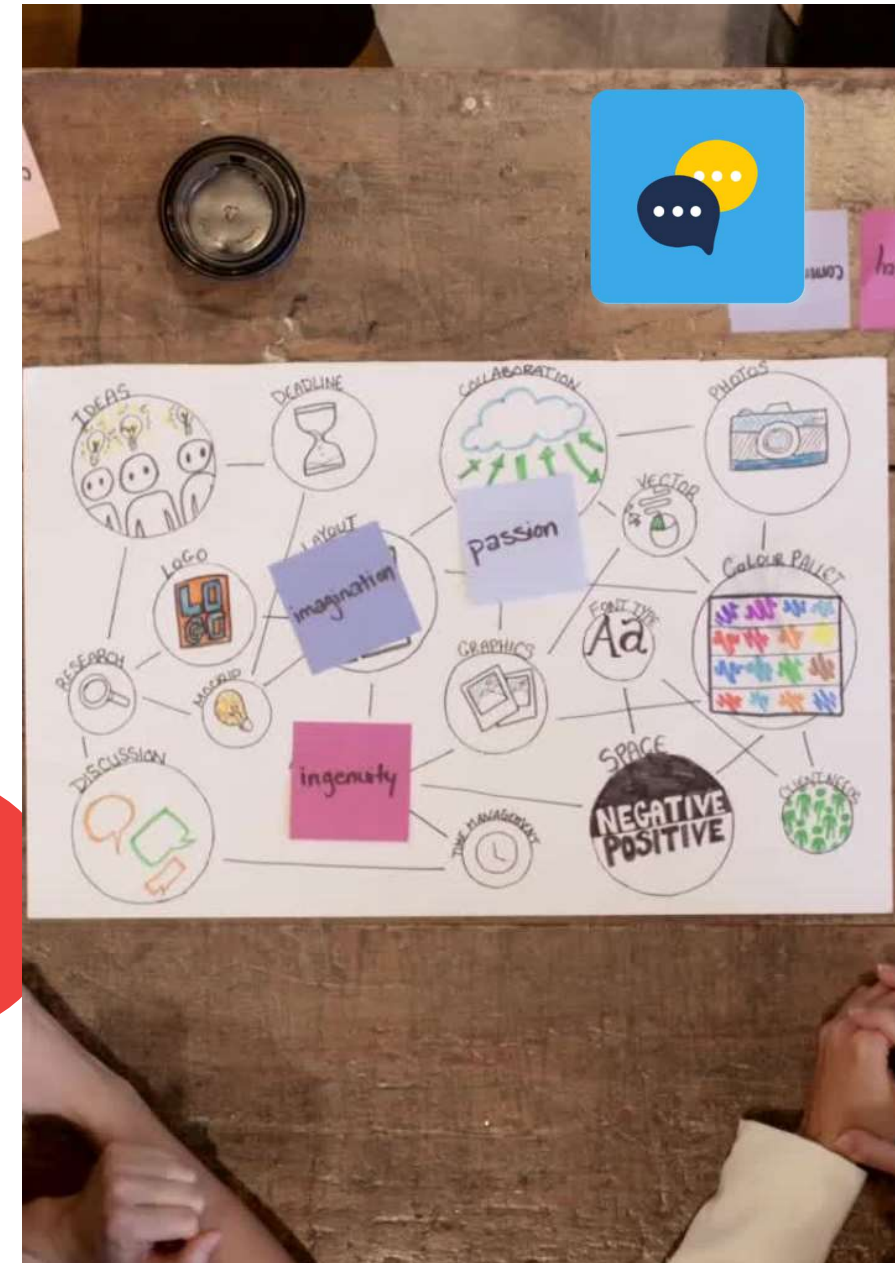
Activity:

Fostering a Culture of Belonging

"Belonging happens when people feel safe, seen and accepted" (Christine Wong Yap)

Part 2: Your next step

"What is **one practical strategy** you can implement or enhance tomorrow to further support your students in feeling safe, seen, and accepted?"



Practical Strategies for Positive Purpose

- Encourage caregiving: Foster nurturing and support among students, creating a sense of belonging and shared responsibility.
- Emphasise core values: Establish classroom core values, aligning rules and behaviours to promote a secure environment and common beliefs.
- Implement classroom rituals: Create rituals to enhance belonging, such as greetings and celebrations, fostering connection and support.
- Foster autonomy and ownership: Empower students to take ownership of learning, building trust in their abilities and promoting engagement.
- Engage with families and community: Collaborate with families, invite guest speakers, and organize field trips to foster trust in the wider world.

‘Students as Partners’

“Can you explain the relevance of what you learnt in class this week?”

“What should our classroom values be that can help guide our behaviour?”



Teaching with Positive Education

Spend some time reflecting on the Domains of Positive Education, the activities and research from today.

- Which of your current classroom practices would you like to 'dial up'?
- Is there new understanding you can bring to your teaching practice?
- What have you learnt from research that further supports your current practices?
- Is there a new practice, idea or approach you would like to try in your classroom?

Community of Practice

Launching mid-May 2023

Engage with the IPE's global network of education & wellbeing professionals

Generous and generative; we encourage connections to build community and share practice

Monthly online meetings

A dynamic online community



Join our CoP here:

instituteofpositiveeducation.com/pages/community-of-practice



Discovering Positive Education

- 8-week
- Online, blended learning
- Global Cohort
- Over 900 participants since 2020
- Over 4000 micro-projects
- Collaborative peer-learning



50% Discount Code: PESA2023

To register, please visit instituteofpositiveeducation.com and select 'professional learning' from the drop-down menu. The details for our upcoming cohort will be added soon!