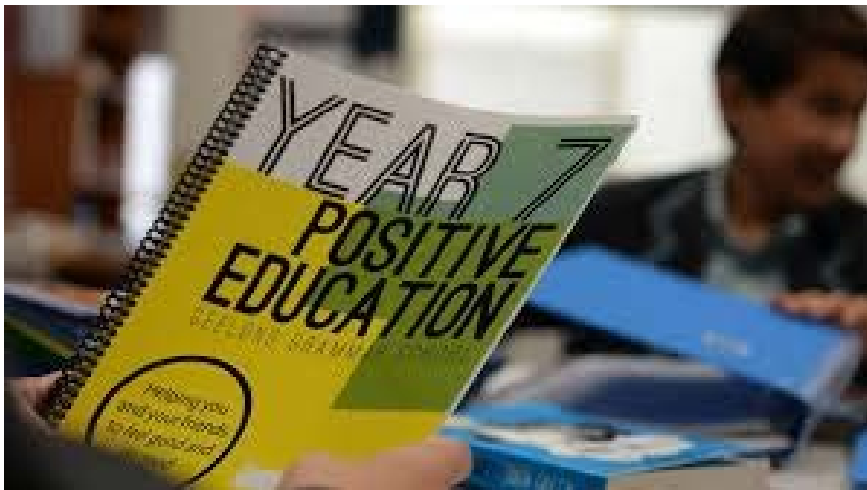


Optimising positive education to achieve student well-being: A systems perspective.



Dianne Vella-
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Positive
Psychology

What does Positive Education look like?





Ways of optimising the benefits of Positive Education

Best effects occur when:

Participants:

- ✓ have lower levels of mental health
- ✓ have *chosen* to be involved
- ✓ can see the relevance of the program

The program:

- ✓ is delivered at the individual level
- ✓ is delivered over multiple sessions
- ✓ contains evidence-based components
- ✓ is well sequenced, explicit and practical

The facilitator:

- ✓ is trained and skilled in the content
- ✓ is engaging and relatable
- ✓ personally values and lives the program

The school
family
community

Systems

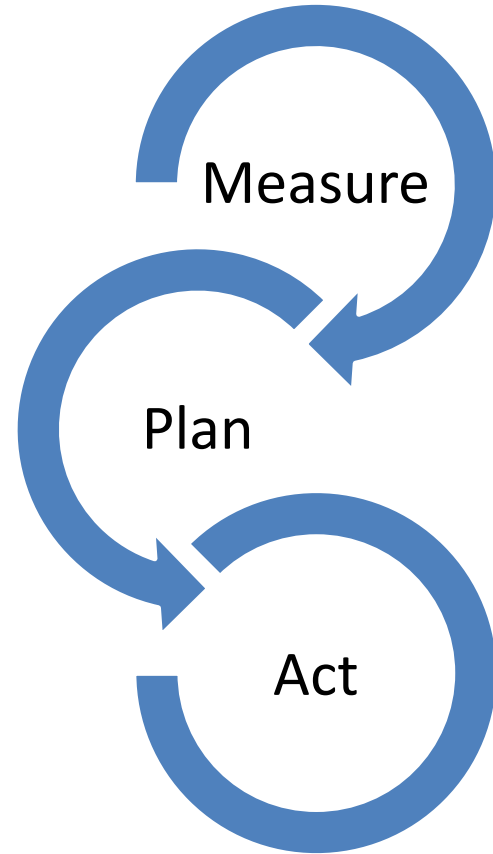
Phases

- Program selection or development
- Program implementation
- Program evaluation
 - Process (readiness & fidelity)
 - Outcomes
- Disseminating and translating findings for impact

Resources

- Teachers
- School psychs/counsellors
- Students
- Parents
- Program developers
- External facilitators
- Researchers/evaluators
- Other schools
- Local government groups
- Youth service staff

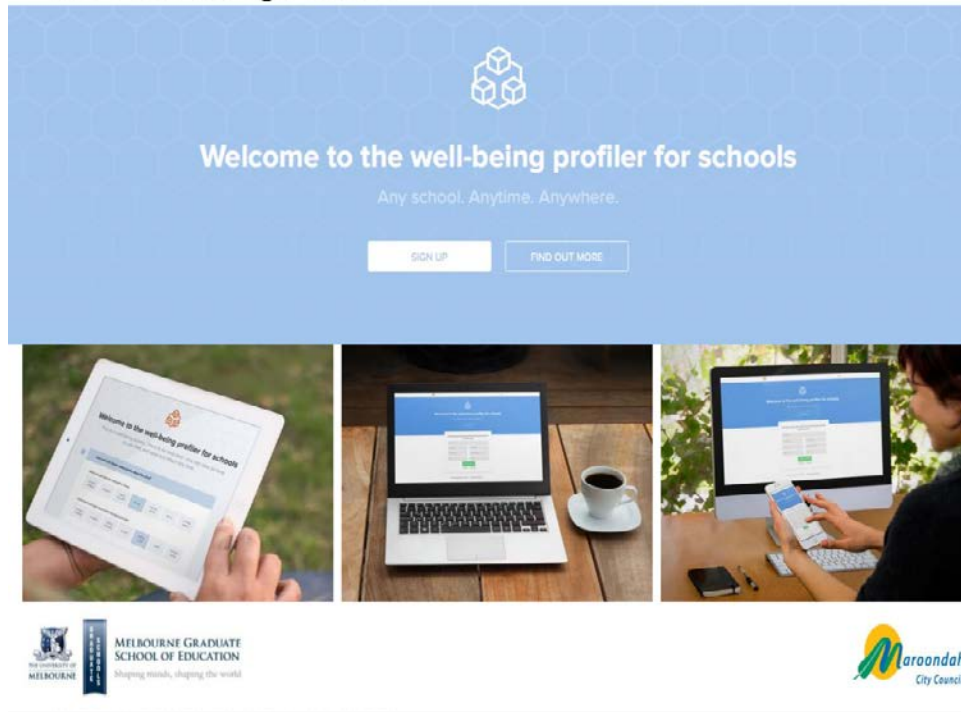
Case example: Maroondah City Council



Aim: To raise the well-being of Maroondah's young people

Maroondah requested UoMelb to conduct a well-being needs analysis for their schools.

The Well-being Profiler

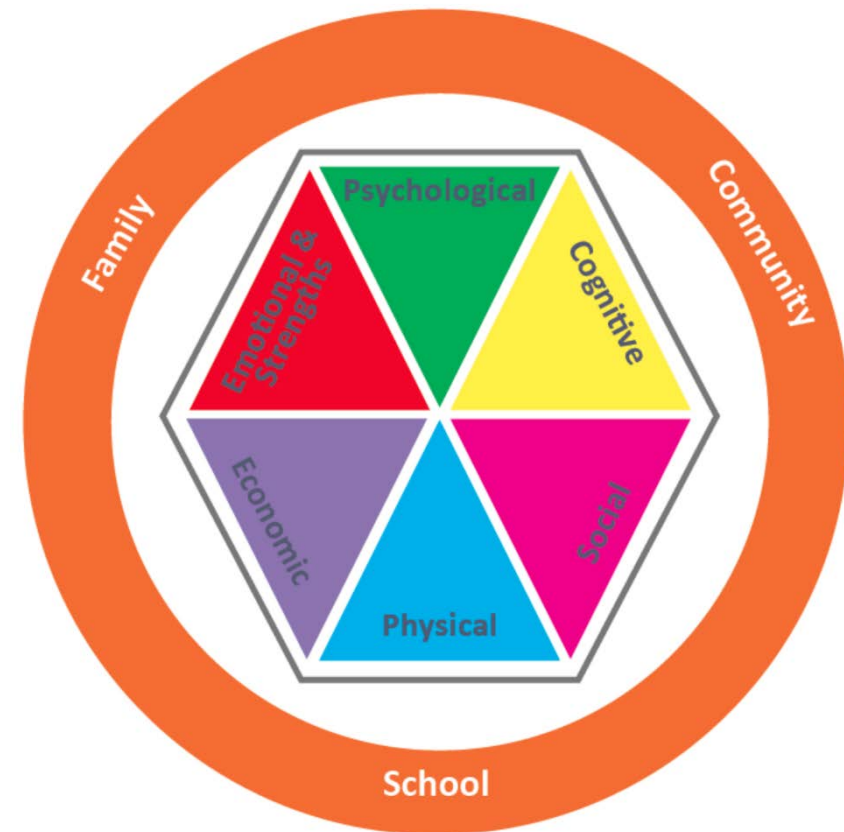


The screenshot shows the homepage of the Well-being Profiler for schools. It features a blue header with a hexagonal pattern and a central icon of three cubes. The text reads: "Welcome to the well-being profiler for schools" and "Any school. Anytime. Anywhere." Below this are two buttons: "SIGN UP" and "FIND OUT MORE". At the bottom, there are three images: a person holding a tablet displaying the profiler, a laptop on a desk with a coffee cup, and a person using a smartphone next to a computer monitor displaying the profiler.

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Maroondah
City Council



- Maroondah developed a well-being plan:
 - Local Government Council Youth Strategy 2017 – 2020 and health and well-being plans
 - School Action Planning
 - Maroondah Plus 10 Schools Project
- Reaching out to young people and community groups for input.
- Applying for funding.



- Training from GGS for school staff.
- Promoting and delivering Pos Ed.
- Connecting community groups, schools and support agencies.
- Partnering with UoMelb to evaluate Pos Ed and expand the evidence base (e.g., ARC grant).
- Revising council and school programs based on feedback.



- All partners :
 - have shared visions and goals
 - are innovators
 - can work effectively in teams
 - have distinct roles which are complementary:
 - GGS – program developers, implementers, trainers.
 - Schools – implementers, local knowledge experts
 - UoM – evaluators, disseminators of knowledge.
 - Maroondah Council and OELLEN – Planners, funders, connectors, translators.

What can we do better to prepare our school, teachers, students and community for positive education?

Work in teams to support & achieve what's valued.

- Councils
- Local learning & Employment Networks
- Neighbouring schools
- Universities



Yukitsuri – Japanese technique to support trees





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Thank you

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