GRATITUDE TO OUR PHILANTHROPISTS

The Centre is the grateful recipient of the philanthropic major gift of $2.3 million that supports the position of the Gerry Higgins Chair in Positive Psychology. This major gift from philanthropist John Higgins has strengthened the University of Melbourne’s research and teaching in the field of positive psychology – which aims to build psychological health and resilience in individuals and organisations.

Psychology has traditionally supported people to move from minus ten to zero. What I love about positive psychology is it helps people move from zero to plus ten.

John Higgins
Creator of the Gerry Higgins Chair in Positive Psychology

John has also supported the position of Research Fellow (Wellbeing Profiler), and Research Fellow (Positive Education and Positive Parenting). During 2018 he also provided resources and assistance to support the hosting and strategic marketing of the 6th World Congress for Positive Psychology in Melbourne, scheduled for July 2019. John has provided support for the Centre’s development of a case to enhance student wellbeing at the University, using the science of positive psychology.

John Higgins is Chairman of the CPP Board and a board member of the Campaign for the University of Melbourne. He is passionate about education and has a vision that every student be exposed to the principles of positive psychology through their time at school, so they have the skills to influence their own lives, and those of the people around them.

Read more about John Higgins’ passion for positive psychology.

alumni.unimelb.edu.au/news/gift-strengthens-positive-psychology-melbourne

The Centre is also grateful for the philanthropic support provided by our Board member Bruce Farquart and family in the prior year. This has enabled the Centre to strengthen the development and access of the Wellbeing Profiler to schools and youth organisations.
## CONTENTS

- Centre for Positive Psychology 02
- Gratitude to our philanthropists 02
- Message from the Chairman of the Board 04
- Centre Director’s Report 05
- Research Director’s Report 06
- The real-world impact of positive psychology research 14
- How do we learn to thrive? The emergence of wellbeing science 15
- Our Teaching 16
- Want to lead self-motivated employees? 18
- Why don’t Australian school kids feel a sense of belonging? 20
- Celebrations 23
- Our People 24
- Grants 28
- Publications 29
- Supporting the Centre 31
In 2018, the Centre for Positive Psychology continued to build its reputation as a leading centre of excellence for wellbeing. It has made significant progress in all of its strategic initiatives, including increasing its profile and reach throughout the world.

The Centre continues to forge forward with innovative research, and its application in the real world through numerous partnerships in Australia and overseas.

The most effective research is research that can be a catalyst for positive change.

Examples include the Centre’s Wellbeing Profiler. This is a unique tool that measures and evaluates youth wellbeing for schools, councils and communities, identifying key issues and enabling effective responses. It is now being used by over 150 schools and 3 Councils: Maroondah, Whitehorse and Wangaratta Council in Victoria. It has also been awarded the prestigious finalist in the VicHealth Awards for Research in Action. The Centre has also partnered with Brighton Grammar in co-development of BIO-DASH which is an innovative optimal performance and well-being program that equips young people with strategies to focus, manage stress, and reduce anxiety using biofeedback devices and gaming features.

Our continued growth in student numbers and demand for our courses are testament to the quality and relevance of the Centre. Our student feedback continues to give our courses excellent ratings. Since 2013 we have had over 200 Masters students enrolled, and in 2018 we had an intake of over 60 students, representing strong growth over the years. The Wellbeing Performance and Motivation undergraduate subject has grown to almost 600 students annual enrolment since its introduction in 2013.

After an extensive search in both Australia and internationally, we were very proud to announce the new Gerry Higgins Chair is our very own Professor Dianne Vella-Brodrick. She was the standout candidate as evidenced by her achievements as Head of Research for the Centre and as the inaugural Director of the Master of Applied Positive Psychology program.

Under the inspiring leadership of Professor Lindsay Oades, his team go beyond any obstacle in our pursuit of achieving our vision of creating flourishing individuals that can go on to make meaningful contributions to others and the world.

We congratulate our MGSE Awards recipients, acknowledging their outstanding contributions in the following categories:

- Mid Career Research Excellence
  Associate Professor Peggy Kern

- Professional Staff Excellence
  Ms Kathy Racunica

- Engagement Excellence
  Dr Tan Chyuan Chin.

Our Board has continued to grow and evolve. We have been very fortunate to welcome Mr Simon Murray, previously head of St Peters College and founder of PESA, Associate Professor Erica Frydenberg who has an esteemed background in clinical and organisational psychology in the Australian educational setting, Maxine McKew who is an author and Hon Enterprise Professor of the Melbourne Graduate School of Education at the University of Melbourne, and Chris Nash, CEO Care Guidance and formerly CEO of Reach Foundation. Going forward, our board now brings a robust set of skills and experiences that will inspire the direction and growth of the Centre.

As we look to the future, we are proud to be the event partner for the prestigious International Positive Psychology Association (IPPA) 6th World Congress on Positive Psychology, which will be held in Melbourne in July 2019. As our own Professor Lea Waters is the President of IPPA, this event promises to highlight the Centre on the world stage.

Previously, I have spoken about how the Centre’s influence is likened to a pebble being thrown into a pond, where the ripple effect starts small but magnifies over time. I believe our influence has multiplied many times over and continues to grow. Through the Centre’s many endeavours, it is hoped that it has had a heliotropic effect on individuals, organisations and communities. Leading them towards the most positive images they hold of themselves and maximising the best in us all. Thank you to all our staff, partners, students and Board for your involvement and commitment to making the lives of all those we touch a happy and meaningful experience.

John Higgins AO
Chairman of the Board
CENTRE DIRECTOR’S REPORT

2018 has been the best year yet for the Centre for Positive Psychology. Our growth in team members has been mirrored by our growth in reach and impact, particularly into the Asia-Pacific region. This annual review documents our recent initiatives to improving the wellbeing of young people through the science of positive psychology.

When asked the standard question “What do you do?” I have the pleasure of answering, “I lead a team of passionate, committed, world standard people, using positive psychology to advance the wellbeing of young people”. Whilst some people look at me with a blank face, most are intrigued and are fully convinced of the importance of the mission. This is why we must dare to lead—in our case into the Asia-Pacific region as part of the University of Melbourne, which was recently ranked as the third top University by the Times Higher-Education Asia Pacific Rankings. This is important as it enables us to have impact to a wider number of young people and the systems in which they live and operate.

I lead a team of passionate, committed, world standard people, using positive psychology to advance the wellbeing of young people.

We achieve our aims through high quality applied research, tailored and contemporary teaching and learning offerings (including our highly esteemed Masters of Applied Positive Psychology, super popular Wellbeing, Motivation and Performance subject and the ground breaking Professional Certificate in Positive Education) and an ongoing outward focus, looking to collaborate with others; including young people, teachers, schools, families, sports clubs, businesses, councils, state and national governments. 2018 has consolidated our efforts of leading into the Asia-Pacific with important relationships further grown into China, Indonesia, Japan, Singapore and the United Arab Emirates.

We have also continued to prepare as Event Partner for the 6th World Congress of Positive Psychology, to be held in Melbourne 18-21 July, 2019; for the first time outside of North America.

At the past three World Government Summits I have been able to attend, it remains evident that the wellbeing of populations remains a key challenge for governments, alongside issues of climate change, impact of technology (e.g. AI and robotics) and global mobility and security. Thank you for joining us on the first challenge, the wellbeing of young people—through our emphasis on learning wellbeing skills and capabilities. Thank you to the many people who work towards this aim including our Dean, Dr Jim Watterston, our Chairman and generous donor Mr John Higgins, all of our Board Members, our staff who I love telling people about, our honorary fellows from all over the world, and our largest research workforce, our 30 PhD students. Thank you also to our many students, past and present. We go forward together, to lead in this area.

Professor Lindsay G. Oades
Director, Centre for Positive Psychology
Melbourne Graduate School of Education
University of Melbourne
Collectively the ideas and approaches that stem from these research streams, inform the design and practice of our studies and contribute to more sophisticated research programs that consider the socio-ecological complexities of examining humans in educational environments. We use the latest research tools and methods to collect robust and insightful data.

A systems approach to our research

Adopting a systems lens which engages the community and influences policy has been a key driver of our research work. Our Systems Informed Positive Psychology (SIPP) framework adds an explicit focus not only on the individual as a system, but the individual system embedded within their broader social system. We have expanded the boundaries around who is studied and focused not only on whole school approaches, but across larger systems. For example, our existing work with schools and council groups such as Maroondah City Council, using the Wellbeing Profiler has expanded to include conversations with the Department of Education and Training – Victoria about how they can support the delivery of evidence-based positive education in Victorian schools.

Another example includes the work CPP has been doing in the United Arab Emirates (UAE) to evaluate the effectiveness of teacher training in Positive Education on school staff and student wellbeing outcomes and to assess the individual and systems factors that influence these outcomes. This work will contribute to the knowledge-based and practice of positive education in UAE schools. In addition, a partnership has been formed with the CPP and Smart Cities Council to promote to government groups and smart city designers the importance of infrastructure, technological tools and big data systems that are built with both wellbeing and economic prosperity at the forefront. Many of the recent research projects undertaken by CPP have in some way incorporated a systems approach.

2018 has been a very busy year with research activities. The three interdependent CPP Research Streams; Wellbeing Measurement; Wellbeing Systems; and Wellbeing Literacy and Language have continued to grow in line with the research strengths of the CPP staff and in response to community needs.

The Bio-Dash Program

During 2018 Professor Dianne Vella-Brodrick has been working to develop a new approach to how wellbeing is taught in schools, the Bio-Dash. This is a wellbeing and optimal performance program that has been co-designed with a group of Year 11 Brighton Grammar school boys to ensure it is relevant and engaging for young people. The aim of the Bio-Dash is to equip secondary school students with the knowledge and skills to identify and effectively manage personal stress often associated with academic, sport, artistic and social performance.

Reducing anxiety, and building resilience and focus, are key target outcomes.

It is a major challenge to get young people to engage with and practice wellbeing strategies. Combining the use of evidence-based stress reduction and wellbeing strategies with the latest health and sport science technologies, such as biofeedback devices and gaming features, is familiar and appeals to young people. The Bio-Dash taps...
BIO-DASH provides a toolkit of relaxation strategies to allow students to not only cope with stress but to perform at their best.

Biofeedback provides immediate feedback on student’s current stress levels based on their physiological responses.

With BIO-DASH students can try different relaxation techniques and identify those that work best for specific contexts.

BIO-DASH provides training opportunities to hone relaxation techniques, monitor on-going progress and establish wellbeing habits for sustained benefits.

The study findings have however, raised questions about how Positive Education curriculum can better address patterns of increasing mental ill health across the senior years of schooling.

This study is the first of its kind to comprehensively examine the effects of Positive Education across the secondary school years. The results are encouraging in supporting the link between quality whole-school Positive Education and student wellbeing. In particular, the favourable results for public school students has implications for the value of brief, targeted interventions, alongside teacher training.

This ARC project was conducted with an expert team of collaborators led by Professor Dianne Vella-Brodrick and including Professor John Hattie of The University of Melbourne, Associate Professor Nikki Rickard of Monash University, Professor Donna Cross of the University of Western Australia and the Telethon Kids Institute, in partnership with GGS. Research staff include: Dr TC Chin, Dr Kent Patrick and Amanda Ng. Three PhD students have also been involved; Lucy Morrish, Kylie Trask-Kerr and Peta Sigley-Taylor.

Importantly, the Bio-Dash was road tested by young people who reported feeling significantly more relaxed, focused and less anxious after participating in the program.

The program has recently received funding from Brighton Grammar School and will be rolled out with Year 9 boys and will be evaluated in 2019. Around 12 CPP staff were also involved in a trial of the 5-session Bio-Dash program and attested to the relevance of the program not only to student groups, but also to teaching staff and workplaces more generally.

Australia Research Council (ARC) Linkage Project: Enhancing Adolescent Mental Health through Positive Education

Positive education offers a pathway forward to equip students with the knowledge, skills and practices to be more likely to thrive in school and in life. Geelong Grammar School (GGS) integrates a world-leading Positive Education approach including their year 9 Timbertop campus experience and year 10 positive education curriculum.

CPP evaluated the effectiveness of the GGS curriculum and explored the suitability of an adapted positive education program which was delivered in two less resourced government secondary schools.

Results from the research indicated that Positive Education contributed to the sustained wellbeing of students, providing a strategy for addressing the mental health needs of students via the delivery of a universal program for all students irrespective of their mental health status.

This study is the first of its kind to comprehensively examine the effects of Positive Education across the secondary school years.
Australian Research Council (ARC) Linkage Project: Effects of positive education during the critical post-school transition

This project extends on the aforementioned ARC funded project and is focused on evaluating the sustained effects of Positive Education Programs (PEP) on the wellbeing of emerging adults during their post-school transition phase.

The objectives of this research are to investigate whether:

A prior PEP experience in secondary school contributes to improved mental health outcomes and success with navigating the post-school transition, and

B the added benefits, if any, of a new, youth-led Positive Transition Program (PTP) for strengthening young people’s capacities to manage emerging adulthood.

To date the research team has worked with a group of ‘youth coaches’ who have recently experienced the post-school transition, to co-develop an innovative and practical wellbeing program to help young people manage post-school challenges such as forming new relationships, becoming more independent and managing multiple commitments.

Project findings offer valuable insight into the role of positive education and its various practical applications, such as implementing best-practice PEPs and near-peer coaching, in the service of sustaining wellbeing outcomes and improving the transition experience for young people.

In addition to the team involved in the first ARC Linkage, Rowan Jacques-Hamilton contributed as part of the research team and Maroondah City Council and OELLEN joined as research partners.

Australian Research Council (ARC) Linkage Project: Determining implementation drivers in resilience education

The Resilience and Respectful Relationships (RRR) program is a strengths-based, social and emotional learning curriculum developed by Professor Helen Cahill and colleagues as part of an ARC-Linkage project. Although the training and curriculum are being rolled out across Victoria at large scale, there is considerable variation in how well implementation will occur. In partnership with the Department of Education and Training and VicHealth, and in collaboration with the MGSE Youth Research Centre, we have been using quantitative and qualitative approaches to understand implementation factors that impact the success of the program.

Over the past 2 years, training was delivered to teachers across Victoria, we collected student and teacher surveys, in-depth qualitative interviews and focus groups in the schools, a baseline assessment of what the schools are already doing, and evaluation of the trainings. Ongoing work is analysing the very rich data, which will provide important insights into factors impacting the large-scale roll out of wellbeing programs.

This project is led by Professor Helen Cahill and involves Professor Lindsay Oades, and Associate Professor Peggy Kern. The partners are the Victorian Health Promotion Foundation and the Victorian Department of Education and Training.

Examining the effects of positive education on systems

Although it is important to continue to examine the effects of positive education on students, it is equally important to examine the influence of other key groups such as parents, teachers and school leaders.

The aim is to foster wellbeing in these groups to cultivate healthy educational environments that can lead to cohesive and sustained positive outcomes. The strength-based parenting project and Project Thrive (Andrea Downie & Nell Golden) are excellent examples of this systems approach.

Strength based parenting is good for kids and parents: A win-win!

In 2018 Professor Lea Waters continued her research program on strength-based parenting (SBP) which she defines as an approach to parenting that seeks to deliberately identify and cultivate positive states, positive processes and positive qualities in one’s children.
Well-being Profiler
Through a combination of philanthropic, university and centre funding, an innovative and equitable wellbeing measurement and reporting service has been established for schools. Since 2016, The Well-being Profiler has been used across a variety of settings to collect robust and useful information about the health and wellbeing of young people from:

A. Schools: over 150 schools across Australia, India, Ireland, Thailand and the United Arab Emirates; and

B. Local government municipalities: 3 Victorian councils (Maroondah City Council; City of Whitehorse; Rural City of Wangaratta); and

C. Sporting groups: Tennis Australia; AFL Academy;

D. Performing arts academies: ArtsReady.

SCHOOLS
CPP is currently working with over 140 Australian schools through the Well-being Profiler for Schools project. The measurement and reporting service developed for schools has provided the capacity for schools and local community agencies to identify current and emerging wellbeing needs. Schools have used the aggregate wellbeing reports to plan, develop and implement appropriate strategies specific to the identified needs of their students. Report findings are also routinely used by schools to develop, evaluate and refine their Annual Implementation Plan.

Two overarching findings have been identified:

01. SBP is a protective factor and is inversely related to anxiety, depression, stress and negative emotions in children and teenagers; and

02. SBP is an enhancing factor and is positively related to life satisfaction, self-confidence, subjective wellbeing and positive emotions in children and teenagers. The research program has identified key mediators in the relationship between SBP and youth mental health including engagement, self-efficacy and persistence. Research in the effects of SBP on the mental health of parents shows that SBP boosts parental self-efficacy and positive emotions in the parents. SBP interventions that bring together all members of the family lead to improvements in family happiness.

Robust and innovative tools and methods to assess wellbeing
The Centre has played an active role in developing and using a range of tools to assess wellbeing needs and measure wellbeing using both subjective and objective methods. One of our key tools which we developed under the leadership of Dr TC Chin, is the Wellbeing Profiler. It is having widespread use and impact. Our research methods also aim to involve young people in the various stages of research. This is reflected in the ARC Linkage Project: Effects of positive education during the critical post-school transition and in our youth-led research described in the following section. In our wellbeing literacy and language stream, there is an emphasis on incorporating the latest methods such as automated text analysis and machine learning. Future research work will feature some of these innovative approaches to measuring and understanding wellbeing.

LOCAL GOVERNMENT MUNICIPALITIES
In partnership with several local government youth services, learning employment networks and community youth agencies, CPP has provided over 90 tailored wellbeing reports for schools in the respective municipal areas. The data has been used to shape local councils’ youth strategy plans and policy documents. Findings and recommendations have informed planning and development of evidence-based strategies to address the needs across the schools.

Importantly, report findings have enabled local councils and networks to successfully secure funding to embed targeted wellbeing initiatives and programs in their schools and community.

SPORTING GROUPS
CPP is also working with Tennis Australia and AFL Academy to measure, track and understand the wellbeing of their young athletes, to identify current and emerging challenges so that relevant and timely support can be provided to them and their families.

PERFORMING ARTS ACADEMIES
CPP is currently working with ArtsReady to measure, track and understand the wellbeing of the students enrolled in performing arts academies, to identify current and emerging needs so that adequate and timely support can be provided to the students. Report findings will also guide the development, implementation and evaluation of targeted wellbeing initiatives and programs for the performing arts academies.
They say that ‘what gets measured gets managed’ and over the past three years Maroondah City Council has proudly partnered with University of Melbourne to measure the wellbeing of young people in our community, with the goal of raising youth wellbeing.

As part of the redevelopment of our Youth Strategy we wanted to know how our young people were faring on the metrics that matter. Through a partnership with the Centre for Positive Psychology, the Department of Education and Training and local primary and secondary schools, we obtained rich wellbeing data from over 5000 students, representing over 20% of our youth population.

By collecting high-quality, scientifically validated data, and generating individualised reports for our local schools, we have identified specific needs across year levels, established gender differences in wellbeing outcomes, and used other demographic data to educate school leaders about the wellbeing needs of their students. This has fostered the development of targeted interventions across a diverse range of health and wellbeing indicators such as anxiety, physical activity, sleep and nutrition, drugs and alcohol and more, and has empowered schools to address specific issues, while utilising their key strengths.

While individual schools are now better informed and empowered to address student needs, the work has also led to a ‘whole of system’ approach to wellbeing. Our schools have now explicitly taken collective responsibility for student wellbeing and have begun a journey towards positive education implementation across the whole school network. Never has there been such a deep focus on wellbeing in our schools.

Consequently, our collaborative, evidence-based approach got the eye of the Minister for Education – James Merlino, who last year announced an $890,000 investment in our project and provided us the resources to begin turning our aspirations into reality. This has funded a project worker and provided the capacity to secure external expertise to help build our local knowledge and capability.

The collective action taking place in our community is one of its most unique and powerful elements. Through utilising the research we’ve done in partnership with University of Melbourne, we have catalysed action far beyond the scope of Council’s youth services.

This change is taking place at a micro and a macro level.

- At ground level we have established Student Wellbeing Action Teams (SWAT) in each secondary school where students co-design well-being initiatives in their own school communities that address the needs identified by this research.
- At a more strategic level the data have been embedded into Council’s Municipal Public Health and Wellbeing Plan; and has been shared with other Council teams to inform decision making about the built, natural, social and economic environment – mobilising all of Council’s resources towards evidence based decision making that genuinely improves wellbeing.

As the power of measurement starts to take hold, we are currently in the process of expanding our partnership with University of Melbourne by broadening our research. This time it will include parents, carers, and school staff. By getting an accurate understanding of the needs of all people within our community, we hope that we can mobilise these same people towards our big goal to create a community of wellbeing.

Adam Cooper
Team Leader Youth and Children’s Services Maroondah City Council
In 2017, The Rural City of Wangaratta (RCOW) identified the need for a detailed analysis of the health and wellbeing of young people living within the municipality to inform future strategic planning. The University of Melbourne’s Well-being Profiler for Schools was selected to provide the depth of information and analysis required to meet the needs of RCOW.

The project involved large-scale consultation across the three High Schools in Wangaratta as well as Goulburn Ovens Institute of TAFE, Wangaratta and District Specialist School, and a number of other education and youth service providers.

1,400+ young people undertook the wellbeing survey across eight schools and youth service providers.

Schools received their detailed report based on their survey results coupled with recommendations.

The Rural City of Wangaratta received a municipal report (Understanding the needs of young people in Wangaratta) that brought all of the data and recommendations together.

Partnerships included:

- Northeast Health Wangaratta,
- Gateway Health,
- Women’s Health Goulburn North East
- NESAY (North East Support & Action for Youth)

Positive outcomes for the community:

- Schools have been using the data to embed targeted wellbeing programs and initiatives within their curriculums,
- Youth service and health providers have come together on multiple occasions to collaborate on projects,
- The data and recommendations will play a key part in informing The Rural City of Wangaratta’s 2019-2021 Youth Action Plan.

Over the course of 2017, youth suicide and mental health became a significant issue for the Wangaratta community. Key players from local government, the health sector, and emergency service came together to discuss a response. These discussions culminated in a meeting with the Federal Minister for Health, Greg Hunt.

‘Understanding the needs of young people in Wangaratta’ report was presented as a key piece of research conducted that clearly illustrated the need for targeted wellbeing intervention.

The result of this meeting was that the Wangaratta community secured $2.7m in funding. $1.2m was provided for the Rural City of Wangaratta Grit and Resilience Program and $1.5m for Headspace to set up a satellite office in Wangaratta.

The Rural City of Wangaratta, its funding partners, youth service providers, and education providers are all committed to continuing to utilise the research as a planning tool to better support young people within the community. The intention is to continue to engage The University of Melbourne to undertake the Wellbeing Profiler every three to four years to identify trends and as to measure the success of wellbeing interventions put in place.

Jaime Chubb
Director Community Wellbeing & Tom Arnold, Youth Development Officer, Rural City of Wangaratta

$2.7m
SECURED FUNDING FOR WANGARATTA COMMUNITY

$1.2m
PROVIDED FOR RURAL CITY OF WANGARATTA GRIT AND RESILIENCE PROGRAM

$1.5m
PROVIDED FOR WANGARATTA HEADSPACE SATELLITE OFFICE SET UP
Youth-led programs

Positive education efforts are generally driven by adults. But young people have their own voices and ideas that also need to be considered in wellbeing initiatives involving them. Much of the research work undertaken by the CPP has involved working in partnership with young people. For example, young people were employed as Research Assistants to work with the academic research team to develop a post school positive education program and to assist with developing recruitment videos to encourage young people to be involved in our research studies.

Young people have their own voices and ideas that also need to be considered in wellbeing initiatives involving them.

Working with diverse groups

It is important to understand the ways in which positive education can enhance the lives of diverse groups within the education system. The CPP is conducting research with teachers working with highly disengaged students and within trauma-affected schools and communities.

Melbourne Engagement Grant with Brotherhood of St Laurence – Fostering rich and supportive learning environments for disadvantaged young people.

The project, initially led by the late Christine Siokou and including Jacqueline Francis, Dr Kent Patrick, and Dianne Vella-Brodrick, involved working with school staff/teachers from a highly disadvantaged school, to understand the ways in which they attempt to engage disadvantaged students in learning at school and to foster their wellbeing. We conducted focus groups which included a systems science technique of rich picture mapping in addition to a brief survey with two open ended questions. This provided both individual and collective data on the strategies for promoting learning and wellbeing with disadvantaged students, that are used by school staff and teachers. The project has demonstrated the importance of supporting disadvantaged students with fundamental physical and psychological needs as a first step before any significant progress can be made with learning. School staff placed high importance on working on the wellbeing of students and could see the relevance of interventions from wellbeing science and positive education in assisting school staff and teachers to work effectively with disadvantaged young people. Drawing on these explicit interventions from positive psychology can expand a school’s toolkit of strategies for improving the wellbeing and school engagement of disadvantaged students. The findings from this research study were presented at the 2018 European Positive Psychology Conference in Budapest, Hungary.

An example of Rich Picture Mapping from this research study.
### Trauma-Informed Positive Education

For his PhD thesis Tom Brunzell has focused on "Meaningful Work for Teachers within a Trauma-Informed Positive Education Model."

This PhD explored the paradigm of Meaningful Work with teachers educating trauma-affected students. Findings suggest that after working within the intervention model, trauma-informed positive education, teachers positively shifted beliefs of meaningful work by first increasing personal wellbeing, and then bolstering their practice to meet complex needs of their students.

In 2018, the CPP has continued to explore trauma-informed positive education—the application of positive education within trauma-informed teacher practice. Together, Tom Brunzell, Lea Waters and Peggy Kern from the CPP, and Helen Stokes from the MGSE Youth Research Centre, have completed studies looking at the effects of secondary traumatic stress in teachers, effective strategies for student engagement and achievement, and bolstering teacher wellbeing within trauma-affected schools and communities. In addition, Berry Street Victoria has funded a three-year longitudinal study looking at three schools and their student outcomes after teachers have undergone a whole-school approach to trauma-informed positive education. The results are promising when considering outcomes such as higher attendance, increases in student learning, and increases in student wellbeing measures.

### Future research directions

The CPP is at the forefront of research ideas, tools and approaches and this is evident from some of the research work that we’ve commenced and plan to grow as we move into 2019.

### Wellbeing Literacy and Language

Stated simply, wellbeing literacy refers to how we communicate about and for wellbeing. In addition to asking whether the intervention improves wellbeing (e.g., a positive education program), the question is also What did the person learn? What language can they use and re-use to improve their wellbeing and the wellbeing of others? This brings us to the heart of wellbeing literacy - it involves real people in real contexts intentionally using language for the service of wellbeing – it is much more than reading and writing. Wellbeing literacy has relevance for school education, families, workplaces and public policy - we all use language. Future work led by Professor Oades will focus on exploring how people communicate about and for wellbeing in different contexts and to examine how wellbeing literacy correlates with a range of health and education outcomes.

### Automated Text Analysis

To study the existence and development of wellbeing language, methods are needed to analyse that text, efficiently and at large-scale. In collaboration with researchers at the University of Pennsylvania and Stony Brook University in the US, CPP staff, led by Dr Peggy Kern are developing approaches to detect individual characteristics from language (Carpenter et al., 2018, Kulkami et al., 2018; Yaden et al., 2018). Data visualisations provide an accessible way for making sense of such information (Tay et al., 2018).

### Machine learning

Machine learning techniques can also be applied to existing qualitative data. In an intriguing collaboration with researchers at University College London and Stony Brook University, we transcribed over 10,000 childhood essays from a nationally representative sample of individuals followed across their lives. Using the language, we are able to predict health, cognition, behaviour, and social outcomes across subsequent decades (Kern 2018, Kern et al., 2018). The project opens up a range of possibilities for using existing qualitative data to study wellbeing literacy over time.

### Young people’s perceptions of success

Understanding how young people conceptualise success for different life stages is another area of research that is currently being developed by Professor Vella-Brodrick and her research team. Questions about definitions and indicators of success have been embedded in the Well-Being Profiler and findings from thousands of young people around Australia and including the UAE, are being collected and will be analysed over the coming months. Research questions will include: how do young people define success and how does this differ for different life stages, what influences perceptions of success and how do perceptions of success correlate with wellbeing?
The Centre for Positive Psychology prides itself on conducting world leading, impactful research and, as you’ve seen throughout this report, we are very successful in producing high quality research publications and gaining prestigious research grants and demonstrating impact in communities.

Lea’s book and research on strength-based parenting has gained the attention of the media and she has had the honour of writing for:
- the Wall Street Journal
- TIME Magazine
- The Washington Post
- The Atlantic
- The Globe (Toronto), and
- The Guardian (UK, Australia).

Committed to spreading the science of strength-based parenting and positive education as widely as possible Lea has been featured on numerous television programs nationally and internationally.

The Strength Switch is improving the lives of families all across the globe and is a shining example of the real-world impact of positive psychology research.

The Strength Switch is improving the lives of families all across the globe and is a shining example of the real-world impact of positive psychology research.
Debates about wellbeing and happiness have occupied religious discourse and philosophical, political, medical and economic debate for centuries. However, the emergence of wellbeing science and positive psychology is relatively new. Major questions remain. What is wellbeing? Can we change our wellbeing? If so, should we try? How do we do it? How do we help others to learn to thrive?

Don’t pursue happiness, prepare for wellbeing.

The answers to such questions will usually reflect which discipline we come from. Theories within psychology, and hence psychology will usually assume the boundary of discussion as the individual, and provide explanations of human behaviour in terms of individual cognitions, emotions or motivations. Not surprisingly, the theories of wellbeing we use to underpin much of positive psychology and positive education do this: optimism, hope and positive emotions are just a few examples. Wellbeing science is however much broader than psychological approaches- and so much is to be learned from economics, philosophy, political science, sociology and systems science.

Within this Dean’s Lecture Professor Oades outlined the key part of Thriveability Theory as follows:

01 Happiness and wellbeing are different concepts

02 Wellbeing is most usefully viewed as three types of emergent lived experiences (a) experienced connection (b) experienced capability and (c) experienced contentment.

03 Emergent experiences result from the interactions of factors including a person’s capabilities and the social and economic situation within which they live- hence to say we can go directly to wellbeing in a straight line is mistaken. Technologies from systems science may be used to better understand and model what improves wellbeing for people over time.

04 Capabilities make wellbeing experiences more likely (referred to as Thriveabilities in this theory), and these can be taught and learned. For example, positive education improves wellbeing literacy. The work from Amyrta Sen and Martha Nussbaum leading to the Human Development Index have championed capabilities rather than focussing on wellbeing directly.

Consistent with this approach, Thriveability Theory combines with systems science and adds the positive focus, to discuss “thriveabilities” which maximise our likelihood to experience connection, capability and contentment.

05 Much of what we call happiness can be thought of as a survival dashboard; positive and negative emotions, pleasure and pain; sense of approach and avoidance motivation. This is feedback within a system (a message) rather than something that should be pursued in its own right. Don’t pursue happiness, prepare for wellbeing.

06 The political philosophy upon which our theories are based should reflect the centrality of human relationships to wellbeing, hence Thriveability Theory adopts a communitarian rather than liberalist underpinning. This is different than the majority of psychological theory approaches to wellbeing which assume individual liberty (think autonomy, agency) as the key to wellbeing. Communitarianism moves us from I to We.

07 In addition to being free to do things by using our capabilities, we need to be free from constraints eg violence. Psychologically we should work on our capabilities. In a public policy sense we should work on removing constraints.

08 A key implication of this theory is that to improve population wellbeing we need to (a) focus on building thriveabilities rather than directly trying to achieve wellbeing or happiness (b) psychological factors should be considered in tandem with social economic constraints and issues of power and (c) any attempt to reduce wellbeing to a single type of explanation is likely to be incomplete.

This comprehensive and inter-disciplinary theory continues to be developed with multiple research projects for and from its development. Professor Oades is currently writing the first book on Thriveability Theory for a general audience. Further publications for academic researchers and public policy makers will follow.

Follow up Podcasts related to Thriveability Theory: potential.com.au/podcast/ppp-032-prepare-for-wellbeing-professor-lindsay-oades

Professor Lindsay Oades Dean’s Lecture: youtube.com/watch?v=ocqFzGjMDa4

In November 2018, Centre Director Professor Lindsay G. Oades gave his inaugural Professorial Lecture in the Dean’s Lecture series to a full house. Professor Oades used this occasion to introduce the beginnings of the new comprehensive theory of wellbeing, Thriveability Theory.
Positive education brings together the science and research of positive psychology with best learning approaches in education to identify ways to build wellbeing and resilience in students, staff, school leaders, and others across the educational community.

Our impact on Positive Education

Positive education is not just about helping students to feel good all the time, but rather about developing mindsets, attitudes, behaviours, and skills that will help them successfully navigate life.

Positive education matters due to concern around a growing mental health crisis; the skills developed through positive education are crucial for success in the 21st century workplace; positive education represents a shift in the purpose of education; and the empirical methods of positive education distinguish effective interventions and practices from those that are ineffective or harmful.

As part of the Melbourne Graduate School of Education, CPP is uniquely situated to impact and shape the face of positive education locally, nationally, and internationally.

Our activities and impacts have included:

- At the undergraduate level, over 2,000 University of Melbourne students have completed positive psychology subjects as part of their degree. Subjects are experiential in nature, emphasise deep learning, include explicit teaching on academic skills, and consistently receive high student evaluations.

- Through our postgraduate programs, over 800 teachers, staff, and education leaders in Australia, Japan and China have received training in positive education. Courses help students critically develop strategies for building and supporting wellbeing for individuals, students, staff, and educational communities as a whole.

- The Victorian State Government injected AU$6.39 million into the Maroondah region to measure wellbeing, teach students and staff how to be resilient, and to develop a positive local community (see www.maroondahyouth.com.au/Maroondah-Plus-10-Schools). Over the past several years, CPP has led the measurement component. The partnership, which will continue over the next few years, includes the CPP, the Maroondah City Council and Principals Network, and Geelong Grammar’s Institute of Positive Education.

- CPP delivered several trainings on positive education in the Warrnambool area, including training a group of social workers, who then worked with at-risk youth in the area to develop a youth-led social emotional wellbeing program. The program was perceived to be a success by those involved.

- Internationally, CPP staff led the establishment and activity of the International Positive Psychology education division. The division has brought together over 600 members from around the world, focusing on understanding what positive education, sharing best practices, and working together to improve education globally.

Schools are critical to the academic, psychological, social, and moral development of young people. And yet many aspects of modern life challenge the school environment, resulting in many students experiencing high levels of distress, poor academic performance, and disconnection from learning, and many staff feeling stressed, exhausted, and burned out. Positive education enters at the heart of this struggle – not offering simple solutions, but complementing other strategies to proactively support each member of the educational community. CPP is helping to lead the way in this nascent area, working together with educators to positively shift the face of education.

The Centre’s teaching approaches used in MAPP have influenced, motivated and inspired students to launch a number of initiatives and start-up businesses aimed at promoting wellbeing in a diverse range of communities.

The journey to parenthood can be a challenging time for many people. Infertility and assisted reproduction are often experienced as a roller coaster, resulting in mixed emotions and worries about the future. Introducing positive psychology following my MAPP studies has opened new pathways to support people along this journey.

Suellen Peak
MAPP graduate

Initiatives include lawyer wellbeing, Project Thrive (positive education), organisational job crafting, IVF programs that draw on positive psychology interventions, positive parenting (e.g., The Strengths Exchange and Human Endeavours), positive universities, positive sports initiatives, pet therapy, positive journaling, organisational initiatives (e.g., courage in leadership, Hope Labs (School Transition/Entrepreneurship), benefit mindset, Collective Insights with fellow Michelle McQuaid, executive recruitment, and the High Quality Connections network. Each of these has been transformative for the MAPP graduates and have created social impact.

MAPP encourages students to channel their interests, values and strengths into initiatives that draw on evidence-based wellbeing science. This breadth of knowledge and skills graduates require to succeed in their initiatives are made possible through the diverse skills of the MAPP teaching team and diversity of backgrounds within each cohort.
Our courses

Positive psychology has developed a scientific understanding of how humans flourish and how communities and institutions can be strengthened.

**Our Centre teaches four undergraduate subjects to students across the Universities courses.** With over 2000 students completing our undergraduate subjects we have continued to receive outstanding evaluations from students and strong enrolment growth.

Wellbeing, Motivation and Performance (WMP) is one of the most successful and fastest growing undergraduate breadth subjects in Melbourne Graduate school of Education and was ranked in the top 10 subjects recommended by students.

Student feedback on what makes WMP excel is its

- real-life applicability in terms of building real-life practical skills,
- engaging content, teaching staff, and activities,
- focus on experiential learning, and
- provision of a safe and supportive work environment that supports student wellbeing.

These all align with the graduate attributes University of Melbourne are hoping to cultivate in students: Academic distinction, Integrity and self-awareness, and active citizenship.

Anna Cho
University of Melbourne undergraduate student.

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**MASTER OF APPLIED POSITIVE PSYCHOLOGY**

The Master of Applied Positive Psychology will equip participants to apply positive psychology principles in your professional and personal life.

Our course promotes an evidence-based, multidisciplinary approach to working in positive psychology, and will instill in you a strong sense of professional integrity and civic engagement.

This course is built on the work of an internationally renowned team at the Centre for Positive Psychology, including Professor Lea Waters, Professor Lindsay Oades, Professor Dianne Vella-Brodrick, Associate Professor Peggy Kern, Associate Professor Aaron Jarden, Dr Gavin Slemp and Dr Paige Williams.

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**PROFESSIONAL CERTIFICATE IN POSITIVE PSYCHOLOGY**

The Professional Certificate in Positive Psychology critically examines contemporary science-based methods for enhancing wellbeing, motivation and performance. The course includes a range of evidence-based applications to improve positive emotions, engagement, relationships, meaning, and accomplishment for people of all ages.

Participants explore the relevance and application of positive psychology to professional practice, particularly in health, business and organisational contexts.

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**PROFESSIONAL CERTIFICATE IN EDUCATION (POSITIVE EDUCATION)**

The Professional Certificate in Education (Positive Education) critically considers strategies for building and supporting wellbeing – for individuals, students, staff, and educational communities as a whole. The program begins by focusing on individual wellbeing, and expands to consider the educational community as a whole.

Whether you are just starting your journey in positive education or have been practicing for years, this program will deepen your knowledge, broaden your experience, give you more confidence, and help you build a strong foundation for creating sustainable positive change in your educational community.

**Wellbeing, Motivation and Performance**

explores the science of the factors that enable individuals to operate at the peak of their potential; including how to participate in more engaging activities, how to live healthier, be more resilient, have more satisfying relationships and lead more productive and fulfilling lives.

**Performance, Potential and Development**

enables students to explore the theory and evidence relating to high performance and optimal functioning across a variety of contexts. Students will reflect on their best possible performing selves by drawing on the academic literature and real-life experiences.

**Positive Communities and Organisations**

explores how theories on wellbeing, ethics and virtues are being applied to education settings, workplaces and communities.

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... if all students did the Wellbeing Motivation and Performance subject it would have tremendous impact, creating a university culture that is invested in student wellbeing and equipping each student with skills and knowledge to protect their own wellbeing. This could feed into the collective mindset of better awareness and empathy.

Anna Cho
University of Melbourne undergraduate student.
Others might be motivated by a desire for material rewards or approval, or to avoid punishments or criticism. Some might use their job as a form of self-esteem maintenance: by working, they avoid guilt and feel secure and productive.

And yet others may turn up because they value their work activities, see work as part of ‘who they are’, or simply love their work and enjoy the experiences it brings them. This ‘intrinsic motivation’ is the key to a productive, satisfied workforce, and our recently published meta-analysis (authored by Gavin Slemp, Margaret Kern, Kent Patrick, & Richard Ryan) of more than 30,000 employees worldwide has identified how leaders can foster it in the workplace.

The varied forms of work motivation sit along a spectrum – from a complete lack of motivation, to highly extrinsic forms of motivation, to intrinsic motivation.

Highly extrinsic forms are contingent on external events, like rewards or approval. Intrinsic motivation, in contrast, is driven by inner experiences, such as enjoyment, satisfaction or growth. It involves participating in an activity simply because it is interesting or enjoyable.

Intrinsic motivation is regarded as the highest quality form of work motivation because it tends to foster greater workplace wellbeing, proactivity, engagement, and performance. It is also more sustainable because when employees are intrinsically motivated, they are self-motivated.

So, how do leaders foster intrinsically motivated employees?

According to our study they can use particular practices to have a positive influence on employee work motivation, performance and psychological functioning.

There are practical ways leaders can foster intrinsic motivation among workers.

These include:

- providing opportunities for employees to make their own choices and have inputs into decisions
- encouraging self-initiated behaviours within structured guidance and boundaries
- showing an interest in the perspective of employees, demonstrating empathic concern
- encouraging ownership over goals, and interest and value in work tasks by clearly articulating a rationale about why those tasks are important
- avoiding the use of controls that restrain autonomy, like overtly controlling behaviour (e.g. micro-management), or tangible sanctions or rewards to prompt desired job behaviours.

Controlling vs autonomy supportive leadership

These autonomy supportive behaviours contrast with an opposing style of leadership, which employees experience as controlling.

The evolution of cars might help clarify how these two leadership styles differ. Early cars had manual gear shifts. At every point the driver was in control of the gears, speed and direction. A manual car is fully ‘controlled’ by the driver. Yet as automotive technology has developed, cars have become more autonomous and it is the car – not the person in the driving seat – that is in control. The driver becomes a guide, making small corrections, but generally leaving the car in control.

Just like the driver of a manual car, leaders can be very controlling, governing every aspect of their employees’ working lives.

There are practical ways leaders can foster intrinsic motivation among workers.

By Dr Gavin R. Slemp and Lara H. Mossman

WANT TO LEAD SELF-MOTIVATED EMPLOYEES?

The right leadership style is key to fostering self-motivated employees and workplace well-being

Have you ever had a conversation with your staff about why they turn up to work? If so, you’ve probably noticed that employees bring different motivations to work each day. Some are just going through the motions and are completely indifferent to their work.

Want to lead self-motivated employees?
Or they can be like the driver of an autonomous car and let their employees take control of their own work, guiding them only when necessary and appropriate – an autonomy supportive style.

A controlling leadership style is restraining and suffocating, whereas an autonomy supportive style is empowering, treating the employee like a self-directed agent who can think and act for themselves. Leaders may not entirely conform to one style over the other, but the more autonomy supportive a leader can be, the better the outcomes for their employees.

But perhaps the most important aspect of the study was that it showed how autonomy support leads to positive outcomes in employees. The study suggests it helps employees satisfy three basic psychological needs – for autonomy, competence, and relatedness.

When employees work for an autonomy supportive leader they naturally feel more autonomous. Yet they also tend to behave in ways that support their competence and relatedness needs. For instance, they might seek out new challenges and learning opportunities, or take steps to develop relationships with peers. Decades of research document the positive effects of satisfying these three needs and autonomy support is an important contributor.

Given the demonstrated benefits stemming from employee autonomy, it may be worth joining the growing number of organisations proactively adopting strategies to nurture the autonomy of their employees. At Netflix, for example, leaders are encouraged to assume that employees work at their best when they don’t have to ask for approval at every turn. Instead, employees are trusted to think and act volitionally on behalf of the organisation. How do things look from your driving seat?

Published in Pursuit
pursuit.unimelb.edu.au/articles/want-to-lead-self-motivated-employees
School Belonging – Led by Dr Kelly Allen (PhD graduate from CPP)

In 2015 Dr Kelly Allen completed her PhD under the supervision of Professor Lea Waters and Professor Dianne Vella-Brodrick. For her PhD Kelly examined the factors that contributed to school belonging using a socioecological lens. Kelly was a recipient of the Australian Psychological Society Excellent PhD Thesis in Psychology Award (2016). Since completing her PhD Kelly has published numerous academic and non-academic publications, podcasts and interviews from her PhD thesis including a book with Associate Professor Peggy Kern on School Belonging in Adolescents: Theory, Research and Practice.

The sense of belonging Australian students feel at school has fallen since 2003 and recent data reported from the Australian Council for Educational Research (ACER) shows there is no sign of this improving.

School Belonging – Led by Dr Kelly Allen (PhD graduate from CPP)

Why don’t Australian school kids feel a sense of belonging?

Respectful and valued relationships with teachers and the wider community are key to helping more students feel greater connection to their school, leading to far-reaching positive effects.

Belonging at a vulnerable time

The ACER report found many Australian students reported a lower sense of belonging compared with other students around the world, and there is good reason to be alarmed about this.

Belonging relates to higher levels of student emotional wellbeing and better academic performance and achievement. It also reduces the likelihood of mental health problems, promotes resilience when mental health difficulties are experienced and reduces suicidal thoughts and behaviour.

Mid-adolescence can be a vulnerable time particularly in respect to identity formation, peer group influences and psychosocial developments. The Program for International Student Assessment (PISA) data from ACER suggests many students can feel unsupported during this critical period.

Increasing rates of mental illness over the past decade may also correspond with student perceptions of decreased attachment to their school. For Indigenous students and students from lower socio-economic backgrounds, targeting school belonging may become a critical avenue to address disparity in attendance and retention rates between Indigenous and non-Indigenous students, and students from different socio-economic backgrounds.

Over 50 per cent of secondary schools in Victoria have prioritised school belonging in their vision and mission statements. The reality however, is that many young people report feeling disengaged at school, with

So, why is belonging so important?

Every year, much of the educational focus and emphasis is on the NAPLAN literacy and numeracy scores, but a lack of a sense of belonging can be detrimental to a student’s overall wellbeing and may even contribute to their academic performance.

What matters for school belonging?

A University of Melbourne meta-analysis of 51 studies, which included 67,378 students, has identified factors that impact on school belonging, including positive student-teacher relationships, supportive parents and peers, and individual characteristics such as self-efficacy and adaptability.

This information was analysed to identify factors that impact a sense of school belonging for secondary school students and found several important areas that can contribute to a school community’s closeness.

Mission Australia reports indicating that school or study problems are among the top three issues of personal concern.

Although mental health programs are being delivered in schools, most do not focus specifically on improving school engagement and belonging.

20%
Social and emotional learning programs can also help students become aware of themselves and how they fit with others, helping to create a sense of connection with schools. Despite the many issues facing the teaching profession such as the undersupply of specialist teachers, feelings of under-preparedness by graduate teachers, and feeling generally undervalued, teachers are vital to fostering school belonging.

Secondly, other relationships also matter. Parents are an important source of emotional support. A parent’s perception of school and how they value and support their child’s educational experience is vital. Peers who provide social and academic support also create a mutual sense of belonging.

Thirdly, we found individual positive characteristics like optimism, self-efficacy, healthy self-esteem, coping skills, adaptability, pro-social goals and the ability to make and keep friends impacted how students felt about school.

There’s also the culture of the school, the local community and other social groups that also affect student belonging. In the PISA data, first generation and foreign-born students reported higher levels of belonging than Australian-born students. This might point to cultural traditions, knowledge of cultural history and participating in rituals and rites of passage helping to create a sense of identity and belonging.

And finally, there’s the fact that the environments and landscapes in which young people grow up have shifted. We don’t know our neighbours as we once did, children often no longer attend their local school and we are still struggling to understand the true implications of electronic devices.

Accelerating property prices may mean both parents are required to work, arguably leaving less time to spend with children and less opportunities to spend in social groups. The long-term implications of these broader ecological influences are unknown, but contribute to a sense of disconnection and increase the responsibility of schools to help young people feel connected and valued.

**How can schools foster a greater sense of belonging?**

Fortunately, there are steps schools, teachers, parents and the student themselves can take to build on that sense of a school community.

As curriculum demands and class sizes increase, and teachers feel stressed, the key teacher-student relationship can become increasingly hard to maintain. School leaders must consider ways to allow time for relationships to happen and look at how their staff connect with and value the school.

Social and emotional learning programs can also help students become aware of themselves and how they fit with others, helping to create a sense of connection with schools.

Meanwhile, parents can coach their children to navigate their connection to school and shift negative perceptions around social groups, teachers and school. Parents can also model positive attitudes towards school, value their child’s education and validate their child’s academic and social competencies.

In terms of leadership, school belonging needs to be considered within the policies, practices and priorities of a school. Leadership should promote a culture of school belonging with careful consideration to process and implementation to ensure long-term effects.

It’s also important to consider how communities can foster a sense of identity and connection, within and beyond school. There are many opportunities to learn about, value, and contribute to our cultural diversity, nature, and broader social issues.

And it’s vital to keep the conversation open in terms of defining a successful student. There is often a strong focus on academic outcomes, but a students’ school life cannot be adequately represented by a standardised score.

We need to be mindful of the systemic pressure national testing may have on students, teachers, school leaders and parents and question how this is influencing priorities at community, school and classroom level.

After all, we know that encouraging school belonging does not come at the expense of academic achievement; in fact, it’s the opposite, it helps.

**Published in Pursuit**

Centre for Positive Psychology event partner of the 6th World Congress of Positive Psychology 2019 in Melbourne

Australia will host the prestigious 6th World Congress of Positive Psychology to be held at the Melbourne Convention & Exhibition (MCEC) on the 18-21 July 2019. This was officially announced at the World Congress in July 2017 in Montreal.

This will be the first time that the IPPA (International Positive Psychology Association) biennial World Congress has been held outside of North America since its inception in 1998.

Professor Lea Waters as the President of IPPA and Lela McGregor (MAPP Alumni 2015) put together a winning bid to secure the Congress for Melbourne.

The bid was generously supported by Australian philanthropist John Higgins, the Melbourne Convention Bureau, Visit Melbourne and the City of Melbourne.

As the proud Event Partner, the Centre for Positive Psychology will be able to showcase our researchers, their research, courses and MAPP alumni on the world stage.

For the first time, the Congress will see 14 specific tracks for in-depth learning. The tracks are Education, Work and Organisations, Motivation, Wellbeing and Coaching, Individuals and Families, Emotions, Meaning, Strengths, Positive Health and Wellness, Positive Clinical Applications and Mental Health, Body and Brain: Biology Sciences and Basic Science, Technology, Cool topics: Emerging and Assorted Studies and Global Perspectives: Systems, Culture and Communities.

Over the 4 days, the Congress will have over 100 world-class scientific speakers, a scientific poster gallery, exhibit hall, pre-and-post workshops. It is anticipated that over 1,500 delegates will attend the congress from over 40 countries.

Professor Lea Waters as the President of IPPA and Lela McGregor (MAPP Alumni 2015) put together a winning bid to secure the Congress for Melbourne.

To register attendance please go to: www.ippaworldcongress.org

We look forward to welcoming the world to Melbourne!
Aaron comes from a Head of Research position at the Wellbeing and Resilience Centre, within the South Australian Health and Medical Research Institute (SAHMRI). His research spans positive assessment, positive interventions, positive education and organisations, wellbeing policy, and technology and wellbeing. Associate Professor Jarden is known as the founder and co-editor of the International Journal of Wellbeing, as past-president of the New Zealand Association of Positive Psychology (2009–2016), and lead investigator of the International Wellbeing Study amongst other endeavours.

Promotions and Awards

We congratulate our staff for their hard work and promotions in 2018. This included Dr Peggy Kern being promoted to Associate Professor, Dr Gavin Slemp being promoted to Senior Lecturer and Dr Tan Chyuan Chin being promoted to Senior Research Fellow.

Our Centre was also very successful in receiving three awards through the annual University of Melbourne Graduate School awards, acknowledging outstanding staff contributions.

Congratulations to MGSE Awards recipients in the following categories:

- Mid Career Research Excellence: Associate Professor Peggy Kern
- Professional Staff Excellence: Ms Kathy Racunica
- Engagement Excellence: Dr Tan Chyuan Chin.

In late April we welcomed Associate Professor Aaron Jarden to the Centre. Aaron is well known across the field of positive psychology as a thought leader in the field, and is also well known to the staff at the Centre having many previous research collaborations and as a Fellow teaching into the MAPP program.

New appointment of our Associate Professor Aaron Jarden

Aaron comes from a Head of Research position at the Wellbeing and Resilience Centre, within the South Australian Health and Medical Research Institute (SAHMRI).
Our staff team during 2018 — visit our website to read their teaching and research profiles, expertise and interests. Our staff also provide supervision for Masters and PhD students.
The Centre is grateful for the ongoing advice and expertise from our Board, and their recommendations on future direction and growth of the Centre.

### CENTRE FOR POSITIVE PSYCHOLOGY BOARD

**Board membership 2018**

- **John Higgins AO**
  Chairman, Higgins Coatings

- **Bruce Parncutt AO**
  Chairman, Lion Capital

- **Chris Tipler**
  CEO, RIOS Advisory

- **Jim Watterston**
  Dean, Melbourne Graduate School of Education

- **Lindsay Oades**
  Director, Centre for Positive Psychology

- **Vacant – Gerry Higgins Chair**

**Non-executive Board Members**

- **Simon Murray OAM**
  Chairman, Positive Education Schools Association (PESA)

- **Maxine McKew**
  Honorary Enterprise Professor, Melbourne Graduate School of Education

- **Erica Frydenberg**
  Associate Professor, Melbourne Graduate School of Education (Commencing 2019)

- **Tim Brabazon**
  Executive Director, Melbourne Graduate School of Education (January – June 2018)

**HONORARY FELLOWS**

- **Professor Roy Baumeister**
  Honorary Professorial

- **Professor Christian van Nieuwenburg**
  Senior Honorary Fellow

- **Professor Michael Steger**
  Honorary Principal Fellow

- **Associate Professor Nikki Rickard**
  Senior Honorary Fellow

- **Dr Suzy Green**
  Senior Honorary Fellow

- **Ms Michelle McQuaid**
  Senior Honorary Fellow

- **Dr Sonia Sharp**
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- **Dr Justin Coulson**
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- **Dr Reuben Rusk**
  Honorary Fellow

- **Dr Margarita Tarragona**
  Honorary Fellow

- **Dr Acacia Parks**
  Honorary Fellow

- **Mr Justin Robinson**
  Honorary Fellow

- **Ms Cass Spong**
  Honorary Fellow

- **Dr Daniel Loton**
  Honorary Fellow

- **Dr Tim Lomas**
  Honorary Fellow

- **Dr Kelly-Ann Allen**
  Honorary Fellow
<table>
<thead>
<tr>
<th>First Given Name</th>
<th>Family Name</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
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<tbody>
<tr>
<td>Laura</td>
<td>Allison</td>
<td>Visible Wellbeing: Relationships between teacher practice and student wellbeing</td>
<td>Professor Lea Waters (P)</td>
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<td>Associate Professor Peggy Kern (C)</td>
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<tr>
<td>Jessica</td>
<td>Armitage</td>
<td>Wellbeing and Functioning in Emerging Adulthood: A longitudinal study or determinants and mechanisms</td>
<td>Professor Nick Allen (P)</td>
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<td>Professor Dianne Vella-Brodrick (C)</td>
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<td>Andrew John</td>
<td>Bayly</td>
<td>Interactions between organisational decision making and human wellbeing: an inquiry</td>
<td>Professor Lindsay Oades (P)</td>
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<td>Dr. Gavin Slemp (C)</td>
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<td>Amy Elizabeth</td>
<td>Berry</td>
<td>Engaging students in upper primary classrooms: Exploring teachers conceptions and approaches to student engagement</td>
<td>Professor John Hattie (P)</td>
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<td>Professor Dianne Vella-Brodrick (C)</td>
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<td>Becky</td>
<td>Black</td>
<td>Personality and Flourishing: Exploring the Wellbeing of Highly Sensitive Persons</td>
<td>Associate Professor Peggy Kern (P)</td>
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<td>Associate Professor Luke Smillie (C)</td>
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<td>Thomas</td>
<td>Brunzell</td>
<td>Meaningful Work for Teachers within a Trauma-Informed Positive Education Model</td>
<td>Professor Lea Waters (P)</td>
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<td>Associate Professor Helen Stokes (C)</td>
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<tr>
<td>Jesus</td>
<td>Camacho</td>
<td>Relative incidence, origins, and effects of adolescents’ achievement emotions in Collaborative Problem-solving activities</td>
<td>Professor Lindsay Oades (P)</td>
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<td>Morles</td>
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<td>Professor Gavin Slemp (C)</td>
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<td>Austin</td>
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<td>Psychosocial Contracts: examining the relationship between organisations and the communities they affect</td>
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<td>Professor Lindsay Oades (C)</td>
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<td>Associate Prof Benjamin Neville (C)</td>
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<td>Rachel</td>
<td>Colla</td>
<td>Hope theory expanded: a systems view of adolescent thriving</td>
<td>Professor Lindsay Oades (P)</td>
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<td>Dr. Karen Williams (C)</td>
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<tr>
<td>Jacqueline</td>
<td>Francis</td>
<td>Beyond wishing: improvement in academic performance derived from evidence-based positive education</td>
<td>Professor Dianne Vella-Brodrick (P)</td>
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<td>Dr Tan Chyuan-Chin ( C )</td>
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<td>Hugh</td>
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<td>Teacher Attrition: What schools need to know about enabling and retaining teachers who flourish</td>
<td>Associate Professor Terry Bowles (P)</td>
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<td>Dr Jim Watterston (C)</td>
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<td>Benjamin</td>
<td>Hawthorne</td>
<td>A complex systems based pedagogical approach to Positive Education</td>
<td>Professor Dianne Vella-Brodrick (P)</td>
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<td>Measuring and Improving Students Well-Being Literacy</td>
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<td>Lanxi</td>
<td>Huang</td>
<td>Chinese international student wellbeing and wellbeing literacy: An inquiry of determinants and mechanisms</td>
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<td>Dr. Karen Williams (C)</td>
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<td>Cedomir</td>
<td>Ignjatovic</td>
<td>Positive Education: testing reciprocal relationships between work-related flow experiences, strengths use, meaning in life and work engagement among school staff over time</td>
<td>Professor Lindsay Oades (P)</td>
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| Anne             | Johnstone       | Spark: Building Well-being in Schools by Igniting High Quality Connections (HQCs)                                                                                                                          | Associate Professor Peggy Kern (P)  
Associate Professor Lea Waters (C) |
| Rodney           | Bruce Lawn      | Quiet flourishing: Exploring beliefs about introversion-extraversion, and identifying pathways to optimal well-being in trait introverts.                                                                | Professor Dianne Vella-Brodrick (P)  
Dr Gavin Slemp (C) |
| Mark             | Lee             | Individual psychological factors and evidence based interventions impacting learning, psychological well-being and personal development in various populations adjusting to change | Professor Lisa Phillips (P)  
Professor Dianne Vella-Brodrick (C) |
| Patrick          | Mclaren         | Adult Play as a Positive Psychology Intervention: The Use of Tabletop Role-playing Games                                                                                                                   | Professor Lindsay Oades (P)  
Dr Ben Deery (C) |
| Henry            | Mehaizel        | Understanding and nurturing practical wisdom.                                                                                                                                                               | Professor Dianne Vella-Brodrick (P)  
Dr Vicki McKenzie (C) |
| Lucy             | Morrish         | A path to flourishing: The role of emotion regulation in adolescent wellbeing and positive education                                                                                                       | Professor Dianne Vella-Brodrick (P)  
Dr Tan Chyuan-Chin (C) |
| Charles          | O’Leary         | An Examination of Indigenous Australian’s who are Flourishing                                                                                                                                             | Professor Elizabeth McKinley (P)  
Associate Professor Peggy Kern (C) |
| Daniela          | Ramirez Duran   | The Yogic Path: Exploring Ashtanga Practitioners’ Experiences to Unravel the Mediators and Moderators Connecting Yoga to Well-being                                                                        | Associate Professor Peggy Kern (P)  
Associate Professor Helen Stokes (C) |
| Gareth           | Scott           | Building the wellbeing of school executive leaders: A mixed method approach exploring the nexus between job crafting and psychological capital to help leaders thrive | Associate Professor Peggy Kern (P)  
Dr Gavin Slemp (C) |
| Peta             | Sigley-Taylor   | The effectiveness of positive psychology interventions to enhance resilience and well-being for adolescents in differing family structures                                                                 | Professor Dianne Vella-Brodrick (P)  
Dr Tan Chyuan-Chin (C) |
| Kylie            | Trask-Kerr      | Positive education and the purposes of schooling: Exploring a redefinition of school success                                                                                                              | Professor Dianne Vella-Brodrick (P)  
Dr Tan Chyuan-Chin (C) |
| Bianca           | Venuti-Hughes   | Can a focus on organisational cultural strengths lead to improved organisational performance?                                                                                                             | Associate Professor Peggy Kern (P)  
Professor Lea Waters (C) |
| Monique          | West            | Adolescents’ social media use: Implications for academic engagement and performance                                                                                                                      | Professor Dianne Vella-Brodrick (P)  
Dr Simon Rice (C) |
GRANTS 2018

Category 1
(National competitive grants)


Cahill, H., Oades, L., Midford, R., Kern, M. (2016-2019). Determining implementation drivers in resilience education ARC linkage project, $358,000 ARC funding, $300,000 Industry Partner funding.


Category 2-4
(Government and Industry grants)

Prof. Dianne Vella-Brodrick, Dr Tan Chyuan Chin (2017-2018). Evaluation of the Positive Education Program. The United Arab Emirates University (UAEU) $247,630

Prof. Dianne Vella-Brodrick, Dr Tan Chyuan Chin (2017-2019). Wellbeing Project. AFL Academy $20,550


Prof. Dianne Vella-Brodrick (2018-2019). Bio-Dash program, Brighton Grammar School, $150,000

Assoc. Prof. Peggy Kern (2018). Positive Education Training and program evaluation, Kanazawa Institute of Technology (Japan), $51,600

University internal grants

Dr Gavin Slemp (2018). A systematic review and meta-analysis of the antecedents and consequences of autonomous and controlled motives for careers in teaching. MGSE Research Development Award $5,000

Dr Tan-Chyuan Chin (TC) (2018). Youth experiences and perspectives on well-being: Implications for policy and practice. MGSE Research Development Award $5,000


Commissioned work & University of Melbourne Commercial

The Centre has grown its research consultancy, fee for service, and custom education deliveries (Professional Certificates) throughout 2018, with over $360,000 billed.
John Higgins has always been passionate about education. His vision is that every student should be exposed to the principles of Positive Psychology through their time at school, so they have the skills to influence their own lives, and those of the people around them. 

“Psychology has traditionally supported people to move from minus ten to zero.”

“WHAT I LOVE ABOUT POSITIVE PSYCHOLOGY IS IT HELPS PEOPLE MOVE FROM ZERO TO PLUS TEN.”

John Higgins
Chairman, Centre for Positive Psychology Advisory Board
Chairman, Higgins Coatings

I am sincerely grateful and honoured to be appointed the Gerry Higgins Chair in Positive Psychology over the next five years. My thanks go out to the Higgins family who have been enthusiastic and committed supporters of the work by the Centre for Positive Psychology team. A special thank you to John Higgins for his generosity of time, intellect and finances, particularly in his role as Chair of the CPP Advisory Board. Collectively our mission is to help young people not only survive but thrive, particularly through positive education.

As the Gerry Higgins Chair in Positive Psychology I would like to improve the way young people learn about wellbeing so that it is practical, engaging and personalised. I strive to empower young people to be involved in shaping their own wellbeing destiny by equipping them with numerous wellbeing strategies they can use every day, throughout their lives.

Professor Dianne Vella-Brodrick
Gerry Higgins Chair in Positive Psychology, Head of Research and Deputy Director Centre for Positive Psychology, MGSE Human Ethics Chair, Melbourne Graduate School of Education, Centre for Positive Psychology, University of Melbourne.

CONTACT
If you have any queries regarding giving to the Centre for Positive Psychology, and about how your gift can help make a difference, please contact:

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CENTRE FOR POSITIVE PSYCHOLOGY

ANNUAL REVIEW 2019

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