OUR PURPOSE

“To advance the wellbeing of young people through the application of Positive Psychology in key learning environments.”

We realise this purpose through exceptional research, teaching and engagement activities that:

- Contribute to flourishing individuals
- Empower young people to become positive change agents in their community
- Strongly influence education practice, systems and policy

Our research streams include:
Wellbeing Measurement and Methods, Wellbeing Literacy and Language and Wellbeing Systems

Our Services
- Research & Consultancies
- Postgraduate Student Supervision
- Teaching
- Publications & Resources

We have and will continue to undertake the following activities in support of our mission and purpose:

- Leading collaborative innovative research on learning and wellbeing that has high impact
- Designing, delivering and distributing high quality, engaging courses
- Communicating and advocating through influential networks
- Evidence informed product development & high community uptake
- Creating a vibrant, professional and healthy team
- Sustaining growth of the Centre

education.unimelb.edu.au/cpp

GRATITUDE TO OUR PHILANTHROPISTS

The Centre is the grateful recipient of the philanthropic major gift of $2.3 million that supports the position of 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.

The Chair is named to honour Gerry Higgins, an Irishman who emigrated from Kiltimagh in County Mayo, Ireland in 1949 and established Higgins Coatings, a successful commercial painting business, in Melbourne. The Chairs in Positive Psychology and Irish studies have been established in collaboration with Newman College, a Catholic residential college of the University, and incumbents play a role in College life.

John Higgins
Creator of the Gerry Higgins Chair in Positive Psychology

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

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

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 has also supported the position of Research Fellow (Wellbeing Profiler), and Research Fellow (Positive Education and Positive Parenting). During 2019 he also provided resources and assistance to support the hosting and strategic marketing of the 6th World Congress for Positive Psychology in Melbourne and has also provided support for the Centre’s development of strategic research grants.

John Higgins is Chairman of the CPP Board and has been the 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 in the Message from the Chairman of The Board on page 4.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Chairman of the Board</td>
<td>04</td>
</tr>
<tr>
<td>Centre Director’s Report</td>
<td>05</td>
</tr>
<tr>
<td>Gerry Higgin’s Chair Research Report</td>
<td>06</td>
</tr>
<tr>
<td>Taking Positive Psychology into the Classroom</td>
<td>16</td>
</tr>
<tr>
<td>Ethical guidelines for Positive Psychology practice</td>
<td>18</td>
</tr>
<tr>
<td>Coaching and Mentoring Research: A Practical Guide</td>
<td>19</td>
</tr>
<tr>
<td>Our Courses and Our Undergraduate Teaching</td>
<td>20</td>
</tr>
<tr>
<td>Careers after MAPP</td>
<td>21</td>
</tr>
<tr>
<td>Teaching Impact 2019</td>
<td>22</td>
</tr>
<tr>
<td>2019 Enrolments at the Centre</td>
<td>23</td>
</tr>
<tr>
<td>6th World Congress on Positive Psychology</td>
<td>24</td>
</tr>
<tr>
<td>Centre for Positive Psychology WCPP 2019 Event Partner</td>
<td>25</td>
</tr>
<tr>
<td>Robot Career Advisor: AI may soon be able to analyse your tweets to match you to a job</td>
<td>26</td>
</tr>
<tr>
<td>How technology is boosting our young people’s wellbeing</td>
<td>28</td>
</tr>
<tr>
<td>Awards Celebration</td>
<td>30</td>
</tr>
<tr>
<td>Our People</td>
<td>32</td>
</tr>
<tr>
<td>PhD Candidates 2019</td>
<td>34</td>
</tr>
<tr>
<td>Publications</td>
<td>36</td>
</tr>
<tr>
<td>Grants</td>
<td>38</td>
</tr>
<tr>
<td>Supporting the Centre</td>
<td>39</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE CHAIRMAN OF THE BOARD

2019 was another excellent year for the Centre for Positive Psychology.

We have made great progress on our strategic initiatives, where our purpose is to advance wellbeing of young people through the application of positive psychology in key learning environments and their broader lives.

We focus on exceptional research, teaching and engagement activities that challenge the status quo.

In a world of increasing mental health concern, our young people need, now more than ever, to be equipped with the tools to not only survive, but more importantly to adapt and thrive in an ever-changing environment.

The Centre for Positive Psychology was able to showcase our credentials to the world at the IPPA World Congress of Positive Psychology. The Centre’s profile was lifted and was acknowledged as a leading Centre in the world. We showcased to over 1600 delegates, from 50 countries, with over 33 presentations made by the Centre’s staff.

Our growth continues through our programmes of MAPP, Professional Certificate, Teacher Training, Breath Subjects and importantly, PHD students.

Several awards must be acknowledged:

- Dianne Vella-Brodrick
  MGSE - Excellence in Research Supervision Fellowship of IPPA, as Recognition for Outstanding Service

- Rod Lawn
  The Gerry Higgins Studentship in Positive Psychology 2019

- Gavin Slemp, Alexandra Johnston, Rachel Colla
  MGSE – Teaching Excellence Awards

- Tan-Chyuan Chin

In addition, I would like to congratulate Erica Frydenberg and Lea Waters on their acknowledgement through the Australia Day Honours, being made Members (AM) in the General Service of the Order of Australia.

Thank you to all our Staff, Students and Board for your commitment to help the Centre achieve excellence and influence, which results in changing the lives of those we touch in their journey to live happy, meaningful lives.

John C Higgins AO
Chairman of the Board
At the Centre for Positive Psychology there is little doubt we have committed people of world standard. Regarding our scholarship-awards continue, high standard publications continue and excellent teaching reviews continue. For this on behalf of our team I am proud and grateful. However, the question I continue to ask and use as a guide is How does positive psychology contribute to global mental health challenges? How does positive psychology contribute to the challenge of climate change? How does positive psychology contribute to global displacement and geopolitical tensions? How does positive psychology contribute to educating a new generation? Whilst CPP alone cannot solve all these challenges, the broader endeavor of which positive psychology is part of, namely wellbeing science must be held accountable to such questions.

In 2019 we saw the sixth meeting of the International Positive Psychology Association for the first time outside of North America, held in Melbourne. I commend our very own Professor Lea Waters for realizing this vision, and I thank our Chairman John Higgins for his support in enabling this to happen and our own MAPP graduate Lela McGregor for her work and creativity in bringing this together. In different ways those who attended this watershed meeting return to their contexts of scholarship, practice and life hopefully recharged to address the challenges of our time. As the tide of wellbeing science rises we generate new questions and new answers to the challenges of our time. Positive psychology asks us not to focus only on the problem or deficit, but also the solution and abundance. Our work at CPP is moving to focus beyond the individual, to the community and the system. More than ever in 2019 at CPP we have embraced other disciplines including new collaboration between positive psychology and early childhood education, economics, information technology, social philosophy. Moreover, we have consolidated our geographic reach particularly but not exclusively into Japan, China and the United Arab Emirates.

We continue to evolve as a team. In 2019 Professor Dianne Vella-Brodrick was appointed to the Gerry Higgins Chair to lead and inspire our applied research. We also appointed Ms Lara Mossman and Ms Rachel Colla (both currently PhD candidates) as teaching specialists representing further investment and development of our growing teaching programs. To strengthen our research profile, Dr Mohsen Joshanloo, an emerging expert in wellbeing measurement and cross-cultural wellbeing also accepted an offer to join our team. Congratulations! Thank you to our 19 staff, our 10 advisory board members, including our Dean Enterprise Professor Jim Watterston, our 20 honorary fellows and our 30 PhD candidates. The science, learning and impact does not just magically happen; it is your striving and values that makes it so. Combined with the commitment of our numerous partner organisations and the infectious energy of our students, I am confident that in 2020 and beyond, we can indeed contribute to overcoming the challenges of our time and assisting the next generation to be more capable.

Professor Lindsay G. Oades
Director, Centre for Positive Psychology
Melbourne Graduate School of Education
University of Melbourne

CENTRE DIRECTOR’S REPORT

The tide of wellbeing science is rising

2019 has been a year of contrast. In July we celebrated at the international meeting place in Melbourne, which was our role as Event Partner at the 6th International Congress of Positive Psychology. In December we were horrified by the bushfires that raged across Australia and blanketed our fine city in despairing haze. A positive psychology must inform us for both the good times and the bad times. We need to contribute to young people and their communities; both how to be happy and well but also how to be capable to manage the challenges of our changing world; be it climate, technology or the unanticipated. This annual review highlights our recent achievements and impact in improving the wellbeing and capability of young people in their communities, through our conduct and application of the science of positive psychology.
In 2019, the CPP has been engaged in a diverse range of research activities in our pursuit of research excellence and impact. These include continuing to advance our research streams, developing wellbeing tools, interventions and services, presenting our work in a variety of scientific, professional and public outlets, leading a world class PhD program, applying for and receiving research funding, and conducting high quality research projects.

**Making a difference**
In line with CPP’s aim to undertake applied research with socio-economic relevance and impact, a strength of our research is that we often work with community partners to address real world issues in a highly applied way. A salient example of this involves our Well-being Profiler work with groups such as local government councils, sports and performing arts associations and school networks.

**Impact stories from our partners attest to our positive influence in their communities.**
CPP has worked towards expanding our partnerships and collaborative project opportunities in 2019. An example of this is the Fondation Botnar monitoring and evaluation work that was conducted in partnership with the Melbourne Sustainable Society Institute to evaluate five community youth projects in Africa and South America. Our input has contributed to improving the quality of these bottom up projects and to build local capacity and enhance the wellbeing of young people in these developing countries. At the same time, we have forged important partnerships from around the globe that will enable greater impact to be achieved through our collective wisdom, resources and complementary skills.

**Increasing resource funding**
We have sought to increase research project funding by drawing on the full breadth of sources available namely: competitive, industry, government and philanthropy. This is reflected in CPP holding Australian Research Council grants, work commissioned by the Department of Education and Training and local government groups, working directly with public and private schools and receiving support from donors to help resource important research initiatives. We have also received MGSE and University funding to seed new research initiatives, especially by early and mid-career academics. For example, Dr Gavin Slemp as well as Kent Patrick and I, have also received MGSE Research Development Grants, and Dr TanChyuan Chin, and Professor Lindsay Oades in partnership with Dr Corina Ozturk, have received Creativity and Wellbeing Research Initiative (CAWRI) – Seeding Grants. Mr John Higgins has also donated funding to CPP to assist with resourcing the preparation of two competitive research grants relating to the long-term effects of Positive Education. We are truly grateful for the generous contributions we have received to support our research.

**Supporting Professional Development**
Another key objective for 2019 was to support staff and Graduate Research students through group and personalized professional development and mentoring. I have led a staff research program comprising a series of workshops to enable the exchange of information across streams and build research capacity and culture among our research active staff. This has involved regular sessions throughout the year where staff can come together to share their research activities, knowledge and networks to help nurture and support CPP research. In addition, under the capable leadership of the Graduate Research Coordinator and Student Representative, Dr Gavin Slemp and Jacqui Francis respectively, regular meetings have been held to support student researchers within CPP and to provide them with an outlet to be able present information, share resources, discuss concerns and bond with each other and staff. We also have a healthy number of PhD students enrolled at CPP. Dr Tom Brunzell (supervised by Lea Waters, Helen Stokes) has successfully complete his PhD in 2019. Some of these students submitted their PhD theses for examination in 2019. Lucy Morrish (supervised by Dianne Vella-Brodrick, Nikki Rickard and TanChyuan Chin), Mark Lee (supervised by Lisa Phillips and Dianne Vella-Brodrick) and Amy Berry (supervised by Professor John Hattie and Dianne Vella-Brodrick) have officially passed and have graduated with the well-earned title of Dr. Congratulations to each of you. For the rest of the students whose theses are still under examination, we hope to hear

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Professor Dianne Vella-Brodrick

GERRY HIGGINS
CHAIR IN POSITIVE PSYCHOLOGY
RESEARCH REPORT

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positive outcomes in 2020. All the very best to each of you. I was fortunate and grateful to receive an MGSE Excellence in Research Supervision Award. Supervising PhD students is a highly rewarding part of what I do – thanks to all my students past and present.

Sharing our research

It is imperative that we present the findings from our research using a variety of mediums including scientific journals, conferences, public lectures, academic and popular books, media and social media. CPP academics have done a tremendous job publishing articles in print media such as Pursuit and The Conversation, speaking on radio and TV, presenting as invited speakers and Keynote presenters at local and international conferences and publishing their work in high quality journals. For example, Associate Professor Peggy Kern and her colleagues have had their paper titled “Social media-predicted personality traits and values can help match people to their ideal jobs.” published in the highly prestigious journal Proceedings of the National Academy of Science. This is an outstanding achievement.

Two books were published by our Centre staff in 2019 - “Coaching and Mentoring Research, A Practical Guide” By Professor Lindsay Oades, Dr Gavin Slemp and the late Dr Christine L. Siokou; “Boosting School Belonging” by Associate Professor Peggy Kern and Dr Kelly-Ann Allen.

We have also created opportunities to communicate with stakeholders and political leaders and to influence public and professional discussions such as the Royal Commission into Victoria’s Mental Health System. Findings from our research have been translated into practices, products and services such as the Well-Being Profiler, Bio-Dash optimal performance and wellbeing program, Wellbeing Planner and our Professional Certificates in Positive Education and Positive Psychology, to name a few examples.

Our three research streams form the backbone of our research programs at CPP. These streams comprise:

• Wellbeing Measurement and Methods led by Professor Dianne Vella-Brodrick
• Systems Informed Positive Psychology led by Associate Professor Peggy Kern
• Wellbeing Literacy and Language led by Professor Lindsay Oades.

These research streams provide a clear structure for delivering support, mentoring and training, and development opportunities for research activities. Working in teams with a clear topic and purpose has fostered collaboration and productivity as will be evident from the research stream project details that now follow. It should be noted that these research streams are interdependent with most of our projects intersecting across two or three streams.

Wellbeing Measurement and Methods Research Stream

Led by Professor Dianne Vella-Brodrick

The key focus areas of this Wellbeing Measurement and Methods stream are on program evaluations, assessments, audits and needs analyses. We also seek to develop state of the art wellbeing tools, and to adopt innovative measurement approaches to improve our understanding of wellbeing in complex real-world systems such as schools and communities. Working effectively and meaningfully with communities is central to our work and this has been acknowledged through a number of community engagement awards, with the most recent being the Winner of the Australian Financial Review Community Engagement Award for the WellBeing Profiler work being led by Dr Tan-Chyuan Chin.

The innovation in measurement approaches has been longstanding in this stream, whereby new apps such as MoodPrism and Walk the Walk have been developed to facilitate data collection, wellbeing education and the delivery of personalised feedback. These apps integrate advanced methods and approaches such as the experience sampling method and biofeedback. This enables real time and real-world data, as well as objective data, to be collected to supplement self report wellbeing surveys, resulting in a comprehensive account of wellbeing experiences.

Having accurate data about the wellbeing of an individual, school or community can be very empowering and can inform decision making, strategy and policy.

The staff involved in this stream have worked on numerous projects with the broad goal of developing robust ways of assessing and promoting wellbeing, particularly in educational and community contexts among young people.
GERRY HIGGINS CHAIR
RESEARCH REPORT (CONT.)

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

Professor Dianne Vella-Brodrick (lead CI), Professor John Hattie from the University of Melbourne, Associate Professor Nikki Rickard from Online Learning, Professor Donna Cross from the University of Western Australia and the Telethon Kids Institute and Geelong Grammar School (Partner Organisation).

Research staff: Dr TC Chin, Dr Kent Patrick, Rowan Jacques-Hamilton and Amanda Ng.

PhD students: Lucy Morrish, Kylie Trask-Kerr and Peta Sigley-Taylor.

Funded by: Australian Research Council and Geelong Grammar School.

This project has evaluated the wellbeing and mental health of Year 10 students receiving a school year of positive education, relative to students receiving ‘wellbeing as usual’ at school. Many of these positive education students also received positive education in their Year 9 Timbertop experience which was highly effective at improving wellbeing. In the current project Year 10 students from both private and public schools were examined in separate studies. Data were collected via on-line surveys, the Wuzzup experience sampling method app, physiological indices such as heart rate variability and focus groups. Our study found that Year 10 Positive Education private school students who had also received positive education in Year 9 were able to maintain high levels of life satisfaction and social relatedness throughout the year compared with students who completed ‘wellbeing as usual.’ There were, however, mixed findings among the wellbeing and mental health measures with public schools achieving the greatest improvements in wellbeing for positive education students compared with control participants. These wellbeing benefits - measured in the short term only - occurred despite students receiving only a handful of brief targeted interventions, alongside the teacher training provided by Geelong Grammar School staff.

Three PhD students have also been part of this research program; Dr Lucy Morrish (now graduated), Kylie Trask-Kerr and Peta Sigley-Taylor. Lucy and Peta have prepared and published papers examining how individual difference variables such as emotion regulation ability and family structure influence the program effects of positive education on wellbeing and resilience. Kylie has also published her work examining narratives on prosperity and success by Year 10 private school students and comparing those who were in the positive education program with those who were in the ‘wellbeing as usual’ condition. She found narratives from positive education students tended to include more reference to relationships with significant others and the community and were less likely to refer to money or wealth, compared with the ‘wellbeing as usual’ students.

This ARC project has illuminated the need to carefully consider process and context factors of positive education programs as well as the intended outcomes. Student voice is also critical for ensuring program relevance and engagement. A striking finding of the research is that baseline levels of wellbeing matter. If they are low to begin with then there is more scope to improve wellbeing using school based positive education programs. Moreover, this study provides evidence that positive education programs can lessen the natural decline in wellbeing that tends to occur among secondary school students from the beginning of the school year to the end of the school year. This can make such a positive difference to the student experience.

The project has now concluded. Reports detailing the project findings are available as are publications relating to the Year 9 and Year 10 evaluations.

Australian Research Council (ARC) Linkage Project: Effects of positive education during the critical post-school transition

Professor Dianne Vella-Brodrick (lead CI), Professor John Hattie from the University of Melbourne, Associate Professor Nikki Rickard from Online Learning, Professor Donna Cross from the University of Western Australia and the Telethon Kids Institute and Dr Meredith O’Connor from the Murdoch Children’s Research Institute.

Geelong Grammar School, Maroondah City Council and Outer Eastern Local Learning & Employment Network (Partner Organisations).

Research staff include: Dr TC Chin, Amanda Ng, Rowan Jacques-Hamilton and Dr Kent Patrick.

Funded by: Australian Research Council and Geelong Grammar School.

This study seeks to examine the long-term effects of Positive Education Programs on the wellbeing of young people shortly after they have left secondary school. We have been tracking students who have received Positive Education in secondary school and interviewing them to gain insight into the ways in which their Positive Education school experiences have impacted their life once finishing school. Twelve participants have been interviewed to date. Once we have completed all the interviews, we plan to publish a paper on the insights we have gained and to make recommendations for future Positive Education program delivery. Given the growing popularity of Positive Education, many schools will find this information valuable in shaping their wellbeing programs for future delivery.

A further aim of this study is to determine if a new Positive Transitions Program, co-designed with young people and specifically tailored to help young people manage this transition phase of their life, is helpful in improving wellbeing. Eligible young adults were recruited into the study and randomly assigned to participate in the positive transitions program which comprised 20 action based positive messages via smart phones over a 10-week period. First participants complete a wellbeing survey and then half will receive the positive transitions program and the other half will not receive any intervention. After completing the program, consenting participants are also being interviewed and invited to share their thoughts and experiences about the program. To date, feedback about the program has been encouraging. Young people are reporting that if the messages are relevant to their situation, then they are finding the messages useful and motivating. This project will continue throughout 2020.
Wellbeing Tool for Maroondah Plus 10 Schools

Leaders: Dr Tan-Chyuan Chin and Professor Dianne Vella-Brodrick

Research Team: Miss Isabelle Stevenson, Mr Rowan Jacques-Hamilton, Dr Kent Patrick

Funded by: Department of Education and Training in Victoria.

Following two previous surveys conducted in 2016 and 2017 that were commissioned by Maroondah City Council, in 2019, the Department of Education and Training in Victoria commissioned the CPP to measure the wellbeing of staff, students and parents/carers to identify areas of strengths and needs so that programs and interventions can be designed to optimise wellbeing across the network of schools. A total of 3,461 young people between the ages of 10 to 20 years old from 21 educational settings (16 primary schools and 5 secondary schools) participated in the Wellbeing Profiler student survey. Three hundred and seventeen staff and 655 parents/carers across 24 participating schools in the Maroondah Network completed the Wellbeing Profiler survey for staff and parents/carers. Tailored aggregate reports were provided to all participating schools to facilitate each school’s planning, development and implementation of training and resources that are relevant to meet the identified needs of their staff and students. In addition to the wellbeing surveys, focus groups were conducted with a subset of students to obtain deeper insights into their wellbeing data and experiences. Data Deep Dive sessions with school leaders and HOPE leaders were conducted in partnership with Maroondah City Council Youth Services to unpack each school’s wellbeing survey findings and to also obtain a better understanding of each school’s context. Contextual Workshops were also held with school leaders, HOPE and wellbeing leaders, school staff, students and their parents to glean richer insights to broader systemic and contextual factors, by identifying the perceived enablers and barriers to building and supporting wellbeing in schools, in response to the collective network survey findings.

Bio-Dash at Brighton Grammar School

Leaders: Dr Tan-Chyuan Chin and Professor Dianne Vella-Brodrick

Team: Monique West, Dr Kent Patrick, Rowan Jacques-Hamilton and Anneliese Gill.

Funded by: Brighton Grammar School

The Bio-Dash is an optimal performance and wellbeing program that aspires to equip secondary school students with the knowledge and skills to identify and effectively manage anxiety resulting from their day to day functioning at school, when playing sport or during performing arts or in social contexts more generally. The program is comprised of 9 sessions of approximately 55 minutes each. The broad evidence-based topics covered in the program are breathing, emotion regulation, learning to focus and be mindful, mental imagery and self-talk. We also worked with professional game developers, Harmonious Productions, to design a tailored app called Walk the Walk. The game prompts students to manage their anxiety during a task such as walking up to a stage to give a presentation or getting ready to kick a goal on the sports field whilst also managing a range of negative and positive distractions. The Walk the Walk app was selected as a Finalist in the ‘serious category’ at the Australian Game Developers Awards.

The Bio-Dash was delivered to all Year 9 boys from Brighton Grammar School (BGS) – six classes in total. As the program delivery was staggered across Terms 2, 3 and 4 in 2019, there were many learnings about the program content and delivery that were improved for each subsequent delivery. Two of these Year 9 classes also received three group peer coaching sessions from a Year 11 peer who was trained as a Bio-Dash coach. Student feedback was very positive and affirmed that the program was fun, relevant and practical. They found the wellbeing strategies that were taught in the program helpful in managing anxiety and learning to relax. Students also reported that they enjoyed the integration of technology such as the biofeedback and gaming features, in the learning process. The personalised information they received on how well they were doing to reduce their physiological stress indices helped motivate the students to continue practicing.

A selection of school staff including health and physical education teachers were also provided with professional development on the Bio-Dash where they got to experience the program first hand. Many staff reported that they found the Bio-Dash to be an effective learning program and that it would be relevant for many of their classes, particularly in the fields of health, physical education and for sporting groups. Andy McGrath, a former BGS student and now an AFL player with Essendon Football Club also saw value in the Bio-Dash to ease anxiety and enhance performance and is now an Ambassador of the Bio-Dash program.

A report was prepared for BGS with recommendations on how best to maximise the benefits of the Bio-Dash. Overall the Bio-Dash has shown considerable promise in teaching secondary school students some effective strategies for managing their anxiety and staying well. BGS will continue using the Bio-Dash throughout 2020 and CPP will continue to work with the school to assist their trained school staff to deliver the program.
Yarra Ranges wellbeing measurement and reporting

Research Team: Dr Tan-Chyuan Chin (Leader) and Miss Isabelle Stevenson

Funded by: Yarra Ranges Council

Yarra Ranges Council commissioned the CPP to measure and understand the wellbeing needs of students in their local schools. The project utilised the Wellbeing Profiler for Schools to collect data from six secondary schools. A total of 437 young people between the ages of 11 to 20 years old participated in the wellbeing survey. Two tiers of tailored wellbeing reports were provided to the participating schools and the local council. Individual school reports highlighted collective strengths and needs for each year level across 44 indicators and risk factors. The municipal report provided an aggregate overview of the survey findings so that the council can utilise the information collectively for community-wide planning and decision-making to optimise wellbeing outcomes across the region.

Healthy Cities for Adolescents Monitoring and Evaluation project

Co-Leaders: Associate Professor Janet Stanley and Professor Dianne Vella-Brodrick

Funded by: Fondation Botnar

The CPP (Professor Dianne Vella-Brodrick) and Melbourne Sustainable Society Institute (Associate Professor Janet Stanley) collaborated to provide monitoring and evaluation for five projects from three countries (Ghana, Senegal, Columbia) which were funded by Fondation Botnar as part of their Healthy Cities for Adolescents (HCA) program. The projects sought to improve the health and wellbeing of young people in secondary cities and to empower them to be positive change agents in their communities. The aim was to provide project teams who were mostly working from the ground up in their local communities, with recommendations on how to achieve desired goals and assess change and community impact. First Dianne and Janet conducted virtual meetings with each of the project leaders to gain an overview of each project and then they travelled to Xiamen, China where project and HCA team members met at the 16th International Conference on Urban Health - People Oriented Urbanisation from Nov 4-8. There Dianne and Janet presented information about measuring wellbeing and systems thinking approaches at the HCA learning workshops and consulted individually with each project team. In late December, a report to the Fondation Botnar HCA team was provided along with specific reports for each of the five projects. This feedback was well received by project teams and will help direct the project designs and practices, particularly in relation to monitoring and measurement.

Wellbeing Literacy and Language Research Stream Led by Professor Lindsay Oades

The Wellbeing Literacy and Language Research Stream involves a group of scholars interested in (a) Wellbeing Literacy (the intentional use of language about and for wellbeing), (led by Professor Lindsay Oades) (b) natural language and its relationship to wellbeing eg social media (led by Associate Professor Peggy Kern) and (c) how lay people conceive of wellbeing (led by Associate Professor Aaron Jarden).

Within the past year, with assistance from Dr Corina Ozturk, this stream has increased in its numbers of interested scholars, attending from Victoria, NSW and New Zealand. There have been several dimensions of development including (a) conceptual (e.g., what is wellbeing literacy?) (b) measurement (e.g., how do we measure wellbeing literacy?) - this has included the development of the Wellbeing Literacy 6-item self-report measure which has been trialed within the Wellbeing Profiler measurement instrument of CPP(c) methodological (e.g., how do we best apply methods of natural language use?) and (d) commencement of discussions of wellbeing literacy programs for schools.

Currently two main PhD projects are attached to this stream: Hanchao Hou, investigating the conceptualization and measurement of wellbeing literacy and Lanxi Huang, investigating how Chinese international students in Australia conceive of and use language about wellbeing. A key milestone for the stream was the invitation to Professor Lindsay Oades to be a guest editor on a special edition of the International Journal of Environmental Research and Public Health, on the contribution of wellbeing literacy and positive psychology. Initial abstract submissions were received in December, 2019.

Wellbeing Measurement and Methods Research Stream
Employability Project

Led by: Associate Professor Peggy Kern

For many people worldwide, work comprises many waking hours. Increasingly, people not only desire that work can provide necessary income, but also that one’s occupation supports wellbeing and provides a sense of meaning. Scholars and practitioners have long suggested that work is more likely to be enjoyable and beneficial to individuals and society when there is congruence between a person and their occupation. As such, career guidance protocols often assess one’s personality and match those characteristics to recommended occupations. Yet such assessments often involve lengthy self-reported measures, have little predictive validity, or recommend a limited number of occupations that fail to match modern workplace needs. In collaboration with researchers at CSIRO, University of New South Wales, and The University of Technology Sydney, we used linguistic information unobtrusively collected from 128,279 Twitter users representing 3,513 occupations to automatically assess personality characteristics from user tweets, and visually mapped the personality profiles of different professions. Different occupations tended to have different personality profiles, with more divergent occupations showing greater distinctions. Similar occupations cluster together, pointing to specific sets of jobs that one might be best suited for. Observations that contradicted common knowledge may point to emerging occupations relevant to the 21st century workplace. Findings illustrate how social media can be used as a modern-day approach for matching people to their ideal occupation.

My Wellbeing Planner

A coaching process enabling students to improve wellbeing and performance.

Led by: Professor Lindsay Oades, Associate Professor Aaron Jarden, Dr Corina Ozturk, Ms Becky Black.

Funded by: Trinity College Pathways School, University of Melbourne

This project aimed at developing a personalised wellbeing and performance plan for international students. The ‘My Wellbeing Planner’ project draws on a range of current research based including personalised approaches in education and health; the relationship between wellbeing and academic performance; wellbeing programs and good education practice; coaching; goal striving; and self-determination. The ‘My Wellbeing Planner’ project serves as the foundational project for future, longer-term research and intervention in a variety of areas. In this program students are sent a ‘Pre-departure Pack’ in their own country (many of Trinity College’s students come from China) and are asked to think about what the term ‘wellbeing’ means to them. In this way they start their wellbeing journey with a personalised conception and definition of wellbeing. Once they arrive at Trinity college, they receive an ‘Arrival Pack’ where they take their concept of wellbeing and build upon it by learning about setting performance goals for wellbeing and academic achievement, all with the support of a mentor. Additionally, they are provided with information on maintaining their wellbeing goals, such as barriers and coping strategies, and specific wellbeing skills they can plan to use – such as strengths and gratitude. Over their stay at Trinity each student meets 4 times with their mentor to talk about their ‘My Wellbeing Plan’ and the progress they are making. The My Wellbeing Planner was in development, refinement, and testing throughout 2019, and due to its success is will be rolled out on scale to all 2,000+ Trinity students in 2020, with an ambitious goal of taking the program online and also offering it with wider cohorts.
Systems Informed Positive Psychology Research Stream
Led by Associate Professor Peggy Kern

**Key staff from CPP:** A/Prof Peggy Kern, Prof Lindsay Oades, Prof Lea Waters, Dr Paige Williams

Systems-informed Positive Psychology (SIPP) is an emerging perspective within Positive Psychology, which explicitly expands the focus of positive psychology beyond the individual, to also incorporate the broader forces and contextual factors that shape and impact individual and collective flourishing. Drawing on concepts, principles, and tools from the systems sciences, SIPP acknowledges the complexity of everyday life, while adding an optimistic belief about what the future can hold and motivating people to co-create solutions that can help human social systems thrive. In 2019, we established the foundations for a systems-informed focus within positive psychology, with several theoretical publications. These provide important grounding for research and practice in the future.

**Australian Research Council Linkage: Determining implementation drivers in resilience education**

- **Co-Leaders:** Prof Helen Cahill (project lead), A/Prof Peggy Kern and Prof Lindsay Oades
- **Funded by:** Australian Research Council

Numerous programs have been developed to support student wellbeing. However, when tested in other contexts or scaled across schools, programs often fail. Using a systems lens that considers the complexity of the school environment, our research is identifying factors that influence program implementation. At a school level, working with government schools in South Australia, we examined factors impacting the planning, delivery, and outcomes of an evidence-informed positive education program. Including multiple stakeholders, teacher efficacy, and fit with the students and school culture impacted the perceived value and efficacy of the program. At a broader level, the Resilience, Rights, and Respectful Relationships program is a strengths-based, social and emotional learning curriculum developed by Professor Helen Cahill and colleagues. Over the past few years, the training and curriculum have been rolled out across Victoria government schools. In partnership with the Department of Education and Training, VicHealth, and the MGSE Youth Research Centre, we have been using quantitative and qualitative approaches to study implementation of the program. Facilitators of program implementation include leadership support, involvement of a core team, professional learning and engagement in the program training, awareness of student needs, and commitment of staff, while the greatest barrier is a very crowded curriculum. Schools were often likely to only present part of the program, with poor implementation of the sensitive topics around gender, with discomfort in staff readiness to teach these topics. Ongoing work will involve analysing the extensive quantitative and qualitative data, to provide core insights into strategies for enabling the application of wellbeing-related programs in schools.

**Other Projects**

**Strength-based Parenting Research still going strong**

- **Led by:** Professor Lea Waters

Five years into the strength-based parenting (SBP) research program led by Professor Lea Waters, the science and practice continues to build. In 2019, Professor Waters published with student Hayley Jach and Post Doc researcher Dr Daniel Loton on the impact of SBP upon student’s engagement, perseverance and academic grades. Additionally, Professor Waters conducted a study with students Dawson Grace and Rowan Jacques-Hamilton together with Dr Daniel Loton and Associate Professor Michael Zyphur on the long-term effects of SBP on teenagers wellbeing over an 18 month time period. The study, published in Frontiers, found that while parenting is a significant predictor of wellbeing for pre-teens and teens in real time, it is not predictive of wellbeing at future time points. Parents cannot assume that their current levels of SBP are ‘banked’ by their children to support future wellbeing. Instead, SBP needs to be an ongoing, contemporary parenting practice. Furthermore, the fact that perceptions of SBP decline in this age bracket suggest that SBP interventions may be helpful in supporting adolescent mental health. Professor Waters was asked to write a parenting article for The University of Berkeley’s Greater Good Science Centre and was interviewed on ‘The Project’ (NZ TV) together with ABC radio about the strength-based parenting (SBP) research program.
Searching for wellbeing in schools: A new framework to guide positive education

**Led by:** Professor Lea Waters

The field of positive education, now a decade old, has much to offer with its emphasis on bringing the science of positive psychology to schools. However, the rapid growth of positive education has led to a proliferation of strategies that are typically applied in fragmented ways. In order to create an inter-connected ‘big picture’ approach to youth wellbeing for schools, Professor Lea Waters has led a multi-year, multi-study project aimed to develop a data-driven ‘meta’ framework. The end result of this project is the SEARCH framework which covers six overarching pathways to wellbeing: Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals. The SEARCH framework is the result of three key stages of science: 1) a large scale published bibliometric review and cluster analysis of the field of positive psychology that analysed 18 years of research from 18,401 studies to see what the science tells us about the elements of, or pathways to wellbeing, 2) an action research project involving ten schools to road-test the data-driven, meta-framework and 3) a systematic review of school intervention studies in both psychology and education data bases that involved 35,888 students from Australia, NZ, Europe, the UK, Asia and North America demonstrating the effectiveness of the framework and each individual pathway on student illbeing, wellbeing and learning outcomes (Waters & Lorton, 2019).

Successfully building wellbeing in students is not simply a matter of delivering a series of different programs. Rather, positive education needs be embedded across interconnected areas of the school in interconnected ways. SEARCH gives schools a clear and purposeful direction through which to strategically embed whole-school wellbeing. Professor Waters is using SEARCH with schools in Australia, New Zealand, Hong Kong, Canada, and the United Arab Emirates.

**Australian Research Discovery Award: The efficacy of integrating mindfulness within teaching practice to improve student attention: A cluster randomised controlled trial**

**Co-Leaders:** Dr Jon Quach (project lead), Prof Janet Clinton, Dr Ben Deery, A/Prof Emma Sciberras, A/Prof Peggy Kern, A/Prof Lisa Gold, Francesca Orsini

**Funded by:** Australian Research Council

This project aims to provide robust and reliable evidence on whether a universal classroom-based teacher-delivered mindfulness program, provided in the early years of school, can help prevent and manage mental health difficulties. The ARC Discovery project will rigorously examine whether the program can prevent future mental health problems in later schooling and help students who are doing well to continue to thrive and become even more resilient, explicitly evaluating how to help teachers to embed mindfulness activities and strategies easily into their everyday teaching and learning content, while also tracking impact on their own mental health and wellbeing. It will examine possible impacts on parent mental health and wellbeing, and what economic costs are involved in implementing the program - core considerations for schools and governments.

**PROJECT 2: Job crafting and employee passion and wellbeing in Australia and China**

**Researchers:** Gavin Slemp, Yukun Zhao, Hanchoa Hou, and Robert J. Vallerand

**Funded by:** MGSE Research Development Award

**PROJECT 1:** Study of Teacher Motivation

**Researchers:** Gavin Slemp, James Field, Anna Cho

In this project we meta-analytically review studies of teacher motivation to understand whether quality of motivation impacts teacher in-role functioning, as well as teacher mental health. We find that more autonomous forms of teacher motivation are beneficial for teacher health and in-role functioning, which may have corresponding impacts on students.

**PROJECT 3:** Systematic review of interventions to support employee self-determination -

**Researchers:** Gavin Slemp, Mark Lee, Lara Mossman

We systematically review the literature on the effectiveness of interventions to support employee self-determination in the workplace. We find that interventions show some effectiveness in terms of improving employee motivation quality and mental health and make recommendations for future research and management practice.

**Papers for all three projects are being prepared or are under review.**
Thankfully in Maroondah we’ve been progressively shifting the focus of schools in our community towards wellbeing. While changing long established complex systems like education takes time, the importance of this work has never been so important.

The Maroondah Positive Education Project has now evolved from a small group of passionate people to a movement, with over 30 local people recently obtaining The University of Melbourne’s Professional Certificate in Positive Education, over 100 people completing the Institute of Positive Education’s “Discovering Positive Education” course, and almost all of our government schools appointing a Head of Positive Education. In each school projects are underway to build a ‘whole of system’ approach to wellbeing.

This is informed by our recent wave of wellbeing measurement with the Centre for Positive Psychology, with thousands of students, school staff and parents - providing us with a well-rounded view of wellbeing across our local school system and community.

Our success has come from the commitment of our partners and the effective collaboration made possible through our use of the Collective Impact framework. This systems approach is enabling us to turn our shared goals into real outcomes. While many organisations work in isolation, we recognise that only a team of committed partners will realise our vision of a community of wellbeing. Our “common agenda” is our desire to build wellbeing literacy through the spread of wellbeing knowledge and skills into the community. We use “shared measurement” to monitor our progress using the University of Melbourne’s Wellbeing Profiler and DET’s own measurement tools.

The third condition of Collective Impact is “continuous communication” - with conversations, official and impromptu, held daily between partners, building trust and forging strong relationships. This is where the magic happens as we establish new ways to utilise our collective strengths. We are proof of Aristotle’s famous quote, ‘the whole is greater than the sum of the parts’.

**Relationships among our stakeholders have been key “mutually reinforcing activities”**

The Professional Certificate of Positive Education was also critical, enabling our HOPE Leaders to develop whole-school wellbeing plans. Graduates’ projects are varied and include staff and leadership training, and whole school projects on topics like gratitude and positive relationships (connectedness). Staff wellbeing and school culture also featured strongly, acknowledging the importance of getting our environments right to make change sustainable. Many schools also now intend to run the process of Appreciative Inquiry where the entire school community will Discover what’s working well, Dream of what could be in the future and then collectively Design and Deliver how they will get there. We undertook this process as a Maroondah community in August, bringing together over 100 local people to imagine what “flourishing together” could look like. Local Communities of Wellbeing are now bringing the outcomes to life in partnership with key community stakeholders.

A key shared theme emerging in 2019 was ‘connection’. Many schools identified the need to develop closer relationships between staff, staff and students and staff and parents. We know that relationships are at the core of improving student outcomes and explicitly focussing on improving connection has many advantages. Schools have developed different ways of achieving this connection from regular classes, to multi-age groups, to whole day immersion activities. While the teaching and approach to wellbeing is varied, it is having a great impact on our school communities.

As we look to the future, we are excited to know that momentum is growing as enthusiasm about positive education is spreading. Inspiring stories are emerging as HOPE leaders discover teachers using their own initiative to develop the concepts with their students and parents. Community members and parents are also taking the message to their own contexts. We will continue to expand professional learning opportunities and support our network’s ongoing collaboration to grow our impact on our broader community. We have been humbled by the attention the project has received within the global Positive Psychology community and hope to support other systems approaches to developing wellbeing beyond Maroondah.

**Our current crisis is teaching us in full colour how interconnected we are, how heavily systems and people rely on each other and how complex and fragile things are. Though the crisis is global, the impact is local, and the maintenance and recovery of people’s wellbeing will happen at a community level.**
The ArtsReady program predominantly assists employers in the arts and creative industries to engage young Australians in traineeships. ArtsReady is delivered by AFL SportsReady and is modelled on their programs that have successfully provided employment and education opportunities for over 16,000 young Australians over the last 25 years. This has included more than 2500 Aboriginal and Torres Strait Islander young people in the sports, business and education sector.

During this time, AFL SportsReady has worked with over 450 schools and teaching academies across Australia, to help deliver better learning outcomes for students. This sector has always been a great supporter of our programs, partnering with us to provide specialist support services that are designed to create strong pathways for preparing young people for every success in work and learning.

In 2019, ArtsReady identified the need for students to better understand their own strengths and abilities to guide their work preferences, providing them with greater capabilities needed to succeed in education, work and life.

Our consultation with the arts community identified a challenge to build a response for the mental health and wellbeing needs of their students entering their organisations, the consultations also identified the significant changes in student awareness and articulation on their own mental health.

Organisations responsiveness to contemporary student’s health and wellbeing has significantly increased in recent times and required more information and analysis to enable the existing response mechanisms to be further enhanced.

The identified need was for an analysis of health and wellbeing to be provided using an evidence based and ethically approved research survey. The University of Melbourne’s wellbeing profiler was selected to provide this information and analysis to meet the needs which the stakeholders identified.

The wellbeing profiler provided stakeholders with profiles of cognitive, emotional, physical, psychological and social wellbeing capabilities. The profiler allowed students to respond about their perception of wellbeing and the concept of success. Students were also asked about their challenges in the arts which they encounter, as well as their sources of health or wellbeing support.

At the middle of 2019, opportunities were provided for the wellbeing profiler to be extended by stakeholders to a further cohort of students in 2020, along with the teaching staff of their respective academies. The logic for the extension was to consider what evidence would guide staff training and their ability to build wellbeing for professional practice.

ArtsReady’s aspirations for the research project is to create a bespoke training program as a blueprint for each of the academies, that can allow them to seek out additional funding support from philanthropic entities and individuals, along with State and Federal bodies. Focusing on quality improvement and workforce capability through tailored strategic improvement, we believe staff professional development is paramount. Teachers find this area challenging and need a dedicated wellbeing strategy, with dedicated wellbeing leaders behind it.

The partnership of ArtsReady and the University of Melbourne’s Centre for Positive Psychology confirms that collaboration between research and industry experts using evidence based tools, documentation of wellbeing plans, assessment and reporting of activities, should be central to wellbeing strategies.

Its ArtsReady’s view, that in the light of the recent draft report by the Australian Government Productivity Commission on Mental Health and the impact now that COVID-19, we have never had a more critical time to embed the right foundations for future reforms and improved mental health and wellbeing outcomes for future generations entering the creative industries.
It’s early morning at Heathmont College, a government high school in Melbourne’s sprawling eastern suburbs.

Students are not in their individual year groups but spread across the campus in various classrooms, years seven to 12 mingling and talking to one another before the bell rings. There’s a different sort of buzz.

“The classes were pretty quiet to begin with,” says teacher Edwina Ricci, who is leading a concerted push to introduce positive psychology in 27 schools across the Maroondah area. “And quite confronting for staff. In high schools, teachers teach curriculum. We don’t teach relationships – the thinking is, we leave that to the Phys Ed and ‘warm and fuzzy’ teachers.”

But that’s beginning to change through a collaboration with the University of Melbourne’s Centre for Positive Psychology. Centre researchers are working with fellow experts at Maroondah City Council, the Victorian Department of Education and Training and the Institute of Positive Education to help improve wellbeing and education outcomes across the zone.

In the case of co-educational Heathmont College, feedback from the school community revealed that in some year levels there had been a drop off in connection between students and staff. With research showing that a sense of belonging plays a major role in student wellbeing – and in academic performance – the school implemented so-called vertical mentor groups, and a new house system.

“Now, for 15 minutes at the start of every day, they’re just focussing on connection,” Ricci says. “And once that happens, and we have that connection, we can then teach them anything. “We can teach them how important gratitude is – we know that gratitude and resentment can’t coexist, there’s science behind that – and we can teach them growth mindsets. That if they do work hard, they can learn.”

The University’s Centre for Positive Psychology is behind a number of projects looking at how best to apply the science of wellbeing in key learning environments.

“Centre Director, Professor Lindsay Oades, says that at its most basic level, positive psychology focuses on what’s right, not what’s wrong.

“It’s all from a science-based perspective. Rather than denying that there are bad things, it’s like – well, there are good things. What leads to them? What predicts or helps positive functioning, happiness, wellbeing, optimism and strength?”

Building capacity and good functioning can help buffer negative mental health outcomes, but Professor Oades notes that positive psychology is about more than prevention. “Good functioning and capability are good in their own right,” he says.

Based in the Melbourne Graduate School of Education, the Centre partners with various organisations on its research projects.

“In our view, you can’t do good, applied research without good collaborations,” Professor Oades continues. “Partners tell us what problems they’re wrestling with, and we

Positive psychology in schools is exploring how best to apply the science of wellbeing in key learning environments - helping students develop skills for life
have the concepts, tools and methods to make sense of that.”

The Research Director at the Centre, Professor Dianne Vella-Brodrick, is behind the Bio-Dash program, which teaches young people evidence-based wellbeing strategies to help them optimise performance, manage stress and build resilience.

Professor Vella-Brodrick works with young people to design engaging, tangible and personalised wellbeing programs by integrating technology and biofeedback (physiological responses such as brain activity and respiration rate) in the learning process.

“If during the school years, we can motivate young people to learn and try out wellbeing skills and enable them to literally see the physiological and emotional benefits, then they are more likely to be sold on the importance of wellbeing,” she says.

“Regular application of wellbeing strategies can improve academic engagement and performance as well as relationships, health and work - all factors which are known to protect individuals against poor mental health”.

Another initiative is the development of a wellbeing profiler measuring six wellbeing domains that research identifies as important indicators in young people. The profiler is currently being used with thousands of students across schools and youth organisations nationally and internationally.

This includes a partnership with Trinity College Pathways School where 700 international students receive a pre-departure pack in their home country and undergo wellbeing activities ahead of their arrival in Melbourne.

Upon arrival they are assigned to a staff mentor, who engages them in conversations about what wellbeing looks like to them. Crucially, academic progress is also discussed. “A lot of parents are interested in academic performance but might not understand what this wellbeing thing is. Putting them together can be a smart way to go,” Professor Oades says.

By personalising the plans and giving students a sense of agency over their wellbeing, the hope is to set them up for the long-term.

Back in Maroondah, students are also encouraged to take ownership of their wellbeing journeys. Through the council’s Student Wellbeing Action Teams (SWAT) program, year 10 students receive training in leadership and wellbeing. They then receive data collected by university researchers, and are supported to plan and deliver projects based on the data.

Recent examples include students introducing exercise breaks in the middle of long classes to bolster physical activity and mental alertness, working with the school council to update canteen guidelines to increase healthy food intake and setting up a ‘chill out space’ for students to help reduce stress at lunchtime.

Dr Tan-Chyuan Chin is heavily involved in the Maroondah collaboration. She says co-creating research projects with partners can help drive better outcomes. “One size, or approach, does not fit all. Context and student needs are critical factors to consider when implementing wellbeing activities, initiatives or training.”

The collaboration started after the local municipality identified wellbeing as a key concern for the wider community. University researchers initially undertook a large-scale needs analysis survey of the region, involving 5000 students across 19 schools.

“We really wanted to know from the young people’s perspectives about their experiences with wellbeing and how best to support them,” Dr Chin explains, “rather than just implementing a program that did not meet their needs.”

The resulting approach is driven by collective impact. “It enables us to know what’s working in the system, what may not be working that well and better facilitate the changes that are happening in a very dynamic and busy system.”

With classroom resources and curriculum hours already stretched, the researchers are conscious of not wanting to further burden teachers. “It’s all very well to come in from an ‘expert’ point of view, wanting a program delivered,” says Dr Chin.

“But the difficulty is, we’re competing with so many other demands. Wellbeing is the foundation of things; it promotes and optimises learning in a young person so that they are responsible for themselves, but at the same time can also help their peers when they are approached for help.”

That last part is important, as research shows that when young people have problems, they are reluctant to approach adults or parents for help. Instead, they either reach out to their friends or look for answers online.

“It’s really forming that strong network of support that’s crucial.”

At a time of great change in all aspects of our lives, Dr Chin says that positive psychology can have the potential to help create lasting, positive change, not just for students, but everybody.

“The fact that you can have a generation of kids who actually believe they can improve their own wellbeing, and then take some steps towards doing it, even if they don’t achieve them all, the message that they can is important in its own right.”

Wellbeing programs like this can motivate young people to learn and try out those skills happening in a very dynamic and busy system.”

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“My real reason is, where education is about lifelong learning and building capabilities – not just in literacy and numeracy – but wellbeing.”

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As positive psychology has developed as a field, questions have arisen around how to ensure best practice, including with respect to ethics. This issue is particularly pertinent vis-à-vis its applied dimensions, such as positive psychology interventions by students and graduates of the Masters of Applied Positive Psychology (MAPP) programs.

To date the field has hitherto lacked clear ethical guidelines to assist practitioners. Aiming to address this gap, Associate Professor Aaron Jarden has lead a stellar team of academics and practitioners, including Tim Lomas, Tayyab Rashid, and Annalise Roache, over the past three years to devise a set of guidelines, in collaboration with all key stakeholders across the positive psychology community. These were published in the International Journal of Wellbeing in July 2019 to coincide with the 6th World Congress on Positive Psychology in Melbourne.

The guidelines focus on values (for example, safety of clients and other, alleviating distress and suffering, or cultural diversity), strengths (for example, honesty, fairness, or kindness) and principles (for example, responsible caring, trustworthiness, or justice), and particular how both values and strengths support the enactment of ethical principles in practice.

The guidelines also include much advice on applications of the ethical guidelines in practice, a step-by-step guide for resolving ethical dilemmas, a self-evaluation guide, and six case examples of ethical practice and their links to the guidelines. Additionally the authors have published full details on the development of the guidelines “Developing ethical guidelines for positive psychology practice: An on-going, iterative, collaborative endeavor” in the Journal of Positive Psychology (reference below). There they summarize the importance, development, content, and future directions of these guidelines, thus providing a concise overview of this important project for the field of applied positive psychology. Together the guidelines, and the development article, highlight the importance of ethical practice and offer practical suggestions for guiding practitioners in the field.

References
COACHING AND MENTORING RESEARCH: A PRACTICAL GUIDE

By Professor Lindsay G. Oades & Dr Gavin Slemp

In July 2019, on the eve of the 6th World Congress of Positive Psychology, Professor Lindsay G. Oades and Dr Gavin R. Slemp launched their new introductory research methods book, “Coaching and Mentoring Research: A Practical Guide” co-authored by the late Dr Christine L. Siokou.

Coaching psychology fits hand in glove with applied positive psychology. This book, invited by world leading textbook publisher SAGE, is the first research methods book ever in the field of coaching and coaching psychology.

Professor Oades previously conducted the first ever randomized controlled trial on life coaching- with CPP Honorary Fellow Dr Suzy Green.

The book is dedicated to its second author, Dr Christine L. Siokou, a previous staff member at CPP, who died suddenly in late April 2017. Despite the loss, the book was completed in her honour.

The book includes unique pedagogical features by using coaching approaches to speak directly with the reader regarding developing research skills for coaching and mentoring research. Each chapter is structured around the GROW model, well known in coaching circles a way to structure a coaching session ie Goal, Reality, Options, Wrap Up. The 25 chapters take the new researcher across how to develop a research question, how to choose a methodology and methods, how to collect data, how to choose data analysis methods, and disseminating research through publications.

The book is based directly on the many challenges experienced by the numerous previous PhD students of Professor Oades combined with his learnings from reviewing the many coaching research proposal submissions whilst being a member of the Scientific Advisory Board at the Institute of Coaching (Harvard University).

Since publication the book has already been adopted as a text for students at the University of East London, Positive Psychology and Coaching Psychology course. In August 2019 it was named the best new coaching and mentoring book by Book Authority. It has also received positive reviews in Philosophy of Coaching: An International Journal Vol. 4, No. 2, November 2019, 80-82. http://dx.doi.org/10.22316/poc/04.2.07.
OUR COURSES

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

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 instil 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.

https://study.unimelb.edu.au/find/courses/graduate/master-of-applied-positive-psychology/

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.

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.

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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.

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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.

WMP 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.

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POSITIVE COMMUNITIES AND ORGANISATIONS
Students explore how theories on wellbeing, ethics and virtues are being applied to education settings, workplaces and communities. 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.

POSITIVE LEADERSHIP AND CAREERS
This subject explores positive approaches to career choice, career management, and leadership. Investigates factors that promote flourishing in education and one’s career.

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.
JOURNEY AFTER MAPP

Two past MAPP graduates share their journey during and after their time at MAPP

Lela knew something was amiss when she started her career as a financial consultant with Arthur Anderson. Life needed to be more than just doing financial reporting. What she realised then was she was not playing to her strengths. A stint as a public relations officer for Hyatt Hotels International sparked a love for marketing, which evolved into senior international roles in Hyatt, Mercedes-Benz and Healthscope. Her creativity and entrepreneurship led her to start up her own successful marketing communications and design consultancy allowing her to play to her strengths. As her work started to specialise more in employee and community engagement she became deeply interested in the science behind what drives people to thrive.

Lela’s experience of MAPP was transformational. It allowed her to pivot to a whole new career path as a positive psychology coach and branding consultant establishing Splendour-Labs in 2016. She tells how fulfilling it is to help other people discover their strengths, authentic goals and find their place in the world. She enjoys coaching people individually and in groups, and has clients in Singapore, Shanghai and Hong Kong as well as Australia. After MAPP, she created Positive Detective which is a wellbeing program that helps children hunt for the good. This program is now in over 300 schools in 11 countries. She also helped to bring the 6th World Congress for Positive Psychology 2019 to Melbourne. She has gone on to do guest lecturing and marketing consulting for the Centre for Positive Psychology working on Bio-Dash, Wellbeing Profiler and My Wellbeing Planner.

In addition, she is the CEO of One Ball which is a not-for-profit community soccer program. Working with former young Socceroo and founder, Kamal Ibrahim, they have collaborated to create a carefully designed program which infuses mental wellbeing activities into the soccer program to achieve positive wellbeing outcomes. The program targets low-income families and public housing communities. It now sees over 100 children each week enjoy soccer, and has attracted sponsorship from The City of Port Phillip and Toyota.

The MAPP journey has been a truly life-changing experience for Lela. MAPP is so much more than learning about wellbeing science, it is the foundation of what makes everything we do matter. Taking the science and combining it into your life and work makes all the difference. The greatest thing one can do is be more of who you are.

Anukesh (Kesh) was inspired to do his MAPP degree after a traumatic upbringing and a troubled youth accompanied with anxiety, depression and bad choices.

Kesh admits he has come so far. He has applied his positive psychology knowledge in his work as an answer to complex systemic issues such as family and gendered violence. In his role at the social justice organisation - Nirodah, he has used his knowledge and past experiences to teach positive psychology principles to prevent the incidence of violence. Such programs include the “emPower” program. A cultural change initiative aimed at individuals within trades education aimed at reducing sexism, promoting female participation in trades and promoting safe learning environments. He has also worked with the Victorian Women’s Trust to teach sporting clubs how to create positive cultures that reduce violence. He has created and delivered the “Play to Your Strengths” pilot in partnership with St Kilda Football Club and facilitated workshops for the Western Bulldogs Football Club and the Richmond Tigers Football Club.

He has worked with VicHealth to develop their framework on Healthier Masculinities and advised the Jesuit Social Services on the recent Man Box research they have released. He believes that to make great change, we need to be able to facilitate positive systems changes. Kesh is also a part-time research assistant and honorary member for the Systems Informed Positive Psychology research team at the Centre for Positive Psychology.

Kesh has just established his consulting business called hUmen focusing on engaging men in gender equality. hUmen helps organisations to drive positive performance and outcomes by using gender equality as a testing ground for systems thinking, radical collaboration, and wellbeing science. Basically, working on gender equality allows organisations to build the skills needed to nurture diversity, manage complexity, and adapt to the future in a positive way.

When asked why the MAPP course was important to him, he replied “When I entered the course I was just thinking about teaching young people how to be happier, I left imagining how I could change the world. The people in the MAPP course, whether professors, fellow students, or alumni, create a supercharged, nurturing incubator for pushing the limits of positive psychology. I wouldn’t be at the level I am at currently without entering MAPP."
The Centre had the pleasure of working with the Maroondah Positive Education Network (MPEN) throughout 2019, in the Melbourne Eastern suburbs. This included a number of initiatives aimed at supporting the wellbeing of Maroondah community (see Research report). Specifically targeting the wellbeing of young people, in collaboration with the Victorian Department of Education and Training, we delivered the Professional Certificate in Education (Positive Education) to 33 participants, led by Associate Professor Peggy Kern. The participants came from schools across the Maroondah region as HOPE (Head of Positive Education) leaders. Participants not only gained a deep understanding of positive education principles and strategies for strategically building positive educational communities, but had opportunities to directly apply their learning, developing a whole-school approach to implementing Positive Education in their context. Project Manager Edwina Ricci noted: “Overwhelmingly, projects were aimed at staff wellbeing and school culture, acknowledging the importance of getting our environments right so that the work we do is sustainable.”

The participants particularly benefitted from being part of a supported, connected network, providing opportunities for a regional response to building wellbeing. “All participants are now implementing their projects as they begin to develop whole-school wellbeing plans alongside traditional teaching and learning. Our big goals being that each staff member has a wellbeing goal as part of their PDP for 2020 and eventually students too as part of their outcomes planning. The projects were varied and included staff and leadership education in Positive Education, specific topics like gratitude and positive relationships (connectedness) explored by students and staff.”

The participants came from schools across the Maroondah region as HOPE (Head of Positive Education) leaders.
The Centre continues to grow its enrolments in the University’s undergraduate offerings, attracting students across many disciplines and maintaining exceptionally high student satisfaction rates.

In 2019 we had 930 students completing undergraduate subjects, 70 new Masters students commencing the Master of Applied Positive Psychology (MAPP) course. Over 100 professionals across many diverse industries also enrolled in the Professional Certificates in Positive Psychology and Positive Education. This included targeted Education sector cohorts supported by the Victorian Department of Education and Training and Dandenong High School.

Undergraduate students across all disciplines are able to undertake the Centre’s breadth subjects:

- Wellbeing, Motivation and Performance (EDUC10057)
- Performance, Potential and Development (EDUC10059)
- Positive Communities and Organisations (EDUC20074)
- Positive Leadership and Careers (EDUC30072)

What our students say:

“For me, completing the Master of Applied Positive Psychology (MAPP) was like getting new windscreen wipers, to see a clearer way forward. The high-quality connections and relationships that formed alone made this course worthwhile, and the teaching and learning was first-class. Personally, the course helped to systematically critique my own understanding of wellbeing and positive psychology, which was important as an experienced practitioner. I came away feeling far more confident in my knowledge and ability to affect change in my personal and professional circles, while navigating a new career path.”

Paul Tupou-Vea
Master of Applied Positive Psychology student

“Participating in the Masters of Applied Positive Psychology was a nourishing and vitalizing experience. The program opened my eyes to new possibilities for wellbeing in the world.”

Ash Buchanan
Collaborator at Cohere and Developer of Benefit Mindset

“I was fortunate enough to attended two of your classes (PPD and PCO) at the University of Melbourne during my exchange semester back in 2017. As a result, I completely changed the topic of my diploma thesis and eventually wrote about the compatibility of PP with the Austrian school context. After finishing my degree in June 2018, I started teaching at a high school in Vienna and was able to implement a lot of PP and PE into my English and Psychology/Philosophy lessons. Apart from my professional life, my personal life has also completely transformed as a result of incorporating PP practices into my daily life. Thank you for developing these amazing university classes and for being such a huge inspiration to me! The way you related to your students, always remained positive, kind and supportive, and lived what you preached really stuck with me. Hopefully, I can also have a similar effect on some of my students in the future.”

Sonja Käferböck
Undergraduate student, international exchange

Andrea Downie
Co-founding Director and learning designer at Project Thrive

Bridget Seiter
Undergraduate student
6TH WORLD CONGRESS ON POSITIVE PSYCHOLOGY

Professor Lea Waters

It was a true delight in my role as President of the International Positive Psychology (IPPA) to Chair the 6th World Congress on Positive Psychology hosted at the Melbourne Convention Centre in July.

The 6th World Congress was an historic event for a number of reasons. First, it marked the 10th year of IPPA hosting a World Congress. Second, it marked IPPA’s growth as an association to over 2000 global members. Third, it was the first time in the history of the Association that the World Congress was held in the Southern Hemisphere.

The World Congress brought together 1,600 people from 50 countries to share best practice and learn from each other. Top leaders in the field came to speak to us from countries as far and wide as Japan, Switzerland, United Arab Emirates, India, England, Mexico, Hong Kong, Singapore, Korea, Denmark, Netherlands, Spain, Poland, Germany, Iceland, Ireland, USA, Canada, New Zealand, Saudi Arabia, Jordan, Iran, South Africa, Israel, Peru, Colombia, Venezuela and, of course, Australia. For me, it was an opportunity to allow the talent of my fellow researchers and practitioners in Australia, and more specifically the Centre for Positive Psychology to shine. The congress provided a once in a life time opportunity for the CPP to put its best foot forward in a myriad of ways including being the World Congress Event Partner, having our academics as invited speakers on stage, having many of our past MAPP students run workshops and give presentations, having past students run positive psychology interventions during the session breaks and having many of our staff and students be volunteers.

This World Congress would not have been possible without the generosity of many volunteers, who were the backbone of the congress and gave IPPA their time, energy, enthusiasm and ideas to ensure we had the most successful congress on record. As a volunteer myself in the role as both Congress Chair and Association President, I know the labour of love that was required from our volunteers and I am forever grateful. I’d like to add a special vote of gratitude goes to John Higgins (AO) for underwriting this congress and for his support in many other ways.

The 6th World Congress on Positive Psychology was two and half years in the making and it was a true joy for me to be at the Melbourne Convention Centre and see people from all across the world connect with each other and experience joy, awe, high-quality connections, flow, gratitude, inspiration and so much more.
It was a great privilege to be the event partner with IPPA (International Positive Psychology Association) to bring the WCPP2019 to Melbourne, Australia. To celebrate this momentous event, the Centre was excited to hold and sponsor a number of events:

- Positive Life Leadership Dinner at Crown Towers
- Martin Seligman Lunch
- MAPP Students Association Breakfast
- Opening Night WCPP 2019 Cocktails
- Gala Dinner WCPP 2019
- Lead Exhibit Booth At Exhibition Hall

It was certainly a highlight for the Centre and our researchers and staff to experience such a momentous event.

As the host country, it was exciting to be able to showcase our leading centre of excellence for wellbeing to the world.
But now you must decide what career you want to pursue. You hope for a job that will pay the bills, but also one you will enjoy. After all, you will spend a large portion of your waking hours at work.

But how can you make a reliable choice — beyond what your parents might be pushing for, or what your final year results will get you direct entry into.

Our study published today in the Proceedings of the National Academy of Science found different professions attract people with very different psychological characteristics.

When looking for a new career, you might visit a career adviser and answer a set of questions to identify your interests and strengths. These results are used to match you with a set of potential occupations.

However, this method relies on long surveys, and doesn’t account for the fact that many occupations are changing or disappearing as technology transforms the employment landscape.

21st century job search

We wondered if we could develop a data-driven approach to matching a person with a suitable profession, based on psychological traces they reveal online.

Studies have shown people leave traces of themselves through the language they post online and their online behaviours.

Could we analyse this to find out the extent to which people doing the same job shared the same personality traits?

For instance, software programmers and scientists were generally more open to experiencing a variety of new activities, were intellectually curious, tended to think in symbols and abstractions, and found repetition boring. On the other hand, elite tennis players tended to be more conscientious, organised and agreeable.

Our findings point to the possibility of using data shared on social media to match an individual to a suitable job.

People belonging to different occupations generally have distinct personality traits. This figure shows the digital fingerprints of 1,200 individuals across nine occupations. Each dot corresponds to a user – with people grouped within their self-identified occupation.

We used machine learning to cluster more than one thousand roles based on the inferred personality traits of people in those roles.

We found many similar jobs could be grouped together.

Imagining yourself graduating from high school, with the world before you.

By Associate Professor Peggy Kern
Marian-Andrei Rizoiu
Paul X. McCarthy

Then, using a tool available through IBM’s cloud-based artificial intelligence engine Watson, and its Personality Insights service, we gave each profile a score across ten personality-related characteristics, based on the language in their posts.

We used a variety of data analytics and machine learning techniques to explore the personality of each of the occupations.

For example, to create the “vocation compass map” we used an unsupervised machine learning algorithm to cluster occupational personality data into twenty distinct clusters, grouping the occupations that were most similar in terms of personality.

An occupational map

Work has long been thought to be more fulfilling if it fits who we are as a person, in terms of our personality, values, and interests.

Our results confirmed this, and we found that different occupations tended to have very different personality profiles.

26 CENTRE FOR POSITIVE PSYCHOLOGY

ROBOT CAREER ADVISOR: AI MAY SOON BE ABLE TO ANALYSE YOUR TWEETS TO MATCH YOU TO A JOB

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Read more: Inspire children with good careers advice and they do better at school

We found many similar jobs could be grouped together.
For example, one cluster included different technology jobs such as software programming, web development, and computer science. Another group included gym management, logistic coordination, and concert promotions.

You can explore more with this interactive online map we made.

The Vocations Map we created has clusters based on the predicted personalities of 101,152 Twitter users, across 1,227 occupations. Marian-Andrei Rizoiu

However, while many of the combinations aligned with existing occupation classifiers (current formal groupings that governments and other organisations use to group jobs together), some clusters included roles not traditionally grouped together.

For instance, cartographers, grain farmers and geologists ended up grouped together and shared similar personality traits to many of the technology professionals.

A data-driven vocation compass

With our results, we explored the idea of building a data-driven vocation compass: a recommendation system that could find the best career fit for someone’s personality.

We built a system that could recommend an occupation aligned to people’s personality traits with over 70% accuracy.

Even when our system was wrong, it wasn’t far off, and pointed to professions with very similar skill sets. For instance, it might suggest a poet becomes a fictional writer.

Professions are quickly changing due to automation and technological breakthroughs. And in our connected, digital world, we leave behind traces of ourselves. Our work has offered one approach to using these traces in a productive way.
How Technology is Boosting our Young People’s Wellbeing

By Professor Dianne Vella-Brodrick, University of Melbourne

At least one in five young people experience anxiety and depression, often related to school. The new Bio-Dash program uses technology to help teach students to manage their own wellbeing.

Central to the long term success of any wellbeing program is student buy-in. A key challenge is getting young people, especially young men, to practice and use the wellbeing strategies in their everyday life.

The Bio-Dash program

With this in mind, my research team developed the Bio-Dash – a youth-friendly, unique, wellbeing and optimal performance program.

The Bio-Dash program teaches young people evidence-based strategies (based on sport, health and well-being science) that enable them to optimise performance, manage stress and build resilience.

Importantly, it incorporates the use of dynamic technology to help keep students engaged. Two key processes that add to the allure of the Bio-Dash program are biofeedback and gamification.

De-stressing with positive education

Providing young people with tools to manage their daily stress and anxiety is an important goal that complements any of their academic achievements.

5 ways to cope with disappointing Year 12 results

Schools are increasingly turning to positive education to help combat the increasing anxiety students face around perceived or real pressure to perform well. Positive education dovetails a strengths-based framework with best practice standards in education.

Positive education is delivered explicitly through curriculum, as well as implicitly as part of a school’s educational philosophy. Topics include identifying and using personal strengths, savouring (which involves noticing and appreciating the positive aspects of life), gratitude, growth mindset, kindness, mindfulness and community engagement.

An Australian Research Council-funded project I am leading from the Centre for Positive Psychology, that is evaluating positive education at Geelong Grammar School, has found significant improvements to student wellbeing after positive education. The benefits were most pronounced with a whole of school and holistic approach to student learning and development.

Public school students involved in the ARC study showed wellbeing improvements after a few classes of positive education and teacher training. These findings support growing evidence that positive education can be beneficial to students.

Young people’s stress and anxiety is often tied up in their school life. Sometimes this stress is beneficial – when it provides the drive to get through a sporting competition or exam; but sometimes it turns into distress that’s detrimental to health and performance.

So, learning to de-stress and maintain focus is a valuable life skill that can help alleviate anxiety and promote performance.

As young people are often reticent to seek professional help for anxiety, it makes sense that schools can be another important avenue for support.

Schools can go beyond counselling and pastoral care services – equipping students with life-long skills and techniques to manage stress and promote wellbeing.

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Taking Positive Psychology to a group level

Biofeedback is a process for gaining awareness into physiological functioning like skin conductance, heart rate and respiration. It provides immediate feedback about how well an activity is working to improve levels of a student’s relaxation and focus.

Gamification incorporates game mechanics like competition, game rules and point scoring into a task to motivate participation and maintain interest in the activity.

By using an iPad or smartphone to engage in the biofeedback and gamification tasks, students get real-time information about their brain activity, respiration and skin conductance in response to strategies like deep breathing, mental imagery, mindfulness and emotion regulation through music, visual images, self-talk and savouring.

Both during and after each task, students can get information about whether they are in the relaxed, neutral or stressed zones with traffic light signals appearing on the screen or through auditory nature cues like waves or birds singing, that become quieter as we become calm, and louder with stress.

Having tangible data about how specific evidence-based, well-being strategies impact physiology can motivate students to improve these internal processes using different challenges, structured as a game, based on progressive levels, powers and rewards.

Gamifying wellbeing

The Bio-Dash program is carefully designed to include experiential tasks and challenges that are youth friendly.

One example of a performance task that the students participated in was transforming an icy, winter forest scene into one that is green and bright with summer features.

(Don’t) always look on the bright side of life

The greater the levels of relaxation, the faster the scene transforms, with the aim of altering the visual scene as quickly as possible.

Students receive information about time taken to change from winter to summer and time spent in the red, amber and green zones. Green is the most relaxed.

Other tasks in the Bio-Dash program mimic real world stressors experienced by students, like high-pressure academic activities and public speaking.

To ensure the Bio-Dash program is something students would actually use, in 2018 it was co-designed and trialled with a group of Year 10 Brighton Grammar school boys.

These students reported improvements in relaxation, focus and anxiety after their Bio-Dash sessions and enjoyed the biofeedback and gamification features. For example, students said:

• “I liked being able to look at three different ways to relax and learn which works best for me.”
• “It was great trying the games and seeing the results.”
• “I believe this program will be great for helping to manage my own stress and it will also be a fun experience to pass on the stress relieving techniques to younger people.”

Helping young people when they need it most

The experience of the students is critical.

For the students taking part, actually seeing and experiencing the positive effects of relaxation strategies on their physiology was described as novel, practical and highly motivational.

They liked having the opportunity to learn a broad range of techniques which allowed each student to identify those strategies that worked best for them.

Committed to the vision of developing well-rounded, resilient young men, Brighton Grammar School has funded the Centre for Positive Psychology to deliver and assess the Bio-Dash program in 2019.

Why is school connectedness so important?

The aim is to implement the Bio-Dash program with Year Nine boys at the school, to help them learn strategies to focus, get motivated, relax and reduce anxiety so that they can better manage school pressures.

As part of the program, a group of Year 11 boys who have received Bio-dash training will coach the Year Nine students to apply these well-being learnings in their school and everyday life.

The use of technology in schools to promote wellbeing and performance will improve the student learning experience and shape a new generation of young people who know how to be resilient, motivated, focused and calm.

Dean’s Lecture Link:
2020 Australian Financial Review Higher Education Awards

**Winner of the Community Engagement Award**
“The Well-Being Profiler - A collective approach to increasing the wellbeing of young people” led by Dr Tan-Chyuan Chin and Professor Dianne Vella-Brodrick.

**Fellow of the International Positive Psychology Association**
Congratulations to Professor Dianne Vella-Brodrick on being conferred as a Fellow of the International Positive Psychology Association (recognition of outstanding service to IPPA and the advancement of positive psychology).
University of Melbourne Graduate School Awards

Our Centre was also very successful in receiving 3 awards through the annual University of Melbourne Graduate School awards, acknowledging outstanding staff contributions. Congratulations to MGSE Awards recipients.

PhD Completion 2019

Meaningful Work for Teachers within a Trauma-Informed Positive Education Model

Congratulations to Dr Tom Brunzell on the successful completion of his PhD in 2019. Supervisors: Professor Lea Waters (principle supervisor) and Associate Professor Helen Stokes (co-supervisor).

Tom’s 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 learning needs of their students.
OUR PEOPLE
Centre for Positive Psychology staff

Our staff team during 2019 – 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 form our board, and their recommendations on the future direction and growth of the Centre.

Board membership 2019

- **John Higgins AO**
  Chairman
  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

Non-Executive Board Members

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  Chairman, Positive Education Schools Association (PESA)

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

- **Chris Naish**
  CEO Care
  Guidance

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

- **Dianne Vella-Brodrick**
  Gerry Higgins Chair

HONORARY FELLOWS

- **Professor Roy Baumeister**
  Honorary Professorial

- **Professor Michael Steger**
  Honorary Principal Fellow

- **Professor Emeritus David Beswick**
  Honorary Principal Fellow

- **Associate Professor Mathew White**
  Honorary Principal Fellow

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

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

- **Dr Suzy Green**
  Senior Honorary Fellow

- **Ms Michelle McQuaid**
  Senior Honorary Fellow

- **Dr Sonia Sharp**
  Honorary Fellow

- **Dr Justin Coulson**
  Honorary Fellow

- **Dr Reuben Rusk**
  Honorary Fellow

- **Dr Margarita Tarragona**
  Honorary Fellow

- **Dr Acacia Parks**
  Honorary Fellow

- **Dr Sonia Sharp**
  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>NAME</th>
<th>THESIS TITLE</th>
<th>SUPERVISORS</th>
</tr>
</thead>
</table>
| LAURA ALLISON            | Visible Wellbeing: Relationships between teacher practice and student wellbeing | Professor Lea Waters (P)  
Associate Professor Margaret Kern (C) |
| JESSICA ARMITAGE         | Wellbeing and Functioning in Emerging Adulthood: A Longitudinal Study of Determinants and Mechanisms | Professor Nick Allen (P)  
Professor Dianne Vella-Brodrick (C) |
| AMY ELIZABETH BERRY      | Engaging students in upper primary classrooms: Exploring teachers conceptions and approaches to student engagement | Professor John Hattie (P)  
Professor Dianne Vella-Brodrick (C) |
| BECKY BLACK              | Personality and Flourishing: Exploring the Wellbeing of Highly Sensitive Persons | Associate Professor Margaret Kern (P)  
Associate Professor Luke Smillie (C) |
| THOMAS BRUNZELL          | Meaningful Work for Teachers within a Trauma-Informed Positive Education Model | Professor Lea Waters (P)  
Associate Professor Helen Stokes (C) |
| JESUS CAMACHO MORLES     | Relative incidence, origins, and effects of adolescents' achievement emotions in Collaborative Problem-solving activities | Professor Lindsay Oades (P)  
Dr Gavin Slemp (C) |
| AUSTIN CHIA              | Psychosocial Contracts: examining the relationship between organizations and the communities they affect | Associate Professor Margaret Kern (P)  
Assoc Prof Benjamin Neville (C)  
Professor Lindsay Oades (C) |
| RACHEL COLLA             | Hope theory expanded: a systems view of adolescent thriving | Professor Lindsay Oades (P)  
Dr Karen Williams (C) |
| JACQUELINE FRANCIS       | Beyond wishing: improvement in academic performance derived from evidence-based positive education | Professor Dianne Vella-Brodrick (P)  
Dr Tan-Chyuan Chin (C) |
| HUGH GUNDLACH            | What schools need to know about retaining teachers | Associate Professor Terry Bowles (P)  
Dr Gavin Slemp (C) |
| BENJAMIN HAWTHORNE       | A complex systems based pedagogical approach to Positive Education | Professor Dianne Vella-Brodrick (P)  
Professor John Hattie (C) |
| HANCHOA HOU              | Measuring and Improving Students Well-Being Literacy | Professor Lindsay Oades (P)  
Dr Gavin Slemp (C) |
| LANXI HUANG              | Exploring Chinese international students’ conceptualization and language used about wellbeing | Professor Lindsay Oades (P)  
Associate Professor Margaret Kern (C) |
| LOURENCO DIAS AMADOR     | Developing a Conceptual Model of Innovation | Associate Professor Margaret Kern (P)  
Associate Professor Aaron Jarden (C) |
| CEDOMIR IGNJATOVIC       | Positive Education: testing reciprocal relationships between work-related flow experiences, strengths use, meaning in life and work engagement among school staff over time | Professor Lindsay Oades (P)  
Associate Professor Margaret Kern (C) |
<table>
<thead>
<tr>
<th>NAME</th>
<th>THESIS TITLE</th>
<th>SUPERVISORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNE JOHNSTONE</td>
<td>Spark: Building Well-being in Schools by Igniting High Quality Connections (HQCs)</td>
<td>Professor Lea Waters (P) Associate Professor Aaron Jarden (C)</td>
</tr>
<tr>
<td>RODNEY BRUCE LAWN</td>
<td>Quiet flourishing: Exploring beliefs about introversion-extraversion, and identifying pathways to optimal well-being in trait introverts</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Gavin Slemp (C)</td>
</tr>
<tr>
<td>MARK LEE</td>
<td>Individual psychological factors and evidence based interventions impacting learning, psychological well-being and personal development in various populations adjusting to change</td>
<td>Professor Lisa Phillips (P) Professor Dianne Vella-Brodrick (C)</td>
</tr>
<tr>
<td>PATRICK MCLAREN</td>
<td>Adult Play as a Positive Psychology Intervention: The Use of Tabletop Role-playing Games</td>
<td>Professor Lindsay Oades (P) Dr Ben Deery (C)</td>
</tr>
<tr>
<td>HENRY MEGHAIZEZ</td>
<td>Understanding and nurturing practical wisdom.</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Vicki McKenzie (C)</td>
</tr>
<tr>
<td>LUCY MORRISH</td>
<td>A path to flourishing: The role of emotion regulation in adolescent wellbeing and positive education</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan-Chyuan Chin (C)</td>
</tr>
<tr>
<td>CHARLES O’LEARY</td>
<td>An Examination of Indigenous Australian’s who are Flourishing</td>
<td>Associate Professor Elizabeth McKinley (P) Associate Professor Margaret Kern (P)</td>
</tr>
<tr>
<td>EMMA PHILLIPS</td>
<td>Social Media in Education: An investigation into effects on adolescent empathy and sympathy</td>
<td>Associate Professor Terry Bowles (P) Associate Professor Aaron Jarden (C)</td>
</tr>
<tr>
<td>DANIELA PATRICIA RAMIREZ DURAN</td>
<td>The Yogic Path: Exploring Ashtanga Practitioners’ Experiences to Unravel the Mediators and Moderators Connecting Yoga to Well-being</td>
<td>Associate Professor Margaret Kern (P) Associate Professor Helen Stokes (C)</td>
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<tr>
<td>GARETH SCOTT</td>
<td>Building the wellbeing of school executive leaders: A mixed method approach exploring the nexus between job crafting and psychological capital to help leaders thrive</td>
<td>Associate Professor Margaret Kern (P) Dr Gavin Slemp (C)</td>
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<tr>
<td>PETA SIGLEY-TAYLOR</td>
<td>The effectiveness of positive psychology interventions to enhance resilience and well-being for adolescents in differing family structures</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan-Chyuan Chin (C)</td>
</tr>
<tr>
<td>LIKITHA SILAPUREM</td>
<td>Examining the effect of job crafting in reducing distress and improving well-being in nurses</td>
<td>Dr Gavin Slemp (P) Associate Professor Aaron Jarden (C)</td>
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<td>KYLIE TRASK-KERR</td>
<td>Positive education and the purposes of schooling: Exploring a redefinition of school success</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan-Chyuan Chin (C)</td>
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<tr>
<td>BIANCA VENUTI-HUGHES</td>
<td>Can a focus on organisational cultural strengths lead to improved organisational performance?</td>
<td>Dr Margaret Kern (P) Professor Lea Waters (C)</td>
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<td>MONIQUE WEST</td>
<td>Adolescents’ social media use: Implications for academic engagement and performance</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Simon Rice (C)</td>
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</tbody>
</table>

(P): Principal Supervisor  (C): Co-Supervisor


Honorary Fellows


GRANTS & PHILANTHROPIC FUNDING 2019

Category 1
National competitive grants


Category 2-4
Government and Industry grants

Professor Dianne Vella-Brodrick (2018-2019) Co-design of an optimal performance program with secondary school boys Brighton Grammar School, $150,000


Dr Tan Chuyan Chin, Professor Dianne Vella-Brodrick (2019) Wellbeing Tool for Maroondah Plus 10 Schools Victorian Department of Education and Training, $125,565

Dr Tan-Chuyan Chin (2019-2020) Upper Hunter School Wellbeing Profiler and Needs Analysis (Measurement Project) Upper Hunter Where there’s a Will, $121,765

Professor Lindsay Oades, Dr Corina Ozturk (2019) Creating well-beings through creativity and imagination in community-based dietetic practice Melbourne Disability Institute, $20,000

Dr Gavin Slemp (2019) Fostering youth wellbeing using music creativity and wellbeing research initiative (CAWRI) – Seeding grants, $13,000

Dr Tan-Chuyan Chin, Professor Katrina McFerran (2019) Joint project with nursing: Nurse wellbeing and mental health Rosemary Bryant Foundation, $47,269

Philanthropic Funding

Centre for Positive Psychology (2019) 2019 World Congress for Positive Psychology Management and Marketing John Higgins, $50,000

Professor Dianne Vella-Brodrick (2019) Preparation of research grant proposals examining whether wellbeing education in Secondary school has long-term, psychosocial and health benefits to individuals and communities John Higgins, $28,000

University of Melbourne

Internal Grants

Professor Lindsay Oades, with Davidson, J. (Lead), Hickey, M., Otto, P., Waycott, J., Newton, C., Sewell, G. (2019-2021) “Initiative on Creativity and Wellbeing” University of Melbourne - Hallmark Project, $450,000 (approx.).

Dr Gavin Slemp, Ms Rachel Colia (2019) Flex App - Teaching and learning online improvements: scaling large subject enrolments University of Melbourne Chancellery, $35,000

Dr Tan-Chuyan Chin, Professor Katrina McFerran (2019) Fostering youth wellbeing using music creativity and wellbeing research initiative (CAWRI) – Seeding Grants, $13,000

Dr Tan-Chuyan Chin, Professor Katrina McFerran (2019) Creating well-beings through creativity and imagination in community-based dietetic practice Creativity and Wellbeing Research Initiative (CAWRI) – Seeding Grants, $7,950

Dr Gavin Slemp (2019) Job crafting, work motivation, and employee wellbeing across cultures and contexts MGSE Research Development Award, $7,894

Professor Dianne Vella-Brodrick, Dr Kent Patrick, Dr Tan-Chuyan Chin (2019) Preparation of research grant proposals examining whether wellbeing education in Secondary school has long-term, psychosocial and health benefits to individuals and communities. MGSE Research Development Award, $5,986

Commercial & Commissioned work

The Centre has grown its research consultancy, fee for service, and custom education deliveries (Professional Certificates) throughout 2019, with over $740,000 billed.
The University of Melbourne’s Centre for Positive Psychology is committed to advancing the wellbeing of young people through the application of positive psychology in key learning environments. We are shaping a new framework that embeds the science of positive psychology within schools and teaches young people, their peers, teachers and families how to manage and build mental wellbeing.

In order to do this the Centre for Positive Psychology has been partnering with schools, government agencies and sporting groups to explore wellbeing programs and measure success. Our next step is to scale up our collaborations, which requires more investment in teacher education and wellbeing program support, but we need help in doing this.

The University of Melbourne is an institution that receives public funding, although direct Commonwealth recurring funding now represents less than half of our income. This funding does not facilitate the level of excellence we aspire to provide.

The Centre depends on the generosity of donors to ensure it can provide meaningful psychological support to children and adolescents. Our generous existing donors have been critical to helping us establish life-changing programs, however we need to expand that support in order to effect meaningful and lasting change in mental health outcomes for young people across Australia.

We welcome you to get in touch and learn more about the Centre’s key areas of support which have the power to make a transformational difference to community mental health and wellbeing.