CENTRE
FOR POSITIVE
PSYCHOLOGY

Annual Review
2018
Our purpose is to advance the wellbeing of young people through the application of Positive Psychology in key learning environments.

We have adopted a +S3 strategic model: positive students, positive schools and positive systems.

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

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

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

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.

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

— John Higgins
Creator of the Gerry Higgins Chair in Positive Psychology

John has also supported the position of Research Fellow (Wellbeing Profiler), and Research Fellow (Positive Education and Positive Parenting).

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

Read more about John Higgins’ passion for positive psychology.


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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Positive Psychology</td>
<td>02</td>
</tr>
<tr>
<td>Gratitude to our philanthropists</td>
<td>02</td>
</tr>
<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 Higgins Chair Report</td>
<td>06</td>
</tr>
<tr>
<td>Research Director’s Report</td>
<td>07</td>
</tr>
<tr>
<td>Our Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Our Stories</td>
<td>14</td>
</tr>
<tr>
<td>Our People</td>
<td>22</td>
</tr>
<tr>
<td>Grants 2017</td>
<td>24</td>
</tr>
<tr>
<td>Publications 2017</td>
<td>25</td>
</tr>
<tr>
<td>Supporting the Centre</td>
<td>27</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE CHAIRMAN OF THE BOARD

Continuing to change lives

In 2017 the Centre for Positive Psychology has made great progress growing in all key strategic areas. In addition to the significant growth achieved, 2017 was a year for change.

Professor Field Rickards, one of our founding members and greatest supporter, stood down as Dean of MGSE. The Centre would never have been established if it was not for Field’s vision, passion and drive.

An important part of Field’s vision was to identify a leading educator to head the Centre as the Chair.

Lea Waters was appointed as the inaugural Chair and has proven to be an inspired choice and outstanding leader. Lea’s significant success in the role has been internationally recognised with her now being appointed as the President of the International Positive Psychology Association. As part of this appointment Lea has stood down as Chair of our organisation, so we are now in the process of conducting a global search for a leading academic to take up the position and carry on Lea’s work.

The Board would like to thank both Field and Lea for their leadership and significant contribution to our organisation.

Our goal is to influence and change many lives by assisting them to be flourishing individuals. We hope that our graduates become the pebble thrown into the pond that create a ripple effect continuing to expand way beyond the initial splash.

Our leadership team headed by Professor Lindsay Oades, along with Professor Dianne Vella-Brodrick and Centre Manager Kathy Racunica, have made enormous progress in implementing our strategy.

Thank you to our additional Board members, Tim Brabazon, Professor Jane Burns, Bruce Parrcutt, Chris Tipler, Dr Michael Hewitt-Gleeson and Professor Michael Georgeff for their ongoing support and dedication.

As we enter a new period with a new Dean of MGSE, Jim Watterston, and the impending appointment of a new Chair of the Centre for Positive Psychology, we are excited by the opportunity to continue to directly and indirectly change lives for the better.

Thank you to all staff, partners and students for your involvement and commitment.

Thank you.

John C Higgins
Chairman
CENTRE DIRECTOR’S REPORT

From hardiness to hope

Following our rapid growth of 2016, this year represented a year of great impact, much transition, some challenge and much opportunity. This annual review documents so many achievements of staff, students, collaborators and practitioners.

We are all joined by “meliorism” – the belief that the world tends to improve and that humans can aid its betterment. This belief has made us hardy through the year of transition.

In May 2017, by a sudden and tragic death, we lost our dear staff member Doctor Christine Siokou. Christine, particularly because of her generous and buoyant style, remains very dear to our team. We remember her personally and she has left a legacy within our Centre for her contribution to assisting us understand the role of systems and systems thinking applied to wellbeing. In her honour I continue to work on a book publication we commenced together.

At the end of 2017 Professor Lea Waters stepped down from her role as Gerry Higgins Chair. This followed Lea’s completion as Foundation Director of the Centre in the middle of 2016. I thank Lea for the immense contribution she has made and continues to make to Positive Psychology, Positive Education and of course the Centre for Positive Psychology.

Fortunately for the Centre, Lea continues as a team member in a “condensed capacity” and is currently heavily engaged in her role as President of the International Positive Psychology Association, including the exciting news that the 6th World Congress of Positive Psychology will be held in Melbourne in 2019.

The year has represented both hardiness and hope. Late in 2017 I had the honour of being a guest of the Gross National Happiness Centre (GNH) in Bhutan, and becoming a GNH Ambassador in Australia. This replenished me with the great hope in which our Centre exists. We envisage an economy that includes wellbeing, organisations that champion strengths and an education system that leaves students more literate in wellbeing.

Thank you for what you have done, and for what is yet to become.

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

Christine remains very dear to our team.
Indeed, the recent Global Happiness Policy Report released by the Global Happiness Council identified that positive education is growing in schools across Bhutan, China, India, Israel, United Arab Emirates, Kingdom of Saudi Arabia (KSA), Jordan, Mexico, Peru, North America, United Kingdom and our very own Australia.

The Positive Education Schools Association in Australia now has over 1000 members and the Education Division of the International Positive Psychology Association has over 600 members.

The Centre for Positive Psychology (CPP) is, undoubtedly, a key player on the global stage when it comes to growing both the science and practice of positive education. Professor Lea Waters stepped into the role of President of the International Positive Psychology Association and Dr Peggy Kern became the Chair of the Education Division of the International Positive Psychology Association. Dr Kern, together with Honorary Fellow Dr Matthew White, contributed to the International Positive Education Network’s report on the State of Positive Education for the World Government Summit.

The Centre had a bumper year with six books being released through prestigious publishing houses such as:
- Cambridge University Press
- Springer Press, and
- Wiley-Blackwell.

The Centre had its first mainstream book published by Professor Lea Waters (Penguin Press), a parenting book called ‘The Strength Switch’. Lea’s book was published in USA, Canada, United Kingdom, New Zealand and Australia. It was the top release on Amazon USA in the parenting category, was listed in Top reads for 2017 by Berkeley University’s Greater Good Centre and listed in the Top Five books list on childhood happiness on the UK’s ‘Five Books’ site. It is currently being translated into Chinese, Japanese, Korean, Taiwanese, Hungarian, Arabic, Russian and French.

Our team continue to be sought-after speakers at international conferences and in 2017 we presented at the Tokyo Institute of Technology, the International Systems Science Society (Vienna), the Association for Psychological Science (Texas) and the World Congress of Positive Psychology (Montreal), the China International Conference on Positive Psychology (Shenzhen), and the International Conference on Wellbeing in Education Systems (Locarno).

Of particular note are the invitations to be Keynote speaker extended to Dr Chin Tan-Chyuan, who was a Keynote Speaker at Symposium for Positive Education (Singapore) and Professor Lea Waters, who was a Keynote Speaker at the World Congress in Positive Psychology (Montreal).

The Centre had a bumper year with six books being released through prestigious publishing houses such as:
- Cambridge University Press
- Springer Press, and
- Wiley-Blackwell.

The Centre had its first mainstream book published by Professor Lea Waters (Penguin Press), a parenting book called ‘The Strength Switch’. Lea’s book was published in USA, Canada, United Kingdom, New Zealand and Australia. It was the top release on Amazon USA in the parenting category, was listed in Top reads for 2017 by Berkeley University’s Greater Good Centre and listed in the Top Five books list on childhood happiness on the UK’s ‘Five Books’ site. It is currently being translated into Chinese, Japanese, Korean, Taiwanese, Hungarian, Arabic, Russian and French.

There is much we can be proud of and we are passionate about contributing to the growth of this very important field and retaining our position as a world-class centre.

———

Professor Lea Waters
Gerry Higgins Chair,
Centre for Positive Psychology
Melbourne Graduate School of Education
University of Melbourne

There is much we can be proud of and we are passionate about contributing to the growth of this very important field and retaining our position as a world-class centre.
Throughout 2017 the CPP has partnered with numerous organisations and community groups to conduct a variety of applied research projects aimed at improving the wellbeing of individuals, groups and communities particularly within the education sector.

Sporting groups
The CPP is working with Tennis Australia and AFL Academy to measure, track and understand the wellbeing of the young athletes, to identify current and emerging challenges so that relevant and timely support can be provided to the athletes and their families. More specifically, Professor Vella-Brodrick and Dr Chin have been leading two projects; Understanding wellbeing and peak performance in competitive tennis and Understanding wellbeing and peak performance in Australian Football. The aim of these projects is to gain baseline levels of wellbeing for both emerging athletes and staff so that wellbeing programs can be tailored accordingly and changes in wellbeing can be tracked over time in response to these wellbeing programs.

Our research at CPP has also extended internationally. One of our key research projects is in collaboration with United Arab Emirates University and involves the United Arab Emirates (AUE) Ministry of Education and Prime Minister’s Office. Over 2017/18 we are investigating the effects of teacher training in Positive Education on important school outcomes internationally. One of our key research projects is in collaboration with United Arab Emirates University and involves the United Arab Emirates (AUE) Ministry of Education and Prime Minister’s Office. Over 2017/18 we are investigating the effects of teacher training in Positive Education on important school outcomes such as student and staff wellbeing and academic engagement and achievement.

---

The CPP is currently working with over 100 Australian schools via the Wellbeing Profiler for Schools project.

The CPP has provided over 70 tailored wellbeing reports for schools in the respective municipal areas.

---

Wellbeing Measurement
Professor Vella-Brodrick has been leading this stream of research with a growing team of talented researchers and PhD students.

The focus of this research stream is on:
- measurement/evaluation, audits or needs analysis
- developing new measures
- the use of innovative measures and measurement approaches

A unique strength of the CPP is the use of measurement approaches which seek to understand the subjective experience (e.g., Wellbeing Profiler and audit tools) as well as objective health indicators and physiological responses such as heart rate variability, salivary and hair cortisol and skin conductance.

Interest in measuring wellbeing is growing. This is needed for at least three reasons; to get baseline data and understand the current state of wellbeing, to conduct a needs analysis to inform existing or new wellbeing initiatives, and to evaluate the effectiveness of wellbeing programs. Hence, our partnership with schools, local government, community and sporting groups continues to grow in this area.

Through a combination of philanthropic, university and centre funding, an innovative and equitable wellbeing measurement and reporting service has been established for schools. Led by Dr Chin, the Wellbeing Profiler is currently used across different settings to collect robust and useful information about the health and wellbeing of young people.

Schools
The CPP is currently working with over 100 Australian schools via the Wellbeing Profiler for Schools project. The measurement and reporting service developed for schools has provided the capacity for schools and local community agencies to identify current and emerging needs. Schools have used the aggregate wellbeing reports to plan, develop and implement appropriate strategies specific to the identified needs of their students.

Local government municipalities
In partnership with several local government youth services, learning employment networks and community youth agencies, the CPP has provided over 70 tailored wellbeing reports for schools in the respective municipal areas. The local government data from the commissioned reports have been used to shape local councils’ youth strategy plans and policy documents (Maroondah City Council Youth Strategy, 2017; Whitehorse City Council and Gateway Local Learning and Employment Network Partnership, 2017).

The report findings and recommendations have also led to significantly more targeted planning and development of evidence-based strategies to address identified needs across local networks of schools.
Twenty government schools around UAE have been involved in the study which has included wellbeing survey responses, focus groups with school leaders, teachers and students, school observations and a physiological index of one’s ability to relax using the latest technology in electrodermal activity (skin sweat) and gamification (challenging and interactive screen-based games).

This has involved frequent visits to UAE to collect the data and work with our UAE University collaborators. The CPP team has been actively engaged in presenting findings and learnings from their measurement work and have often involved their community partners. For example, a workshop was delivered at the Local Government Professionals Annual Conference by Dr Chin, Mr Cooper and Ms Ricci, representing CPP, Maroondah City Council and Melba College respectively. Professor Vella-Brodrick was a keynote speaker at the Positive Schools Conference which took place in Brisbane, Perth, Melbourne and Sydney and Dr Chin was a keynote speaker at the Inaugural Positive Education Symposium in Singapore.

Wellbeing Literacy

This area of research, led by Professor Lindsay Oades is still emerging. With a team of PhD students working within this stream, it is expected that this area of work will be quickly recognised as an early and fundamental step to most wellbeing work. Wellbeing literacy as defined by Professor Oades is the vocabulary, knowledge and skills that may be intentionally used to maintain or improve the wellbeing of oneself or others.

Wellbeing literacy is comprised of two key domains; comprehending and composing. Comprehending involves listening, reading and viewing while composing involves speaking, writing and creating. An example of comprehending includes reading and understanding text associated with wellbeing such as reading a wellbeing article in a positive education class whereas an example of composing is creating a youtube clip to foster joy, laughter and happiness.

Some recent publications introducing the importance of wellbeing literacy to positive education include a book chapter by Professor Oades in the book Future Directions in Wellbeing and a journal article by Professor Oades and Ms Johnston in Psychology and Behavioral Science International Journal.

Over the past several decades, science and practice within the field of positive psychology has considerably advanced our understanding of how to define, measure, and build wellbeing and other positive outcomes. However, the field has also been criticised for being individually biased and decontextualized, making it ineffective in addressing the many complexities of the real world, especially when applied at scale.

Under the leadership of Dr Kern, the CPP is pioneering an alternative approach to wellbeing, Systems Informed Positive Psychology (SIPP), which melds together concepts, theories, practices, and tools from system science with positive psychology research to bring about the very best of human social systems. The team is in the process of developing theory, tools, and processes for creating positive change across educational communities.

2017 involved building a foundation for SIPP, including establishing a collaborative team of researchers and practitioners from a variety of backgrounds, connecting with local communities, and sharing and refining early theoretical ideas. Dr Kern offered a podcast about SIPP, which was shared globally. The team offered keynotes, symposia, and workshops on SIPP at the national Positive Education School Association conference in Sydney, the 61st Annual Meeting of the International Society for the Systems Sciences in Vienna, Austria, the International Positive Psychology Association’s 5th World Congress in Montreal, Canada, and the 3rd China International Conference on Positive Psychology in Shenzhen, China.

The team also drafted several theory-based papers (under revision), and established working relationships with local communities in the Upper Hunter Valley (NSW) and the southwest region of Victoria.

Sadly, in April 2017, Dr Christine Siokou, who was pivotal in the development of this work, passed away. She left behind a strong legacy and continues to inspire the team.
The CPP has demonstrated research excellence in receiving three Australian Research Council (ARC) Linkage grants in recent years.

The first grant led by Professor Vella-Brodrick in partnership with Geelong Grammar School; Enhancing adolescent mental health through Positive Education, explored the wellbeing and academic outcomes of positive education in private and public secondary schools. So many educators are looking for answers on whether positive education works and how they can best support these programs to achieve favourable wellbeing outcomes.

This study explored exactly these questions. Some initial support was found for Positive Education, particularly if delivered using a practical experiential approach and in combination with other wellbeing initiatives such as outdoor education. Students who experienced low levels of wellbeing to begin with also benefited most from positive education. This effect was gained with the introduction of only four class sessions, but these sessions were tailored to student needs.

A follow-up grant for Professor Vella-Brodick and her team, entitled Effects of Positive Education during the critical post-school transition, involving Geelong Grammar School, Maroondah City Council and OELLEN; seeks to explore the longer-term wellbeing effects of positive education. The focus is on the post school phase where young people have left secondary school and are exploring life options for the next phase of their lives. This transition phase can be challenging for many young people and understanding the role that positive education can play during this time is central to this study. This study asks the question about whether having been taught positive education in secondary school helps to improve self-confidence, direction, identity and resilience, post school and whether a brief wellbeing program tailored for this life stage and designed in partnership with young people, provides additional benefits.

With the use of smartphone technology, young people will be prompted to reflect on and participate in a range of brief wellbeing interventions that address issues relevant to their life stage such as budgeting, independent living, juggling work and study, and forming romantic relationships. Insights about the co-design process of working with young people to develop wellbeing initiatives with and for them will also be gained to encourage more research-youth partnerships in the future.

The third ARC Linkage involving Professor Oades and Dr Kern and led by Professor Cahill, titled; Determining implementation drivers in resilience education, is focused on the Resilience, Rights, and Respectful Relationships (RRRR) program which was developed by Professor Helen Cahill from the Youth Research Centre at MGSE. The program was designed for the Department of Education Victoria for use in Victorian Primary and Secondary schools and teaches students about social and emotional learning and respectful relationships. Teacher training on the program is available online and in-person. The CPP, Youth Research Centre, Charles Darwin University, VicHealth, and DET are partnering to study the implementation of the program. Representatives from over 40 schools across Victoria attended a two day training session on the material and delivery of the RRRR program. Using mixed methods and a variety of sources -- including wellbeing surveys with students and staff, school audits, surveys about the training sessions, and interviews and focus groups at the schools -- the interdisciplinary team is investigating system and school level factors that influence uptake of the program and impact on student and staff resilience.

So many educators are looking for answers on whether positive education works and how they can best support these programs to achieve favourable wellbeing outcomes.

Melbourne Engagement Grant on strategies teachers use to support the learning and wellbeing of disadvantaged secondary school students.

With the receipt of a Melbourne Engagement Grant in partnership with the Brotherhood of St Laurence in 2016, Professor Vella-Brodrick, Dr Patrick and Ms Francis have in 2017 undertaken research to better understand how teachers work with disadvantaged secondary school students to promote their learning and wellbeing at school; a project that was passionately initiated by the late Dr Siokou. Through a process of focus group discussions involving rich picture mapping, whereby teachers depicted their ideas using a series of collective drawings, it was found that the students felt that working on student wellbeing was fundamental to student learning. If the students were not well, especially in terms of basic needs such as food and safety, learning was unlikely to occur. Teachers therefore, worked very hard in building supportive and caring relationships with these students, prior to or in addition to addressing their learning needs. This underscores the important role of positive education for highly disadvantaged students and teacher training.
Professor Lea Waters has focused on working with parents using strength-based parenting (SBP). Her research has examined the effect of SBP on mental health outcomes for children and teenagers. This research program has shown that SBP provides a buffering effect for children and teenagers with SBP being negatively correlated to depression, stress and anxiety. SBP has also been shown to have an enhancing effect on the wellbeing of children and teens with SBP being positively correlated to:

- life satisfaction
- self-confidence
- positive emotions
- persistence
- engagement
- self-efficacy and
- academic grades.

The intervention study published in the International Journal of Positive Psychology in 2017 on the effect of SBP on the parents themselves found that SBP boosts a parent’s sense of confidence in their parenting role and significantly increases the positive emotions that the parent feel towards their children. The results of the SBP program have attracted global media interest and have been published by the Wall Street Journal, TIME.com Magazine, The Washington Post, The Atlantic, The Globe (Toronto), The Guardian (UK), and The Age (Australia).

**Strength Based Parenting Project**
Professor Waters has translated the science into a parenting book called ‘The Strength Switch’ which has been published in the USA, Canada, United Kingdom, New Zealand and Australia. In a clear example of how good science can have impact on the lives of everyday people, The Strength Switch is being translated into Chinese, Japanese, Korean, Taiwanese, Hungarian, Arabic, Russian and French.

**Big Data Projects**
Dr Slemp, has led a seed grant including Dr Kern and Prof Oades, which was focused on using Twitter to study wellbeing. This grant was later followed by an Early Career Researcher Grant, which Dr Slemp received to continue this work.

As part of these grants, a database of tweets from more than 20,000 people in the twitter sphere has been developed. Working with a computer programmer, early analyses of these tweets have allowed the research team to monitor sleeping patterns of people by examining the time of the day they are most and least active on twitter. Twitter may therefore provide a novel and innovative way to evaluate the consequences of healthy and unhealthy sleeping patterns across very large samples.

Professor Dianne Vella-Brodrick
Deputy Director and Research Director,
Centre for Positive Psychology Melbourne
Graduate School of Education University of Melbourne

The results of the strength-based parenting program have attracted global media interest and have been published by the Wall Street Journal, TIME.com Magazine, The Washington Post, The Atlantic, The Globe (Toronto), The Guardian (UK), and The Age (Australia).
**PhD Completion**

Congratulations to Dr Paige Williams (supervised by Professor Lea Waters and Dr Peggy Kern) for being awarded a PhD.

**Inside-out Outside-In:**

A dual approach process model to developing work happiness

Placed within the positive organisational behaviour and positive organisational scholarship paradigm, Paige’s PhD proposed and empirically tested a dual approach process model to developing wellbeing. Specifically, it examined associations between employee positive attitudes, perceptions of positive organization culture and employee wellbeing in a school setting and it suggested two underlying processes that may explain these associations: selective exposure, confirmation bias, and attitude development. Results suggested that positive attitudes and perceptions of positive organization culture influence work happiness in independent and synergistic ways and there was some evidence that the proposed processes were underlying mechanisms for these relationships.

Paige’s thesis made a new and unique theoretical contribution to the fields of Positive Organisational Behavior (POB) and Positive Organisational Scholarship by examining how psychological capital, organisational virtuousness and work happiness interrelate. It presents a theoretical model to developing wellbeing in the workplace and addresses a number gaps from the extant research, including: the need to understand more about how positive psychology interventions work and the processes through which they influence wellbeing (Lyubomirsky & Layous, 2013); the call to adopt a systems-approach to the implementation of positive education (Waters, 2011); the examination and use of implicit attitudes in organisational research (Latham, Stajkovic, & Locke, 2010); and the need to integrate positively oriented fields of research such as POB and POS (Youssef & Luthans, 2011). In an applied context, this research will help practitioners understand pathways to develop the psychological resources of employees, the importance of adopting a dual approach to foster and sustain wellbeing and the influential role that timing can play in the efficacy of wellbeing interventions.

**Achievements**

**Professor Vella-Brodrick received an MGSE Research Partnerships Excellence Award**

Professor Dianne Vella-Brodrick has developed strong partnerships with many diverse organisations who play instrumental roles in the lives of young people including Geelong Grammar School, Maroondah City Council (with a network of 21 schools) and the Outer Eastern Local Learning and Employment Network (OELLEN).

In the last four years, Dianne has been awarded $2.6 million in competitive funding and continues to forge important partnerships with local government, community groups and schools, which are likely to translate into real world benefits for young people and their families.

By adopting a systems approach, Dianne is an active agent in facilitating positive change in education and community systems, transforming the landscape of education in Australia.

**Finalist in the VicHealth Research into Action Award**

The CPP team, under the leadership of Professor Vella-Brodrick and Dr Chin, has been recognised for its extensive work bringing research into action using the Wellbeing Profiler. They were a VicHealth Finalist for their work with Local Government Councils and schools which has provided data and trends on wellbeing indicators. These data have assisted these partners to identify and develop needs-based strategies for youth in their region.

**International Positive Psychology Association Early Career Researcher Award**

Dr Peggy Kern was the first recipient of the International Positive Psychology Association Early Career Researcher Award, which recognizes outstanding research and contribution to positive psychology.

**Dr Paige Williams**

Dr Kent Patrick, Dr Tan-Chyuan Chin, Professor Dianne Vella-Brodrick and Ms Jiaying Jiang
The course is so good. It gives us the tools to lead the change and make it stick which is so refreshing, you walk away feeling like you will actually achieve change! As a cohort, on top of implementing it in our schools we are also putting together a proposal to design tools for schools that will help them embed and implement positive education within their own context. Positive Education makes sense and has ignited a passion. This course experience makes you feel like you can make a significant impact on mental health and wellbeing.

Student testimonial
Marni Miller, Northmead CAPA High School, NSW

This course increased my understanding of positive psychology and how I could implement this into the business.

Student testimonial
Kevin Dixon, Chief Operating Officer, Essendon Football Club.

Our Centre’s impactful teaching continues to draw increasing enrolments within the University and well beyond including interstate (South Australia, Perth, New South Wales) and internationally (China and Japan).
Master of Applied Positive Psychology (MAPP)

www.education.unimelb.edu.au/study_with_us/courses/master-applied-positive-psychology

The Master of Applied Positive Psychology will equip individuals to apply positive psychology principles in your professional and personal lives, create and evaluate positive and meaningful change and promote optimal leadership within organisations in a range of professional contexts.

Entry is competitive and enrolments are capped for our internationally renowned MAPP course. Between 2013 and 2017 two hundred students were enrolled in the MAPP (47 in 2017).

Our MAPP Alumni join the Centre for public lectures and events, conferences, workshops, teaching, research and research support. The MAPPsaa Association has over 140 active alumni.

The teaching approaches used in this program have influenced, motivated and inspired students to further their careers. A number of students have launched initiatives and start-up businesses aimed at promoting wellbeing in a diverse range of communities. Initiatives include pet therapy, positive journaling, IVF programs that draw on positive psychology interventions, positive parenting (e.g., The Strengths Exchange and Human Endeavours), Project Thrive, Positive Detective (positive education), positive universities, positive sports initiatives, organisational initiatives (e.g., courage in leadership, Hope Labs (School Transition/Entrepreneurship), benefit mindset, lawyer wellbeing, positive psychology communication skills, organisational job crafting, Collective Insights with Honorary Fellow Michelle McQuaid, executive recruitment, and the High Quality Connections network). Each of these has been transformative for the MAPP graduates and have created social impact. The learning required to achieve this is scaffolded throughout the MAPP program. MAPP encourages students to channel their interests, values and strengths into initiatives that draw on evidence-based wellbeing science. This breadth of knowledge and skills graduates require to succeed in their initiatives are made possible through the diverse skills of the MAPP teaching team and diversity of backgrounds within each cohort.

Our research active international leaders create impactful learning experiences, as attested by high annual Subject Evaluation Surveys and feedback (all above Faculty averages).

Undergraduate breadth subjects

Between 2013 and 2017 over 2,000 undergraduate students completed the Centre’s highly rated and impactful positive psychology subjects. Much of this is attributed to the exceptional leadership and teaching by Dr Gavin Slemp.

Subjects include:

Wellbeing, Motivation and Performance (EDUC10057) 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 in a healthier way, be more resilient, have more satisfying relationships and lead more productive and fulfilling lives.

Performance, Potential and Development (EDUC10059) enables students to explore the theory and evidence relating to high performance and optimal functioning across a variety of contexts. Students will reflect on their best possible performing selves by drawing on the academic literature and real-life experiences.

Positive Communities and Organisations (EDUC20074) explores how theories on wellbeing, ethics and virtues are being applied to education settings, workplaces and communities.

Positive Leadership and Careers (EDUC30072) explores positive approaches to career choice, career management, and leadership. Investigates factors that promote flourishing in education and throughout 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. This could feed into the collective mindset of better awareness and empathy.

Student testimonial
Anna Cho, University of Melbourne undergraduate student.
WHAT IS POSITIVE PSYCHOLOGY AND HOW CAN YOU USE IT FOR YOURSELF?

Many people have probably heard the term “positive psychology”, but know little about what it means in practice. Positive psychology aims to find ways to make life better for people, and ensure they’re the most mentally healthy person they can be.

Officially established in 1998, positive psychology is a relatively new field. It has quickly become popular among researchers, and blogs about happiness and wellbeing are now commonplace.

Positive psychology suggests that getting rid of sickness, disability, depression, crime and other problems of life is important, but not enough. People should be able to not just survive life, but to thrive and enjoy it. Positive interventions are being brought into schools and workplaces to help people feel good and be more productive.

Emphasis on preventing mental health problems
Mental health problems are increasing in Australia. Around 20% of Australia’s population is diagnosed with a mental illness, while depression is one of the biggest causes of disability around the world.

The typical approach for dealing with mental illness is to wait until a person shows signs of disorder, then provide treatment. This is like taking your car to the shop when it stops working. But in the same way a lot of car troubles can be avoided through regular maintenance, positive psychology posits that by proactively taking care of one’s mental health, mental illness can be prevented, or at least be less severe.

By focusing on building a person’s internal strengths and helping people recognise and connect with resources around them, such as friends and family, they are better able to deal with challenges and enjoy life as a whole.

One way this prevention model is being put into practice is by teaching students about wellbeing, resilience, character strengths, emotions, social relationships, and similar skills. Education about trauma nurtures wellbeing for students from challenging backgrounds.

Similarly, by regularly engaging in positive activities, you can help build mental fitness and keep yourself mentally healthy.

While positive psychology focuses a lot on building positive emotions, such as joy, excitement, contentment and calmness, it doesn’t deny the reality of negative emotions and experiences. Emotions are part of what makes us human. However, there is often a natural tendency to focus too much on the negatives of life, so there is value in shifting that focus more to the positive side.

Positive psychology is different from self-help in that it uses techniques based on rigorous psychological research. Different interventions are tested to see whether or not they have an impact.

However, positive psychology is not a silver bullet. Many of the interventions were developed and tested by Americans. These approaches might not work well for Australians or for people from other cultures and backgrounds.

We’re still trying to find out what works best, for whom, and under what conditions. There’s still a lot we don’t know. So beware of claims about “proven ways” to be happy.

Some misconceptions
A major misconception is that positive psychology is positive thinking: that if you think good thoughts, they will come about. Although positive psychology suggests being optimistic about the future is beneficial, good things will only happen if you actively do things to make them come about. It’s what people actually do that matters, not simply what they think.
How to practise it yourself

If you want to learn how to practise positive psychology yourself, numerous activities and tools are available.

It can be useful to get a sense of your own wellbeing as a starting point. I’ve developed a survey that measures your emotions, engagement in life, relationships with others, sense of meaning and purpose, feelings of accomplishment, and physical health.

These indicators can give you insight into your wellbeing in different facets of your life. Based on this assessment, the survey also offers some activities you can do to start building your wellbeing. Just like a medical checkup, it can point to areas you might want to work on.

Knowing and using your strengths also relates to greater wellbeing. The Values in Action survey can identify your character strengths, such as:

- creativity
- curiosity
- leadership
- kindness and
- social intelligence.

You can also actively cultivate the ability to more consistently shift your focus and perspective in a positive direction.

You can also intentionally add more positive emotions to your everyday life by ensuring that, each day, you take part in simple activities that make you feel good.

For example, ending each day by noting a few things that went well during the day creates a habit of noticing and appreciating good things that happen. Regularly practising this may help counteract natural biases to ruminate on what went wrong, or worry about tomorrow.

You can also intentionally add more positive emotions to your everyday life by ensuring that, each day, you take part in simple activities that make you feel good.

Cultivating and nurturing positive relationships is essential for your mental health and wellbeing. It’s important to build and maintain good relationships in as many facets of your life as possible: this includes your relationships with family members, friends and co-workers.

Making it a habit to thank others for things they do can help build good relationships. Another idea is to do kind acts for others. Such activities will help them feel good, be a better friend to you, and help develop a strong support network.

Positive psychology can benefit people at different stages on the mental health spectrum, but if you are really struggling it’s important to get help. Talk to friends, family or your doctor.

Dr. Peggy Kern
This article was published by The Conversation, May 2017
These days I run strength-based workshops for schools, workplaces, and parents around the world. I’ve found that no matter what country, continent, or culture they’re from, two things unite all parents: the desire to help their children flourish and a sense of inadequacy for this task.

Parenting can feel overwhelming. We’re the CEOs of our children’s lives, responsible for all the different departments: cognitive, physical, social, emotional, moral, sexual, spiritual, cultural, and educational. The buck starts and stops with us.

Parents today have a lot more to worry about. My parents didn’t have to think about screen time, cyberbullying, or sexting. Expectations of parents are growing, too. We’re raising kids in an era ruthlessly focused on looks, grades, earning potential, and social acceptance. There also seems to be less and less consensus — and more scrutiny — on the “right” way to parent. We’re bombarded by conflicting approaches to raising good, successful kids. It can lead to anxiety about whether we’re doing the right thing for our child.

We may feel so pressured to help our children grow into the person society says they should be that we may not be allowing them to grow into the person they actually are.

I know these pressures well. It takes all my confidence to tell other parents that I would rather let my children Nick and Emily play than provide them extra academic tutoring to pump up their grades. Am I putting them at a disadvantage?

While there are more opportunities like this than ever for our children, they come with more competition and incessant chatter about how to help our child get ahead. How do we know what is the best approach?

Based on my psychological research on wellbeing, my work with schools, workplaces, and parents; and my own experience as a parent, I think the best approach is one that supports your child’s ability for self-development, so that over time your child has the tools to take on the mantle of CEO.

This approach is rooted in positive psychology and provides a child with two vital psychological tools:

- **Optimism**: the force that motivates your child to create a positive future for herself.
- **Resilience**: your child’s capacity to bounce back when life throws a curve ball.

You may be thinking, That sounds great in theory, but how do I help my child acquire and use these tools?

Most parents tell me they want to prepare their kids to be optimistic and resilient. But, in my professional opinion, our society has a case of “right intention — wrong direction”. We mistakenly believe that the way to make our kids optimistic and resilient is to weed out all their weaknesses. Strength-based science shows the opposite is true. It tells us to turn the bulk of our attention to expanding their strengths rather than reducing their weaknesses.
My strength-based approach gives parents a clear idea of what strengths are and how we can help our kids play to their strengths.

**Strengths are:**
- positive qualities that energise us, that we perform well and choose often
- used in productive ways to contribute to our goals and development
- built over time through our innate ability and dedicated effort
- qualities recognised by others as praiseworthy, and they contribute positively to the lives of others.

**Focusing on your child’s strengths is the basis of what I call “strength-based parenting”.**

My research, coupled with findings in strength-based science, positive psychology and neuropsychology, my work with parents around the world, and my own experiences as a parent have helped me formulate this positive approach. Testing and analysis have proved its efficacy.

For more information on the Strength Switch:
Set the right tone
The tone of community engagements is equally, if not more important, than the method of that engagement. Emotionally positive individuals who experience joy and contentment are more open to new experiences, can think laterally and can see the ‘big picture’ compared to those who feel more negative states such as anger or fear. This is the premise behind the Broaden and Build Theory which has been tested extensively and supported by Barbara Fredrickson and her colleagues. Those who are high in positive affect are good at building up their networks and skills, which they are then able to draw on during difficult times. Hence, it is in the best interest of the community and the infrastructure change management team to cultivate a positive atmosphere for the community as this cultivates open, creative and solution-focused thinking. In contrast, if the general tone of the group is negative, individuals are more likely to withdraw, resist and create conflict.

Using positive and encouraging language can help to create a positive tone. Although the exact positivity to negativity ratio is not known, a ratio of around 3-5 positive statements per negative statements is believed to support a positive tone. As a rule of thumb, there needs to be considerably more positive messages than negative ones to offset the negatively bias, which is the propensity to notice negative aspects over positive ones (an innate survival mechanism).

Words chosen and language used also plays an influential role in community engagement. Developing a ‘strengths’ language that is shared by all stakeholders can be helpful. For example, the character strengths and virtues framework (Peterson & Seligman, 2004) encourages discussion that brings individuals’ positive qualities to the fore and promotes wellbeing. The key virtues which underpin this framework include:

- wisdom and knowledge
- humanity
- justice
- courage
- temperance
- transcendence.

For example in line with the virtue of justice, it would be important to promote and acknowledge teamwork, fairness and leadership qualities. Ensuring that this strengths based language is used during meetings and other forms of communication will convey a consistent message and help to build a positive culture.

Develop shared future visions
Creating a picture for the community of what the community could look like, at its best, in the future is another way to improve the tone of interactions and support the success of community engagement.

Future visioning techniques have been shown to decrease negative emotions (Odoi & Vella-Brodrick, 2013) and increase positive emotions and to a lesser extent, positive relationships (Layous, Nelson & Lyubomirsky, 2013). Alternatively, individuals or groups can create and discuss their own (mental) pictures of what they envision the best possible outcomes might be. Using real case examples of relevant success stories, despite their initial experience of hardship, can also serve to inspire community members to be open to new possibilities and to realising that this situation might ultimately end up okay for them and the community. This can generate a spark to want to take action and be part of a project.

Words chosen and language used also plays an influential role in community engagement.
Infrastructure change can also stimulate individuals to learn new things that they would not otherwise have considered. This might mean relocating and experiencing a new community or remaining in the community and reframing, diversifying or negotiating. Infrastructure changes, while not always ideal at the outset, enable individuals to develop and grow and put their resilience skills to the test. It’s about ‘hunting for the good stuff’ amidst the adversity, which in its more extreme form falls under the fast growing field of post-traumatic growth.

Promote agency and self determination

To meet basic psychological needs for individual wellbeing, people need to feel like they are making their own decisions about aspects of life that matter to them – that they are determining their own destiny rather than being controlled or pressured by others in the way they think or behave (Ryan & Deci, 2000).

Seldom, however, in community projects is every individual’s preference or need able to be met. This means compromise is often required. For this to occur there needs to be collective planning and leadership, transparency and inclusivity in communication and decision making, confidence in collective capacity and efficacy, and mutual respect. An asset-based approach to community engagement whereby the conversation is centred on the various capabilities of the team and allocation of clear roles and leadership, will promote perceptions of being able to meet challenges with strategy and collective skill. This will minimise fear while building trust and feelings of being in control.

Meaning making

Situations promoting change and genuine community engagement can be seen as opportunities to come together to clarify shared values, priorities and goals and to make an assessment of how the situation and potential outcomes will align with these identified values.

If there is misalignment of values and goals, lateral thinking towards generating something meaningful from the situation is likely to be helpful in reconciling this difference.

For example, an infrastructure project may inspire some people to become trained in a new field so that they can be employed to work on the project and minimise the need for transient work populations. Another meaning making perspective is that having new groups of people working in the community can been seen as a time for broadening social networks and embracing diversity.

It is important to provide infrastructure and systems that support the autonomy of groups and individuals rather than undermine it. If there are gaps in capabilities that are needed for a successful outcome, opportunities for education and training should be created especially if this will lead to localised capacity building and project involvement and ownership.

To read the Full article:
IS YOUR ORGANISATION BUILDING WELLBEING LITERACY?

Professor Lindsay Oades

In this interview with Michelle McQuaid, Lindsay shares his insights and findings on the impact of wellbeing interventions in the workplace. He emphasises the utility of approaching wellbeing on three levels of intervention; individual, team/group and organisational/systemic.

Lindsay discusses the evidence-based value of individual approaches for increasing workplace wellbeing, however, cautions against overstating the impact of cultivating ‘happy workers’ on organisational profitability. Instead, he explains the reality that positive organisational outcomes rely on many other additional factors.

Lindsay shares his thoughts on how wellbeing can be improved on a team level, noting the central role that the quality of relationships play in nourishing team wellbeing. Finally, Lindsay goes on to encourage leaders and organisations to consider how wellbeing practices can be addressed on a systemic level. He discusses his work on well being literacy and how wellbeing related communications can be a powerful avenue for intentionally cultivating wellbeing in the organization. Within this discussion, he notes how changing or influencing the discourse around wellbeing can affect how people think and behave and ultimately increase wellbeing.

Listen to the Podcast interview: www.michellemcquaid.com/podcast/lindsay-oades/
OUR PEOPLE

Centre for Positive Psychology staff

Our staff team during 2017. Visit our website to read about their teaching and research profiles, expertise and interests. Our staff also provide supervision for Masters and PhD students.

- Professor Lindsay Oades
  Centre Director

- Dr Paige Williams
  Lecturer

- Ms Lara Mossman
  Tutor and Teaching Assistant

- Dr Peggy Kern
  Senior Lecturer

- Dr Christine Siokou
  Research Fellow (Positive Systems)

- Mr Rowan Jacques-Hamilton
  Research Assistant (Wellbeing Profiler)

- Professor Lea Waters
  Gerry Higgins Chair

- Dr Kent Patrick
  Research Fellow

- Ms Natalie Brain
  Lecturer and coordinator (summer intensive program)

- Ms Kathy Racunica
  Centre Manager

- Dr Tan Chyuan Chin
  Research Fellow (Wellbeing Measurement) and Director, The Wellbeing Profiler

- Ms Amanda Ng
  Research Assistant (Positive Education)

- Professor Dianne Vella-Brodrick
  Deputy Director and Director of Research

- Dr Daniel Loton
  Research Fellow (Positive Parenting & Positive Education)

- Ms Alexandra Johnston
  Tutor and Research Assistant

- Dr Gavin Slemp
  Lecturer

- Dr Daniel Loton
  Research Fellow (Positive Parenting & Positive Education)

- Ms Grace Fiore
  Centre Coordinator

- Professor Dianne Vella-Brodrick
  Deputy Director and Director of Research

- Ms Christine Siokou
  Research Fellow (Positive Systems)

- Ms Jiaying Jiang
  Research Assistant (Wellbeing Profiler)
Centre for Positive Psychology Board

The Centre is grateful for the ongoing advice and expertise from our Board, and their recommendations on the future direction and growth of the Centre.

**Board Membership 2017**

**John Higgins**
Chairman of Higgins Coatings

**Bruce Parnicutt**
Chairman of Lion Capital

**Chris Tipler**
CEO RIOS Advisory

**Field Rickards**
Dean of Melbourne Graduate School of Education (until March 20)

**Lesley Farrell**
Dean of Melbourne Graduate School of Education (March 20 – December 31)

**Tim Brabazon**
Executive Director, Melbourne Graduate School of Education

**Lea Waters**
Gerry Higgins Chair, Centre for Positive Psychology

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

**Michael Hewitt-Gleeson**
Founder, School of Thinking

**Michael Georgeff**
CEO Precedence Healthcare

**Jane Burns**
Chief Executive Officer, Young and Well Digital

**Non-executive Board Members**

**Dianne Vella-Brodrick**
Deputy Director (Research), Centre for Positive Psychology

**Kathy Racunica**
Centre Manager, Centre for Positive Psychology

**Grace Fiore**
Executive Officer to Board, Centre for Positive Psychology

**Honorary Fellows**

**Professor Roy Baumeister**
Honorary Professorial

**Professor Michael Steger**
Honorary Principal Fellow

**Professor Emeritus David Beswick**
Honorary Principal Fellow

**Professor Christian van Nieuwenburgh**
Senior Honorary Fellow

**Associate Professor Nikki Rickard**
Senior Honorary Fellow

**Associate Professor Mathew White**
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

**Mr Justin Robinson**
Honorary Fellow

**Ms Cass Spong**
Honorary Fellow

Board members with CPP staff
<table>
<thead>
<tr>
<th>First Given Name</th>
<th>Family Name</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td>Allison</td>
<td>Visible Wellbeing: Relationships between teacher practice and student wellbeing</td>
<td>Professor Lea Waters (P) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Jessica</td>
<td>Armitage</td>
<td>Wellbeing and Functioning in Emerging Adulthood: A Longitudinal Study of Determinants and Mechanisms</td>
<td>Professor Nick Allen (P) Professor Dianne Vella-Brodrick (C)</td>
</tr>
<tr>
<td>Andrew John</td>
<td>Bayly</td>
<td>Interactions between organisational decision making and human wellbeing: an inquiry</td>
<td>Professor Dianne Vella-Brodrick (P) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Amy Elizabeth</td>
<td>Berry</td>
<td>Engaging students in upper primary classrooms: Exploring teachers conceptions and approaches to student engagement</td>
<td>Professor Dianne Vella-Brodrick (P) Professor John Hattie (C)</td>
</tr>
<tr>
<td>Catherine</td>
<td>Brandon</td>
<td>All in the Mind: Evaluating the Impact of Mental Imagery on Anxiety, Confidence and Self-Efficacy in Academic Testing</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan Chyuan-Chin (C)</td>
</tr>
<tr>
<td>Thomas</td>
<td>Brunzell</td>
<td>Positive education in the trauma-informed alternative school – an architecture of hope.</td>
<td>Professor Lea Waters (P) Assoc Prof Helen Stokes (C)</td>
</tr>
<tr>
<td>Jesus</td>
<td>Camacho Morles</td>
<td>Determining factors in collaborative problem solving (CPS): Multilevel study.</td>
<td>Professor Lindsay Oades (P) Dr Gavin Slemp (C)</td>
</tr>
<tr>
<td>Austin</td>
<td>Chia</td>
<td>Examining the Relationship between Organisations and the Communities they affect: A Public Health Perspective</td>
<td>Dr Margaret Kern (P) Professor Lindsay Oades (C) Assoc Prof Benjamin Neville (C)</td>
</tr>
<tr>
<td>Jacqueline</td>
<td>Francis</td>
<td>Beyond wishing: improvement in academic performance derived from evidence-based positive education</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan Chyuan-Chin (C)</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Hawthorne</td>
<td>A complex systems based pedagogical approach to Positive Education</td>
<td>Professor Dianne Vella-Brodrick (P) Professor John Hattie (C) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Sally Joanne</td>
<td>Horne</td>
<td>An evaluation of the effects of mindfulness on psychological and physiological wellbeing.</td>
<td>Professor Dianne Vella-Brodrick (P) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Hanchao</td>
<td>Hou</td>
<td>Measuring and Improving Students Wellbeing Literacy</td>
<td>Professor Lindsay Oades (P) Dr Gavin Slemp (C)</td>
</tr>
<tr>
<td>Cedomir</td>
<td>Ignjatovic</td>
<td>Positive Education: testing reciprocal relationships between work-related flow experiences, strengths use, meaning in life and work engagement among school staff over time</td>
<td>Professor Lindsay Oades (P) Dr Margaret Kern (C)</td>
</tr>
<tr>
<td>Anthony</td>
<td>Kearns</td>
<td>Developing sustainable high performance: Assessing the impact of mindful medication on lawyer wellbeing, effectiveness and leadership</td>
<td>Professor Lea Waters (P) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Rodney Bruce</td>
<td>Lawn</td>
<td>Quiet flourishing: Exploring beliefs about introversion-extroversion, and identifying pathways to optimal wellbeing in trait introverts.</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Gavin Slemp (C)</td>
</tr>
<tr>
<td>Henry</td>
<td>Meghaizel</td>
<td>Understanding and nurturing practical wisdom.</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Vicki McKenzie (C)</td>
</tr>
<tr>
<td>Lucy</td>
<td>Morrish</td>
<td>A path to flourishing: the role of emotion regulation in the psychological health and academic achievement of Australian youth in a positive education program.</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan Chyuan-Chin (C)</td>
</tr>
<tr>
<td>Peta</td>
<td>Sigley-Taylor</td>
<td>The effectiveness of preventative psychology interventions in resilience capacity for adolescents</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan Chyuan-Chin (C)</td>
</tr>
<tr>
<td>Kylie</td>
<td>Trask-Kerr</td>
<td>The effects of positive education on academic achievement and community mindedness in schools</td>
<td>Professor Dianne Vella-Brodrick (P) Dr Tan Chyuan-Chin (C)</td>
</tr>
<tr>
<td>Bianca</td>
<td>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>
</tr>
<tr>
<td>Monique</td>
<td>West</td>
<td>Adolescents’ social media use: Implications for academic engagement and performance</td>
<td>Professor Dianne Vella-Brodrick (P) Professor Lindsay Oades (C)</td>
</tr>
<tr>
<td>Kenneth</td>
<td>Kwok Yu</td>
<td>Enhancing Sustainable Wellbeing and Mental Health through Meaning-centred Positive Psychology Intervention</td>
<td>Professor Dianne Vella-Brodrick (P)</td>
</tr>
</tbody>
</table>
GRANTS 2017

Category 1


Category 2-4

Dr Gavin Slemp
The influence of cultural factors in positive psychology interventions. Tsinghua University, China. $10,000

Professor Dianne Vella-Brodrick, Dr Tan Chyuan Chin
Evaluation of the Positive Education Program – UAE Schools $229,630

Professor Dianne Vella-Brodrick, Dr Tan Chyuan Chin
AFL Academy Wellbeing Project $20,550

Professor Dianne Vella-Brodrick, Dr Tan Chyuan Chin
Tennis Australia wellbeing Project $16,700

University internal grants

Dr Gavin Slemp
Big data – Twitter use. Early Career Researcher Grant, Melbourne Graduate School of Education $25,000

Commissioned work & University of Melbourne Commercial

The Centre has grown its research consultancy and custom education deliveries (Professional Certificates) throughout 2017, with over $700,000 billed.
The following is a snapshot of 2017 selected refereed publications and books from our Centre staff and honorary fellows. For the full publications along with refereed conference proceedings, research reports and other contributions, please refer to the University of Melbourne’s Find an Expert website.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Publication Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beswick, D. G.</td>
<td>Cognitive Motivation: From Curiosity to Identity, Purpose and Meaning</td>
<td>Cambridge: Cambridge University Press</td>
</tr>
<tr>
<td>Chin, T. C.</td>
<td>Keeping up with the times: A considered approach to measuring youth wellbeing</td>
<td>In Future Directions in Wellbeing: Education, Organizations and Policy (pp. 47-51). doi:10.1007/978-3-319-56889-9_9</td>
</tr>
<tr>
<td>Jarden, A.</td>
<td>An Interview with Victor J. Strecher</td>
<td>International Journal of Wellbeing, 7(2), 78-81.</td>
</tr>
<tr>
<td>Iasiello, M., Bartholomaeus, J., Jarden, A., &amp; Kelly, G.</td>
<td>Measuring PERMA+ in South Australia, the State of Wellbeing: A comparison with national and international norms</td>
<td>Journal of Positive Psychology &amp; Wellbeing, online first.</td>
</tr>
<tr>
<td>Weijers, D., &amp; Jarden, A.</td>
<td>Wellbeing policy: An overview</td>
<td>In Slade, Oades, &amp; Jarden (Eds.), Wellbeing, recovery and mental health, pp. 35-45. Cambridge University Press.</td>
</tr>
<tr>
<td>Kern, M. L.</td>
<td>Perseverance, achievement, and positive education</td>
<td>In Future Directions in Wellbeing: Education, Organizations and Policy (pp. 75-79). doi:10.1007/978-3-319-56889-8_14</td>
</tr>
<tr>
<td>Allen, K. - A., Kern, M. L.</td>
<td>School Belonging in Adolescents</td>
<td>Springer Singapore. 10.1007/978-981-10-5996-4</td>
</tr>
<tr>
<td>Oades, L. G.</td>
<td>Wellbeing Literacy: A necessary ingredient for positive education</td>
<td>Psychology and Behavioral Science International Journal, 3(5), DOI: 10.19080/PBSIJ.2017.03.0</td>
</tr>
</tbody>
</table>


SUPPORTING THE CENTRE FOR POSITIVE PSYCHOLOGY

John Higgins has always been passionate about education. His vision is that every student should be exposed to the principles of Positive Psychology through their time at school, so they have the skills to influence their own lives, and those of the people around them.

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

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

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

Ann Fazakerley
Director of Advancement
for Humanities, Arts and Social Sciences
ann.fazakerley@unimelb.edu.au
+61 (0)3 8344 9576

“Positive Psychology is a branch of science that seeks to build wellbeing in people by teaching them how to use their strengths, positive emotions and positive relationships. The generous support of John Higgins to fund the Gerry Higgins Chair in Positive Psychology has created a pivotal leadership position for driving the Centre’s strategic direction and raising its public visibility.

“In addition to Mr Higgins supporting the growth of the Centre for Positive Psychology through his financial endowment, he is also the foundational Chair of the Board for the Centre for Positive Psychology – a role he has held since 2014. Mr Higgins gives up his time, intellectual capital and business expertise to the Centre in a voluntary capacity and has been instrumental in steering us towards success.”

Professor Lea Waters (PhD)
Gerry Higgins Chair
Centre for Positive Psychology
Melbourne Graduate School of Education
The University of Melbourne

BELIEVE THE CAMPAIGN FOR THE UNIVERSITY OF MELBOURNE
CENTRE FOR POSITIVE PSYCHOLOGY

MORE INFORMATION

+61 3 8344 5428
mgse-pospsych@unimelb.edu.au
education.unimelb.edu.au/cpp
@UOMpospsych
facebook.com/uompospsych