Positive Education

Mathew A. White PhD
A. Simon Murray *Editors*

Evidence-Based Approaches in Positive Education

Implementing a Strategic Framework for Well-being in Schools

Springer

Positive Education

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The Positive Education book series provides a comprehensive coverage of the field of positive education, encompassing subjects such as education for well-being, personal development, resilience, emotional intelligence, flow, and character strengths. Separate volumes cover each of these subjects, offering depth and complex understanding of the subject matter, research advances in this area, as well as well-evaluated practical sugestions for promoting intended outcomes. Positive education is based on the established discipline of positive psychology, and underpinned by theories and empirical research in this field. It aims to develop the skills of well-being, flourishing and optimal functioning in children, teenagers and students, as well as parents and educational institutions. Written by researchers and scholars of positive psychology, this book series offers a range of definitive texts for academics interested in implementing, researching and evaluating positive psychology-based approaches in schools and other educational institutions.

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This book is dedicated to all students at St Peter's College, Adelaide

St Peter's College
ADELAIDE, AUSTRALIA

About St Peter's College - Adelaide

Have you had an X-Ray? Have you ever taken a course of antibiotics? Do you know someone who has been treated for a stomach ulcer? If you have answered "yes" to any of these three questions your life has been affected directly by the tenacity of the alumni from the school at the center of this book.

St Peter's College – Adelaide is one of the world's most prestigious schools for boys. The measure of a great education is the impact of an institution's alumni to help make the world a better place. While you may not have heard about St Peter's College - Adelaide, Australia, we are confident that your life or the quality of one of your friends or family has been improved thanks to many of the discoveries made by her alumni.

Given St Peter's College has a proud and notable history of uncompromising commitment to public service we were inspired to write this book about our well-being journey to share with the broadest audience possible. Our School's three Nobel Laureates: Lawrence Bragg, Howard Florey and Robin Warren, ten Australian State Premiers, 42 Rhodes Scholars and a new generation of emerging young leaders, inspire current generations of boys and staff to aim high.

Established in 1847 as a leading Anglican institution, the Church of England Collegiate School of Saint Peter's Adelaide was incorporated in a Private Act by the Legislative Council of South Australia in 1849 – the first Parliament of the Colony of South Australia – by ordinance enacted by the Lieutenant-Governor of South Australia, Sir Henry Fox Young.

As we are an Anglican school, Christian values are at the centre of everything we do. They enrich the minds, bodies, and spirits of our students. In the spirit of the foundation of South Australia, St Peter's College has always been open to boys of all denominations, from all faiths and from none. We are enriched and strengthened by this diversity.

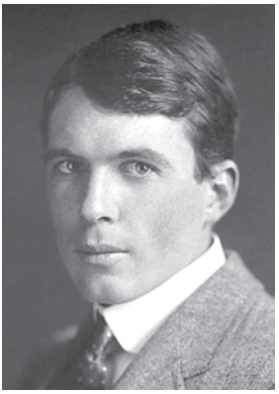
We aspire for every boy to live with meaning and purpose in all corners of the globe. We cultivate within each boy leadership and virtuousness—the highest aspirations of humankind. We guide every boy to be caring and compassionate, forgiving and honest, generous and kind. We encourage every boy to be inspirational and have integrity.

As an all-boys' school, we focus on the specific learning needs to build great men. We do this by promoting learning growth and engagement, and approach challenges with courage and forethought. We believe that diversity contributes powerfully and directly to the quality of a boy's education. We are committed to being a boys' school that promotes positive attitudes towards girls and women. We are uncompromising in being a safe and inclusive learning community respectful of backgrounds diverse in their race, ethnicity, gender, sexual orientation, nationality and religion.

As you read this book we can only imagine the hope that springs eternal in the hearts of each student at St Peter's College, as a whole generation of men are educated in preventative programs in mental well-being and character development.

We know our students will have the courage to dare to make these dreams become reality just like the three Nobel Laureates before them. We look forward to them writing the final chapter of this book.

The Editors



"Father and son: the most extraordinary collaboration in science"

Sir (William) Lawrence Bragg CH OBE MC FRS
Attended St Peter's College, Adelaide, Australia (1901–1906)

Awarded the Nobel Prize in Physics in 1915 jointly to Sir William Henry Bragg and his son William Lawrence Bragg "for their services in the analysis of crystal structure by means of X-rays"

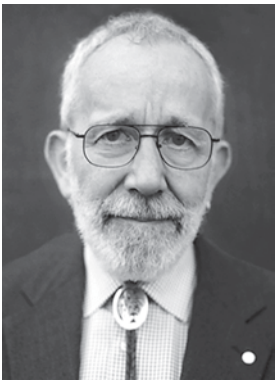
"… in terms of world well-being, Florey was the most important man ever born in Australia" Rt Hon Sir Robert Menzies KT AK CH FAA FRS QC (Australian Prime Ministwer 1949–1966)

Howard Walter Florey OM FRS FRCP
Attended St Peter's College, Adelaide, Australia (1911–1916)

Baron Florey of Adelaide and Marston

Awarded the Nobel Prize for Physiology or Medicine in 1945 jointly to Sir Alexander Fleming, Ernst Boris Chain and Sir Howard Walter Florey "for the discovery of penicillin and its curative effect in various infectious diseases"

President of The Royal Society 1960–1965



Since the early days of medical bacteriology, over one hundred years ago, it was taught that bacteria do not grow in the stomach. When I was a student, this was taken to be so obvious as to barely rate a mention. It was a "known fact," like "everyone knows that the earth is flat." Known facts can be dangerous … — Robin Warren

Dr J. Robin Warren AC
Attended St Peter's Col-lege, Adelaide, Australia (1950–1954)

Awarded the Nobel Prize for Physiology or Medicine in 1945 jointly to Barry J. Marshall and J. Robin Warren "for their discovery of the bacterium Helicobacter pylori and its role in gastritis and peptic ulcer disease"

Foreword

In one or two words, what do you most want for your children?

If you are like the thousands of parents I've polled you respond, "Happiness," "Confidence," "Contentment," "Fulfillment," "Balance," "Good stuff," "Kindness," "Health," "Satisfaction," "Love," "Being civilized," "Meaning," and the like. In short, well-being.

In one or two words, what do schools teach?

If you are like other parents, you respond, "Achievement," "Thinking skills," "Success," "Conformity," "Literacy," "Math," "Work," "Test taking," "Discipline," and the like. In short, how to succeed in the workplace.

Notice that there is almost no overlap between the two lists.

I am all for success, literacy, perseverance, and discipline, but the chapters that follow let you imagine that schools could, without compromising either, teach both the skills of well-being and the skills of achievement.

This book lets you imagine the possibility of *positive education*.

There are three good reasons that well-being should be taught in schools along with achievement skills. The first is the current flood of depression among young people and the second is that happiness has not increased over the last two generations in spite of wildly increased abundance. A third good reason is that greater well-being enhances learning, the traditional goal of education. Positive mood produces broader attention and more creative thinking. This, in contrast to negative mood, which produces narrowed attention, more critical thinking, and more analytic thinking. Both positive and negative ways of thinking are important in the right situation, but all too often schools emphasize critical thinking and following orders rather than creative thinking and learning new stuff. The result is that children rank the appeal of going to school just slightly above going to the dentist. In the modern world, I believe we have finally arrived at an era in which more creative thinking, less rote following of orders—and yes, even more enjoyment—will succeed better.

I conclude that well-being should be taught in school because it would be an antidote to the runaway incidence of depression, a way to increase life satisfaction, and an aid to better learning and more creative thinking.

What follows is the story of a pioneering vision of positive education in one of the great schools of the world.

Martin Seligman
University of Pennsylvania
December 2013

Preface

Positive education is an umbrella term used to describe empirically validated and scientifically informed interventions and programs from positive psychology that have an impact on student well-being. Public interest in well-being, and more specifically, the applications of positive psychology to education, has grown in recent years. Since the launch of the positive psychology movement, advances have been made in discovering what makes individuals flourish. However, there has been a substantial gap in the literature about the "how to" of positive psychology's application at the institutional level.

Summaries of institutional responses to well-being have been made that focus on what schools have done; however, this book is the first large-scale evidence-based publication that outlines systematically the implementation of positive psychology and well-being principles at a whole school level, from strategy, to the classroom, the sporting field and psychological services.

This book has been a collaborative effort. It focuses on the development of a scientifically informed approach in the application of positive psychology at St Peter's College, Adelaide, South Australia, undertaken from 2011–2014. The backdrop during the well-being developments at St Peter's College was Professor Martin Seligman's residency advising the Government of South Australia on a strategy for well-being. St Peter's College was a lead partner in Professor Seligman's residency in the State and over 2000 people heard him speak at the school.

Our approach in this publication is multidisciplinary. We draw on the fields of positive psychology, positive organizational scholarship and management, psychology, and evidence-based teacher-practice as they have been incorporated at one of Australia's oldest schools. This book has been organized into three parts: why well-being is necessary, positive psychology programs and interventions, and future directions. Overall, we suggest a framework and strategy focusing on how principals and schools leaders could integrate a scientifically informed, whole-school, well-being approach for staff and students. We focus on how to do this from an evidence-based perspective that informs the decision-making process. Our topics include:

- The why, what, and how of well-being in schools
- How to lead whole-school change
- How to measure well-being in staff and students
- How to develop strengths-based approaches

We have included examples of the integration of positive psychology principles in the classroom, religious instruction, the counselling setting, the teaching of literature, and sports coaching. Each chapter has been co-authored and adopts a practitioner-researcher lens. Our ideas are grounded in best educational practice. Authors and collaborators include teachers at the chalk face from the early years of education to the senior years, members of the St Peter's College Senior Leadership Team (Executive), and academics from the Melbourne Graduate School of Education at the University of Melbourne and The University of Pennsylvania.

St Peter's College, Adelaide, South Australia, is an Anglican K-12 private, boys' school (enrolment $n=1334$). It started as a proprietary school at the Holy Trinity Church, North Terrace, on July 15th 1847. The school moved to its present site (where it still remains) in 1849, where Old School House was built from limestone. The school grew with little and big quadrangles. The school educates both day and boarding students, and is a non-selective school that is aligned to its Anglican values, with a long tradition of service to the public good.

In 2011, the Headmaster, Simon Murray, and the Senior Leadership Team (SLT), in consultation with the Council of Governors, made the decision to adopt positive psychology as a key approach to underpin their new strategic direction. The school aimed to be a world-class school where boys flourish, and the leadership team, school council, and staff drafted a strategic plan.

This book documents aspects of the integration of this well-being approach. Since 2011 all the authors were able to consult key leaders who visited St Peter's College, and collaborated with faculty, including Professor Roy Baumeister, Professor Michael Bernard, A/Professor Rufus Black, Professor Jane Burns, Dr. Michael Carr-Gregg, Professor Felicia Huppert, Professor Hans Henrik Knoop, Professor Patrick McGorry AO, Professor Peter Railton, Dr. Karen Reivich, Matthew Scholes, Professor Martin Seligman, Professor Chandra Sripada, Professor Rob Moodie, and Professor Toni Noble. Each has influenced this publication in small and large ways. We were able to discuss our plans with Dr. Ilona Boniwell and Dr. James Pawelski.

The Organization of This Book

Given that this is one of the first publications focusing on integrating well-being concepts from a positive psychology perspective in educational institutions, we have decided to structure this book around 9 chapters. They are designed to guide school leaders through the 'how to' aspect of change. We do not claim to have created a definitive list. We document the growth of the approach at St Peter's College, Adelaide. What we do believe is that it provides the reader with a useful overview of a tactical approach to well-being at a systems level in schools. The chapters have been organized to reflect the process we used to integrate well-being at St Peter's College. This publication is an example of applied theory in practice. Each chapter commences with a short review of the literature, and we provide relevant examples throughout the book.

Each chapter explores original concepts. They have been presented at various conferences to improve our thinking and strengthen our approach (2011–2013)

including: 2nd and 3rd World Congresses on Positive Psychology, Australian Association for Research in Education, Hobart, International Baccalaureate Asia-Pacific Regional Conference, 3rd Australian Positive Psychology Conference, APS Educational and Developmental Psychology Conference, Values-in-Action (VIA Pioneer Speaker Series), South Australian Catholic Primary Principals Association, Anglican Schools Professional Development Group, APS International Congress on Coaching Psychology, Psychology and Well-being Conference, 6th European Conference on Positive Psychology, Young Minds Conference, 48th Australian Psychological Association Conference, Positive Schools Conference, Positive Education Schools Association Conference, Well-being Before Learning Conference: Adelaide Thinker in Residence Program and The Science of Well-being: Adelaide Thinker in Residence Program.

Positive Institutions

Why well-being? Chapter 1 sets the scene and focuses on an approach to the central theories of positive organizational scholarship in an educational context. In this chapter, we define key terms including well-being, positive psychology, positive institutions, and positive education used throughout the book. We place the development of positive education in the context of educational developments over the past 15 years. We have been mindful of developments focusing on the twenty-first century learner and the challenges faced by educators and schools. Throughout this chapter, we adopt a systems-wide approach to well-being. This chapter does not aim to be an exhaustive account of the case for well-being in schools; rather, it focuses on providing key learnings at St Peter's College and suggests a theoretical framework for positive institutions based on consultation and collaboration with hundreds of employees and students at the school from 2011–2013.

A Christian Positive Psychology

The majority of positive psychology developments take place within the cultural context of existing systems. Our setting is an Anglican school. We expand Seligman's original theoretical framework of positive institutions and focus on the existing culture of institutions. Some scholars have noted that positive psychology research highlights the similarity between psychology and religion to some of life's most challenging questions. This chapter is ground-breaking and explores the intersection and relationship between positive psychology and theology. This chapter builds on the early thinking and exploration of the school's Chaplain, the Rev'd Dr. Theodore McCall in conversation with Professor Lea Waters from the University of Melbourne and Dr. Mathew White to define a Christian positive psychology. It was enriched deeply by Father Theo's opportunity to participate in the Canterbury Retreat, organized by Martin Seligman and held in the shadow of Canterbury Cathedral. Funded by the John Templeton Foundation, it involved theologians and psychologists from Harvard, Yale, the University of Pennsylvania, the Union Theological Seminary (New York), Ingeus, the United Hebrew Congregations of the Commonwealth, St Peter's Eastern Hill, Melbourne, and St Peter's College, Adelaide. Participants gathered to discuss the topic of Prospective Psychology: Being Called into the Future. In many peer-reviewed journals, it is rare to find specific dia-

logue between these two distinct areas of investigation: psychology and theology. We have provided the theoretical and applied examples that have taken place within St Peter's College. In this chapter, we stress the development of our well-being approach is grounded in an Anglican positive psychology, recognizing we encourage students to develop their virtues and strengths from within the cultural context of our institution.

Positive Change

The one certainty in life is that there will be change; however, change in educational institutions tends to be top-down and management-driven rather than having specific engagement from staff from the bottom up. In this chapter, we focus on the process adopted by the school management to introduce leadership and change from a positive psychology perspective. This focuses on the strategies and significant changes in approach that were enacted to instigate the change process. Specifically, the chapter will reflect critically on the application of David Cooperrider's Appreciative Inquiry-based approach to managing change. We highlight a positive psychology based process, put it into context and outline the intersection between traditional approaches to human resource management in schools and culture development. This chapter provides an example of the integration of contemporary human resource and employee engagement using positive psychology principles.

Measuring Well-Being

Measurement matters. Seligman often quotes the Nobel Prize winning economist Joseph Stiglitz: "what you measures affects what you do. If you don't measure the right thing, you don't do the right thing". This chapter focuses on group measurement of well-being at an institutional level, focusing on staff and students. We outline whole-school measurement strategies, aligned with Martin Seligman's PERMA theory of wellbeing.

Positive School Psychology

Positive psychology asserts that the traditional approach to psychological services has focused for too long on what is wrong with people and provides strategies that only bring people to a position of mitigating their suffering. Seligman and his colleagues asked which scientifically demonstrated practices can be applied in therapeutic settings to teach and equip individuals and groups with the skills to flourish. This chapter outlines a framework and strategy to evolve school psychological services from a welfare-based model to a well-being model. It considers the integration of traditional psychological service and well-being principles. This chapter outlines the application of Caplan's preventative mental health model and systems approach to demonstrate a framework for schools to manage the growth of psychological services; moving from focusing on student crisis and interventions towards a more proactive and inclusive well-being-based framework, in the context of more positive student behaviour management systems.

Strengths in Schools

The character strengths profile is a foundational aspect of positive psychology. Applications of Christopher Peterson and Martin Seligman's strengths-based approach

to schooling have been previously published; however, this chapter documents a number of integrated strategies that complement the whole school approach outlined in Chap. 1 linked with the introduction of positive education at the school (cf. Chap. 3). It demonstrates the creativity unleashed at St Peter's College following the systematic training of staff in well-being concepts. The chapter outlines 23 strengths-based interventions over 36 months, springing both from the grass-roots of the classroom, sporting field, and drama department, and the top-down perspective on the integration of this context into school life.

Positive Psychology and English Literature
James Pawelski and Donald J. Moores have called for a positive turn in the humanities. While developments in literary criticism will take time, there is a natural synergy between well-being concepts, including resilience, joy, love, strengths, and optimism, and the study of literature in all cultures. After all, literature focuses on what it means to be human, and many of the canonical works of literature provide us with the ability to express and describe our emotions, thoughts, and feelings. This chapter provides examples of the integration of positive psychology principles in the study of English literature and, more specifically, hope theory, to enrich the study of characterization in literature.

Student Leadership and Positive Psychology
This chapter is an example of a student initiative instigated by the School Captain and Vice-Captain of St Peter's College, who developed a two-and-a-half day student summit, combining appreciative inquiry-based approaches and strengths-based exercises for students to develop their vision, mission, and goals for the year.

Future Directions in Positive Psychology and Education
Chapter 9 was inspired following our experiences at the remarkable Positive Education Summit from 2–4 October 2013, held at No. 10 Downing Street hosted by Dr. David Halpern, Director of the Behavioural Insights Team in the Prime Minister's Office and at Wellington College hosted by the Master of Wellington College, Dr. Anthony Seldon. We were honoured to present twice at this Summit at the invitation of Professor Martin Seligman and James O'Shaughnessy, Founder and Director of Floreat Education. James was Director of Policy and Research for Prime Minister David Cameron between 2007 and 2011, most recently in No. 10 Downing Street, and prior to that Deputy Director at the leading think tank Policy Exchange. He significantly enriched our thinking about well-being at a policy level. We were inspired by presenters including Dr. Angela Duckworth Associate Professor, Department of Psychology, University of Pennsylvania, Dr. Jane Gillham the Co-Director, Penn Resiliency Project, University of Pennsylvania, Professor Felicia Huppert the Founding Director of the Well-being Institute, University of Cambridge, Yang Lan, Professor Lord Richard Layard the Director of the Wellbeing Programme in the Centre for Economic Performance, London School of Economics, Steve Leventhal the Executive Director, CorStone, David Levin the Co-Founder and Superintendent, KIPP, Gary Lewis the Headteacher, Kings Langley School, Dr. Douglas North the Head of School, The Albany Academies, Dr. Kaiping Peng Chair, Department of Psychology, Tsinghua University and Dominic Randolph the Head of School, Riverdale Country School.

Finally, we argue that decision makers must focus systematically on well-being at an institutional level to herald educational reform that transforms lives for twenty-first century learners. We argue that universities should begin to train educators in this way of teaching and learning. This chapter considers blue sky thinking on the developments of pre-service teacher training, professional and leadership development, and professional governance in schools.

Mathew A.White and
A. Simon Murray
March 2015

Acknowledgements

This book is the collaborative effort of our community. We acknowledge the support of the Chairman of the St Peter's College Council of Governors, James Harvey, and all Governors; in particular, advice from the Rev'd Dr. Canon Matthew Anstey, Principal of St Barnabas' College and Canon Theologian of the Diocese of Adelaide, who provided feedback as the text progressed. We acknowledge the support of the broader St Peter's College community including parents and Old Scholars. The support of Dr. Mary Sutherland, immediate past Chair of Council and the Senior Leadership Team of St Peter's College, Annette Cinnamond, Jason Haseldine, David Hine, Sam McKinney, and Darren Pitt have been fundamental in bringing well-being to scale. Also, the encouragement of Bill Sweeney before his appointment as Principal, Hume Anglican Grammar, and of Rob van Dort, Wanganui Collegiate School, was vital.

During 2011–2012, the advice and feedback of the resident Fellows of St Peter's College named and funded by Old Scholar Dr. Rex J Lipman AO ED, were critical: Professor Michael Bernard, Associate Professor Rufus Black, Associate Professor Jane Burns, Dr. Michael Carr-Gregg, Baroness Susan Greenfield CBE, Professor Felicia Huppert, Professor Hans Henrik Knoop, Professor Patrick McGorry AO, Professor Rob Moodie AM, Professor Toni Noble, Dr. James Pawelski, Dr. Karen Reivich, Matthew Scholes, and Professor Lea Waters.

The future depends on what we do today. Positive education has been an investment in our staff and our boys' future. Our 150 staff who participated in the University of Pennsylvania's six-day positive psychology training held at the school in 2012–2013 has enabled us to put into action all the concepts outlined in this publication. We thank student pioneers who participated in the design phase of the St Peter's College well-being survey: Henry (Harry) Colovic, Matthew Hutchinson, Oliver Manna, Michael Nicholson, Kit Ovenden, Ryan Samimi, Nicholas Scott, Max Slattery, Luke Spajic, Ryan Starkey, John Vrodos, Finn Walsh, and Jack Weinert. We recognize the student leadership of Jake Rischbieth (Captain, 2011), Harrison Kadis (Vice-Captain, 2011), Oliver van Ruth (Captain, 2012), Isaac Aitken (Vice-Captain, 2012), John Vrodos (Captain, 2013), Tom McNeil (Vice-Captain, 2013), Darcy Kraljev (Captain, 2014), James Lanthois (Vice-Captain, 2014) James Lanthois (Vice-Captain, 2014), Sam Beer (Captain, 2015), and Alasdair McCall (Vice-Captain, 2015), and their prefects, whose innovation, perseverance, bravery, and creativity resulted in a chapter written from the student's perspective (cf. Chap. 8).

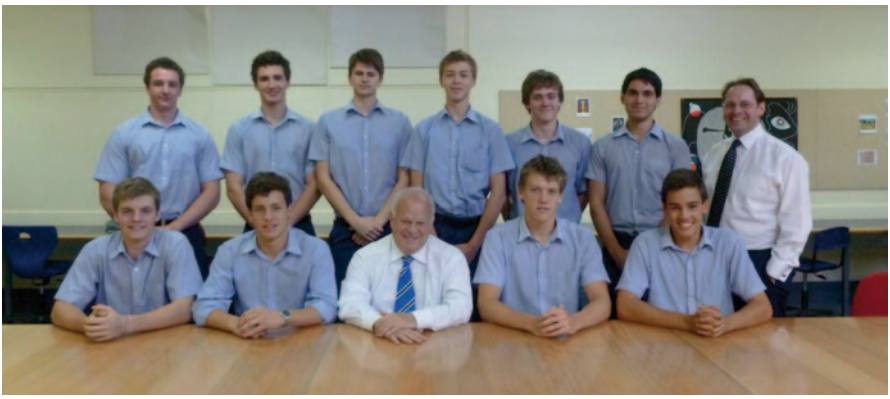
The number of staff who engaged in the design of the student well-being survey in 2011 was substantial. We are especially grateful to all Heads of House and House Mentors in Senior School, counsellors and chaplains, Junior School Management Team, and Year Level Coordinators who provided feedback on measurement.

In Junior School, David Kolpak (Assistant Head—Wellbeing—Junior School), Suzanne Haddy (Assistant Head—Learning and Teaching—Junior School) and Sheryle Yorston (Assistant Head—Early Years—Junior School) and the year level coordinators who managed the staff delivering weekly Positive Education lessons from Early Learning—Year 7. In Senior School we thank Zoë Alford (School Psychologist), David McShane (School Counsellor), Dr Mike Oliver (School Psychologist), David Threadgold (Head of Student Development), Paul Brown (Head of Boarding, Health & Physical Education), Emily FitzSimons (Head of English), Ciaran Geraghty (Humanities), Sean Inman (Health & Physical Education), Theo McCall (Chaplain, Religious and Values Education), Sam McKinney (Head of Senior School and Mathematics), Hayley Patton (Year 8 Mentor and Drama and English), David Scott (Assistant Head of Senior School and Humanities), Vanessa Traino (English) Rob Green (Technology), Steve Perry (Mathematics) and Lauren Brenton (Learning Support).

We acknowledge Professor Martin Seligman's hours of discussion with us on the intersection between psychology, theology, and science during his residency at the school in February 2012 and 2013. These conversations influenced chapters on Christian positive psychology, school psychology, leadership and integration into the curriculum.

Thanks to our publishers Springer, Esther Otten Editor Health, Well-being and Sociology, Hendrikje Tuerlings and the Positive Education Series Editor, Dr. Ilona Boniwell. We recognise our significant intellectual collaboration with Professor Lea Waters, Gerry Higgins Chair in Positive Psychology and Director of the Centre for Positive Psychology in the Melbourne Graduate School of Education at The University of Melbourne, who has co-authored many chapters. Lea has been an adviser and thought-partner to staff and students at St Peter's College on well-being matters since mid-2011–2013. We thank Fiona Gallan and Margaret Pullen for assembling the manuscript, and making sense of our illegible comments! Finally, we thank all students of St Peter's College, Adelaide. As Franklin Roosevelt said, "We may not be able to prepare the future for our children, but we can at least prepare our children for the future."

Professor Martin Seligman, Professor Patrick McGorry, ABC Radio National Journalist Richard Aedy, Associate Professor Jane Burns and Simon Murray in conversation at St Peter's College, 2013.



Professor Martin Seligman with students at St Peter's College after a discussion on positive psychology and literature.

About the Editors[1]

Mathew A. White PhD is Director of Wellbeing & Positive Education at St Peter's College, Adelaide, Australia, where he serves on the Senior Leadership Team. Prior to his appointment at St Peter's College he was Director of Leadership at the not-for-profit Teach for Australia and taught at Geelong Grammar School for over a decade. An alumnus of St Peter's College he graduated PhD from the University of Adelaide and completed residential studies at The Principals' Center Harvard Graduate School of Education. Mathew is Senior Fellow in the Melbourne Graduate School of Education - The University of Melbourne and Affiliate in Cambridge University's Wellbeing Institute. His work focuses on leadership, cultural change, and wellbeing. He has lectured at the Universities of Oxford, Melbourne, Pennsylvania and Bath. His publications appear in *Journal of Positive Psychology, International Journal of Wellbeing, Psychology and International Journal of Appreciative Inquiry, Dialogue Australasia and International Education Journal*. Mathew has presented to the Governor's Leadership Foundation, South Australian Government's Executive Services Leadership Program and the Positive Education Summit & Round Table on Wellbeing at No. 10 Downing Street. He has counselled Catholic education, government systems, independent and Lutheran schools on applications of wellbeing. Mathew represented St Peter's College as lead partner in Dr Seligman's appointment as Thinker in Residence - Department of the Premier and Cabinet for the Government of South Australia. Mathew is a member of the Wellbeing and Resilience Centre Education Committee – South Australian Health and Medical Research Institute, Academic Advisory Board – Positive Psychology Centre – University of Melbourne, Course Advisory Group – TAFE-SA, and Academic Committee – St Mark's College, Adelaide. He was appointed a Global Representative for the International Positive Education Network (IPEN) in 2015.

[1] *All proceeds from the sales of this will book support the St Peter's College Well-being program for students and our ongoing commitment to support other schools.*

A. Simon Murray is the 14th Headmaster of St Peter's College, Adelaide – one of Australia's oldest independent schools, with over 1385 students and 220 staff. He has had 30 years of leadership experience in education. Prior to his appointment to St Peter's College, Simon was Headmaster of Canberra Grammar School and Bunbury Cathedral Grammar School. Simon was elected Chair of Association of Heads of Independent School of Australia from 2009–2011, representing over 390 member schools. He is a past Board member of the Independent Schools Council of Australia. He was appointed a Fellow of the Australian College of Educators in 2008 for his leadership in the independent school sector. Simon is a Fellow of the Australian Institute of Management. Simon has presented at national and international conferences on wellbeing, leadership, cultural change, and future directions in education. He was the St Peter's College representative for Dr. Seligman's role as Adelaide's Thinker in Residence – Department of the Premier and Cabinet. Simon was one of thirty leaders in education invited to participate in a Positive Education Summit on Wellbeing at 10 Downing Street. He is the foundation Chairman and a board member of the Positive Education Schools Association (PESA), a board member of the International Positive Education Network (IPEN), a council member of Adelaide's largest residential university college, St Mark's College, and an appointed member of the diocesan council in the Anglican Diocese.

Contents

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About the Authors

Alejandro Adler is a PhD candidate in Positive Psychology under the supervision of Professor Martin Seligman. Alejandro graduated *magna cum laude* from the University of Pennsylvania in 2010 with a BA in Psychology from the College of Arts and Sciences and a BSc in Economics from the Wharton School.

Zoë Alford is School Psychologist at St Peter's College, Adelaide, and delivers psychological services to the whole school. She is a registered psychologist (AHPRA) In 2012, Zoë participated in the University of Pennsylvania Positive Education Conference held at St Peter's College. Zoë's conference presentations include the Australian Psychological Society (APS), Positive Education Schools Association (PESA), and the 3rd World Congress on Positive Psychology as a discussant with Dr Martin Seligman. She has previous experience in delivering suicide-prevention programs and working with children, youth, adults and long-term unemployed.

Emily FitzSimons is Director of Learning and Teaching Excellence at St Peter's College, Adelaide. She is a member of the School's Senior Leadership Team. Emily has also served as Head of English at St Peter's College and as a staff member in the Boarding House. She is a recent graduate of the University of Pennsylvania's Masters in Applied Psychology Degree (MAPP). Her Capstone Project for Penn brought together character strengths and literature to re-imagine character education in the adolescent years.

Margaret L. Kern PhD is a Senior Lecturer at the Centre for Positive Psychology at the University of Melbourne Graduate School of Education. She received her doctorate in psychology in June 2010 from the University of California, Riverside, and was a postdoctoral fellow at the University of Pennsylvania from 2010–2014. Her research examines the question of who flourishes in life (physically, mentally, and socially), why, and what enhances or hinders healthy life trajectories.

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(2005). Her research areas include positive psychology, organizational psychology, educational leadership, positive education and well-being.

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Chapter 1
Building a Positive Institution

Mathew A. White and A. Simon Murray

Introduction

> All of what happens at St Peter's College, Adelaide, in regard to the education we offer and provide has at its heart the shaping of character. That I believe is our core business. All the experiences and opportunities have a common purpose: to build good men, great men, who will be good fathers, partners, good husbands and good citizens. This is not to diminish the value we place on academic mastery, but rather to emphasise that the gaining of wisdom is the true goal. As we shape character we equip our boys, your boys, to use knowledge and understanding as influenced through their experiences and values. Each part of a St Peter's College education is important. Sport, music, drama and out-door education, are as much about teamwork, perseverance, commitment, courage and fairness as they are about fitness, relaxation and adventure. Community service is about selflessness, Chapel is to feed your soul and the House is to provide a home where a boy is cherished, loved and understood. I want every boy to know that they are special. You are our *raison d'être*. Without you there is no St Peter's College. (Murray 2013)

Walk into St Peter's College, Adelaide, and you will notice the impact the introduction of well-being has had at the school. Now one of the top two reasons why parents enrol their sons at St Peter's College, the impact it has had on the staff and students, is apparent. Since 2011, over 8,000 people have attended public lectures on well-being as part of the School's Rex J Lipman Fellows Program and the

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school's community engagement.[1] Today, over 1385 students, a whole generation, study seven scientifically informed positive education lessons from the early years to Year 10 as part of the timetable and supported by existing pastoral care systems and approaches. By 2015, all students will have completed at least three explicitly taught well-being programs.

As well as being educated within a culture that continues to teach, build and embed well-being positive psychology concepts such as strengths of character, hope, and resilience are discussed as part of the English literature curriculum in novels, films, and plays. In Chaplaincy, strengths of the disciples and other Biblical stories are discussed. On the sporting field, students are coached from a strengths-based model consistent with lessons taught in class. Psychological services embrace strengths as well as traditional approaches. The style of student leadership has evolved to focus on building relationships, spearheaded by the Captain and Vice-Captain of the School. Policies have integrated Seligman's (2011) PERMA in the appraisal process of staff. Culture action groups have been created Chaired by the Director of Human Resources, Annette Cinnamond, to focus on change culture, values, communication, and leadership at the school as identified by staff. We define positive education as an umbrella term used to describe empirically validated interventions and programs from positive psychology that have an impact on student well-being (White and Waters 2014).

Building "positive institutions", including schools is one of the three pillars of positive psychology. Students in the Junior School of St Peter's College, Adelaide

[1] St Peter's College Rex J Lipman Fellows have included Baroness Greenfield CBE, Professor Patrick McGorry AO, Professor Felicia Huppert, Professor Hans Henrik Knoop, Professor Toni Noble, Professor Peter Singer AC, Associate Professor Rufus Black, Professor Lea Waters, the Rev'd Professor James Haire AC, the Rev'd Professor Andrew McGowan, Dr Michael Carr-Gregg, Professor Michael Bernard, Professor Rob Moodie AM and A/Professor Jane Burns.

St Peter's College, Adelaide is one of a handful of institutions in the world that has brought well-being to scale across all aspects of school life. When reflecting on the school's progress, Martin Seligman (2013, p. 30) observed, "I believe St Peter's College is the world leader in developing evidence-based whole-school approaches in all aspects of school life." Significantly, St Peter's College is the first institution to have adopted well-being at a strategic level, integrating well-being theory throughout policy and practice (White and Waters 2014; White 2014).

Since January 2011, following all staff consultation, well-being has been a strategic and operational goal in the school's plan. It is emblematic of the school's evolution of leadership and thinking. This, in an institution that is over 168 years old. St Peter's College integrated Seligman's (2011, 2013) PERMA theory, measured well-being in its staff and students, developed approaches how to use this measurement to inform developmental programs from the early years of learning (aged 3) to 16 years of age, across pastoral care, behaviour management and school sporting programs to build a positive institution (Durlak et al. 2011).

In junior years (3–11 years old), our programs and approaches have been adopted after careful consideration under the leadership of the Head of Junior School David Hine, in collaboration with David Kolpak, Sheryle Yorston, Suzanne Haddy, and staff. In our senior years, Sam McKinney, Deputy Headmaster and Head of Senior School, and David Scott spearheaded the development of our behaviour management system, along with pastoral care providers including Heads of House and mentors. In Years 8 and 10 our positive education programs have been developed under the watchful eye of David Threadgold (Head of Personal Development) and Emily Fitzsimons, (Head of English & Positive Education Coordinator) and their pioneering interdisciplinary team teaching every boy evidence-based well-being skills. In sports coaching, Darren Pitt helped to manage the integration of well-being principles through our approach (White and Waters 2014).

School Culture and Well-Being

We are repeatedly asked "how do I bring well-being to scale in my school?" Our advice is simple. You must start with your school culture. Integrating the science of positive psychology *within* the context of your school's culture and strengths is an evolutionary process and takes time; however, it means you will create a well-being approach for your school. At St Peter's College, well-being is an operational goal in our strategic mission. It is an Anglican positive psychology (cf. Chap. 2). In the process, the creativity of our staff and students was unleashed.

Reading the title of this chapter a shrewd observer might at first cringe at the term "positive institution" when discussing education. Kristjánsson's (2013a) excellent summary outlined ten myths of character development programs; unclear science, redundant, old-fashioned, religious, paternalistic, anti-democratic and anti-intellectual, conservative, individualistic and situation specific. However, as demonstrated by the process outlined in this book what we have experienced in becoming a

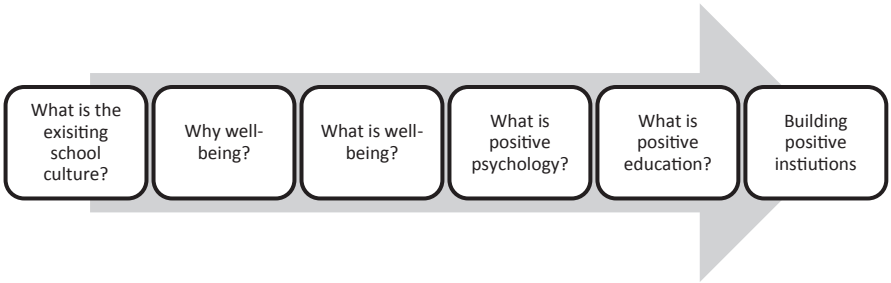

Fig. 1.1 St Peter's College's approach to building a positive institution 2011–2014

positive institution it is anything but these points. As summarised by Fig. 1.1 we did this by asking six questions towards managing well-being: what is the school's existing culture? Why well-being? What is well-being? What is positive psychology? What is positive education? How do we build a positive institution?

Well-Being and Institutional Culture

A limitation of existing character education programs and positive psychology literature is that it fails to recognise the role of philosophy and Aristotelian heritage. The pursuit of well-being is ancient, and it appears inseparable from education. It is not the only contender for attention in contemporary schooling policy, but discussion of the pursuit of well-being flows through western history, from the first pages of history written by Herodotus, to the epics of Homer, and Hesiod, to Chaucer's *Canterbury Tales*, Dante's *Inferno* and *Paradiso*, Shakespeare's plays and sonnets, to the geniuses of the enlightenment: each of these great works of literature describe journeys of character within the context of their cultural setting and understanding of what it means to lead a good life (Waters 2011; McMahon 2006).

Education takes place within communities not factories. Reflecting on the significance of building residential communities, the Classical Scholar Dan Rusell (2009, p. 328), Percy Seymour Reader in Ancient History and Philosophy at Ormond College, University of Melbourne, argues that it is the company we keep that matters the most when building cultures of well-being. Russell's observations are crucial to understand the role community's play within our society to foster well-being culture as people create it. For example, this is true when we consider that students will spend up to 12 years of their lives immersed in the culture of schools. From Russell's perspective, to encourage our students to develop their virtues and strengths we must work from within institutions. He believes that we need to belong to institutions and communities of people who share this goal and state its importance (Morris 2013).

Each school has its own culture, and we underscore the importance of diversity, demonstrated by behaviours and interactions. It is an important starting point to

bring well-being to scale. Lessons learnt from surveys of research in the United Kingdom by Berkowitz and Bier (2007) and Durlak (2011) illustrate the sustained steps needed to create character education programs in over 300 schools. These reviews provide helpful observations, and informed our approach stressing the significance of existing school culture. We have been influenced by developments in positive organizational practices in business. This includes topics as diverse as collective efficacy of employees (Goddard and Salloum 2012, pp. 642–650); organizational identity (Harquail and Brickson 2012, pp. 677–690); organizational energy (Vogel and Bruch 2012, pp. 691–702); and innovation (DeGraff and Nathan-Robert 2012, pp. 703–714).

At St Peter's College, our student and staff moral development takes place within our Anglican context. As an institution with a history of motivated faculty and students as examples of the types of character we hope they will embody, this provides the cultural setting to grow a scientifically informed approach to well-being. The deep Anglican values of our school focus on unlocking individual strengths and virtues, fostering well-being, as well as building lifelong engagement and commitment to service, along with social justice. The developments outlined in this chapter should be considered in the context of the pages of our school's history and one part of the St Peter's College story. We encourage interested readers to survey the histories of St Peter's College by Grenfell-Price (1947), Tregenza (1996), and Thornton (2010) as evidence of generations of alumni who have had significant global impact, including three Nobel Laureates and 42 Rhodes Scholars, and the school's significant role in cultural, political, religious, and scientific life on the world's stage, and provide an overview of our heritage. Your school will be different, with its own unique culture and history, and this is your starting point to grow what is working well (Seligman 2013).

Where does education for well-being fit? What alarms us is that despite the World Health Organisation's warning, well-being is not part of a mainstream agenda for the majority of students in schools. For example, strategic advisers of the Framework for 21st Century Learning include Intel's Education Strategist, Ford Motor Company Fund's Director of Education, US Fund's for UNICEF and Apple Inc's Senior Manager for Education Leadership and Policy, who support a focus on career and life skills, learning and innovation, the 4Cs of critical thinking, communication, collaboration and creativity, information, media and technology skills and the core subjects that focus on reading, writing and arithmetic (www.p21.org). Where is the voice for well-being in this group? It is one thing to have a literate workforce. However, if they are not equipped with the skills for well-being in the midst of the cut and thrust of the contemporary workplace the potential economic impact is significant (Layard 2009, 2011).

Schools have traditionally taught foundational knowledge; students are required to obtain core content, cross-disciplinary knowledge, and develop literacy across a number of subject disciplines. However, there is the 'meta-knowledge' required to develop creativity, innovation, problem solving, critical thinking, communication, and collaboration, and the 'humanistic knowledge' required to develop cultural competence, and ethical and emotional awareness for life and job skills.

The number of young people within schools presenting with mental anxieties requiring intervention has increased. This has a substantial impact on the institutions and teams who manage these students and staff. Not only at the classroom level, but as teachers become more involved in the daily routines of families and the challenges that they face. The educational horizon is becoming more complex. Have the systems and the methods we encourage our teachers to use evolved to keep pace? At the grassroots level, there is a capability gap in teacher's abilities to notice and respond to well-being and mental health problems. The educational sociologist Johanna Wyn (2007) claims, "while older educational agendas such as literacies and numeracy remain significant…education is an increasingly important for its role in assisting young people to develop the capacities and skills that will enable them to live well and that will enhance social cohesion" (p. 35).

Why Well-Being? A Case for Urgency

The recognition of well-being as a scientifically informed approach, integrated into the education of young people could be a hallmark development of 21st century educational policy (Gilman et al. 2009; Knoop 2011). Well-being education is not about fixing what is wrong with students. It is about developing their strengths and adopting a widespread preventative model for well-being. As educators we teach students first and subjects second. Education is a human enterprise. Consider how a teacher must navigate the following according to the New South Wales Mental Health Commission (2014):

- 1 in 4 Australians aged 16-24 are living with a mental disorder and one in three experiences moderate to high levels of psychological distress.
- About 1in 4 of young men and 1 in 3 of women had a mental health disorder.
- The top 3 concerns to young people were:
    - School of study problems
    - Coping with stress
    - Body image

These problems cause enormous stress and adversely affect mental health and self-esteem.

- Mental illness in young men aged 12-25 alone has been estimated to cost the Australian economy $3.27 billion a year in productivity
- Australia loses more than 9 million working days per annum because of mental illness among young men alone
- However, data measuring young men's access to mental health care reveals that only 13% received any care for their mental illness.

It is about building cultural environments where staff and students are able to flourish and are equipped with the skills, awareness, and capabilities to achieve their goals and seek expert help from counsellors and psychologists to learn how they can be their very best self (Seligman 2013).

If we accept the view that young people are the keystone of our future, then the world they inherit will be one with too much mental illness (Keyes 2009). One of the reasons for greater focus on student well-being at the school or institutional level has been because of our better understanding of the enormity of the challenge on the horizon.

If we consider these data, combined with Layard's (2013) proposition that economic prosperity in the west appears to offer little protection, there is cause for concern. The economic effect of mental ill-health has a substantial impact on Australia's economy, as reported by Robertson et al. (2013), who highlight that "in 2009 the direct costs of untreated mental disorders in Australian young people totalled $ 10.6 billion" (p. 11).

There is no avoiding that schools are right at the centre of these developments. At a global scale, the World Health Organization (WHO) predicts by 2030, depression will be the highest level of disability of any mental or physical disorder (WHO 2011). Burns et al. (2010) reinforce the significance of adolescence and young adulthood as an important window for the early onset of mental health problems. The Australian Bureau of Statistics highlights, "suicide rates remain high, with suicide now the foremost cause of death in 15–24 year old age" (Robertson et al. 2013, p. 10).

Madden et al. (2013), Waters (2013) and Robertson et al. (2013) from the Melbourne-based Young and Well Cooperative Research Centre (2013) each emphasize the real challenges and opportunities faced by young people, as young people share more personal information on their digital profiles now than in the past.

As Robertson et al. (2013) highlight, we need to engage young people more and gather their "views, opinions and experiences regarding mental health …" (p. 6). Young people's continual "digital connectedness" is prompted by widespread access to mobile telephones, laptops, and other devices wired to social media, where the Harvard University's PEW Report states the median teen Facebook user has "300 friends, while the typical teen twitter user has 79 follower" (Madden et al., p. 6). We have a generation who seemingly appear to be continuously digitally connected to both everything and nothing simultaneously (Robertson et al. 2013). This has caused concern among many commentators; however, recent research by Johnson et al. (2013) highlight that there are many social and emotional benefits of video gaming and that gaming has the capacity to be an effective therapy tool for young people.

The Director of Psychological Services at Australia's Black Dog Institute, dedicated to improving the lives of people affected by mood disorders, Vijaya Manicavasagar (2013), warns that "up to 80 % of suicides are reported to be preceded by a mood disorder, and depression is associated with higher rates of death and disability from cardiovascular disease (Frassure-Smith and Lesperence 1995), diabetes (Eaton 2002) and cancer (Massie 2004)" to the point where the "Australian Bureau of Statistics highlights that one quarter of Australians suffer from mental illness (Waters 2013)". What can schools do better? While a case for schools to focus on well-being lies in the valleys of the ill-being of our young people, there is evidence that focusing on the well-being of organizations at a systems level has benefits (Cameron et al. 2012). Evidence suggests that preventative models of well-being

buffer individuals against depression, anxiety, and other disorders in individuals (Brunwasser et al. 2009; Seligman 2012, 2013).

School-based positive psychology interventions note that students who complete empirically based courses find school more interesting, feel better at school, report that they are learning more, are eager to go to school, report higher levels of optimism, and are more satisfied in their relationships (Waters 2011, pp. 75–90). In a meta-analysis of 213 studies and over 270,034 individuals, Durlak and Weissberg (2011) highlight that students who were enrolled in a social and emotional learning program ranked over 11 % higher on achievement tests when compared with other students. People who are able to identify and use their strengths more effectively are more likely to be successful and have greater levels of self-discipline. This, it is argued, can predict student academic accomplishment over time with greater success than traditional IQ tests (Duckworth and Seligman 2005; Seligman 2013).

Recognising the importance of well-being as a key driver in student achievement Gregory Park (2013) has focused on integrating scientific research of positive education interventions that highlight wellbeing as a key to academic achievement. Park (2013, pp. 5–8) highlights the following examples:

- A recent study of self-control, reported in the Proceedings of the National Academy of Sciences, tracked 1000 children from birth to age 32 measuring their self-control throughout early childhood (Moffitt et al. 2011). After controlling for childhood differences in IQ and socioeconomic status, higher childhood self-control predicted dramatically better outcomes in adult educational qualifications, health and wealth. The study's authors concluded, "Interventions addressing self-control might reduce a panoply of societal costs, save taxpayers money, and promote prosperity"
- Self-control predicted high school grades, absences, and at-home study habits better than IQ (Duckworth and Seligman 2005).
- Self-control predicted homework completion, classroom conduct, and report card grades in a longitudinal study of over 500 middle school students (Duckworth et al. 2012).
- Individuals' levels of grit—perseverance for long-term goals—predicted several forms of academically-related achievement, including grades at top US universities, retention in elite military academy classes, and ranking in a national spelling competition (Duckworth et al. 2007).
- Changes in a student's self-control predicted changes his/her school grades 6 months (Duckworth et al. 2011).
- Self-control predicts childhood health, too. A study of children progressing into adolescence found that self-control was an important protective factor against becoming overweight (Tsukayama et al. 2010).
- A recent meta-analysis of 213 school-based, universal Positive Education or Social Emotional Learning SEL programs, involving over 250,000 students, concluded that these interventions had positive effects across a range of outcomes (Durlak et al. 2011)

With shifting attitudes towards traditional institutions, including the family and religion, schools are being asked to help manage and educate young people beyond reading and writing, resulting in teachers becoming more counsellors (Ecclestone 2004). It is clear that the industrial age of the school is dead as we enter the 21st century and schools embrace the capabilities and support systems needed for the next 100 years. We believe that an answer to these challenges lies in Seligman and Csikszentmihalyi's (2000) call for schools to become positive institutions. In this approach, whole systems adopt well-being as a goal; where staff well-being and culture are explicitly part of a school's operational agenda and students are taught scientifically informed well-being programs in the same way we teach history, mathematics, and science (Boniwell 2013, p. 535). These calls have been echoed by Waters, who argues that education must evolve to include a fourth *R* to become **r**eading, **w**riting, **a**rithmetic, and **r**esilience (Seligman 2013; Waters 2013).

An overview of educational policy in over seventy countries shows that governments tend to focus on traditional academic agendas of improving the teaching and learning of reading, writing, and arithmetic. As summarized in the 2007 and 2010, McKinsey & Company's report, *How the World's Best-Performing School Systems Come Out on Top*, the international benchmark of successful national systems of education remains an international study launched in 1997 by the Organisation for Economic Co-operation and Development (OECD) is PISA or the Programme for International Student Assessment (McKinsey 2010). However, Popovic (2013, pp. 551–562) argues that when we teach reading, writing, and arithmetic in schools, we do not have an end goal in mind—in the long run, we don't mind if a student writes the book or just reads it. When we teach, we believe that it is a child's right to be able to read, write, and count. The same should apply to well-being. This, we argue, is one part of a far broader discussion of school improvement agenda.

Despite evidence of grass roots interest in the area, peer-reviewed publications by psychologists and educational psychologists have remained limited. Rusk and Waters (2013) published a review of positive psychology's published peer-reviewed growth and observed the exponential development in the area over the past 14 years. This has been limited to the areas of psychology, organizational psychology and business (Cameron et al. 2012, pp. 1–17). However, a survey of participants in the education strand at three World Congresses in Positive Psychology in 2009, 2011 in Philadelphia, and Los Angeles 2013, with delegates from over fifty nations, reinforces advancements in the areas of education, organizational development, health, sport, the arts and business suggests substantial growth.

Defining Positive Psychology

It is right that schools should focus on learning; however, every moment with students and staff in schools is a pastoral moment, even when teaching history or geography. Do we all recognize this gift? The Jubilee Centre for Character and Virtues at the University of Birmingham states, "good teaching is underpinned by an ethos

Table 1.1 Towards positive institutions—key definitions

Term	Definitions	Source
Positive psychology	The scientific study of what goes right in life, from birth to death and all stops in between	Peterson (2006)
Well-being	A theory defined by Seligman as PERMA: positive emotion, engagement, relationships, meaning, and accomplishment	Seligman (2011)
Positive education	An umbrella term used to describe empirically validated interventions and programs from positive psychology that have impact on student well-being	Seligman et al. (2009) White and Waters (2014) White (2014)
Positive institutions	Organizational systems focusing on learning for traditional capabilities as well as aiming to move individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic	Seligman and Csikszentmihalyi (2000)

and language that enables a public discussion of character within the school community so that good character permeates all subject teaching and learning". As outlined in Table 1.1, we believe school leaders must highlight a process and sequence when introducing definitions to create scientifically informed well-being programs in order to become a positive institution.

It is now over 14 years since Seligman and Csikszentmihalyi (2000) launched the positive psychology movement, or the "scientific study of what goes right in life, from birth to death and all stops in between" (Peterson 2006, p. 4). This definition plays a significant part in the evolution of the movement; however, we support the view that positive psychology is about the full spectrum of human emotion outlined by Norrish and Vella-Brodrick (2009) who claim that "positive psychology contributes a comprehensive approach to mental health by adding investigation of positive emotions and human strengths to existing knowledge of mental illness and dysfunction" (p. 275).

The growth of positive education has particular resonance with teachers who have long been at the frontline of education. In Kristán Kristjánsson's (2013) excellent critique of positive psychology, he claims, "… if experienced teachers tell you that an idea is salient, practical and teachable, you are well advised to give it a second hearing…" Feedback from the 150 St Peter's College staff trained in positive psychology conducted over six days by a team from the University of Pennsylvania included comments such as:

- "Without a doubt, unequivocally, the best conference I have ever attended in my 16 years of teaching. It was fascinating, relevant, ground breaking, energizing, and highly applicable and practical. It was an absolute pleasure and privilege to attend. As a result, I have a strong sense of purpose and direction. In short, I have experienced more PERMA. Thank you."
- "This course is both life-changing and practical. It's particularly helpful to practice the skills. I hope staff will continue to implement the principles in their work and lives. I wish everyone in the world could take this course."

- "Brilliant week; uplifting, inspiring to make a change, and energizing. I won't forget it and will constantly draw on the concepts explored. Thank you."
- "The practice nature of this course made it one of the very best conferences I have ever attended."

What is happening here? When teachers who have been involved in education for years say that there is something "life changing" or that this could be the "most powerful professional development" that they have experienced, there must be more than a grain of truth to cause us to take a second look at the area of well-being in schools (White 2014). As summarised by David et al. (2013), the movement appears poised to touch all aspects of human inquiry, including: psychology, philosophy, spiritual approaches, happiness and society, education, organizations, relationships, policy and interventions (Pawelski et al. 2013). John White argues that there are two aspects to individual well-being: to lead a flourishing life there are basic requirements that are needed, including food, drink, shelter, clothing, income, health and practical intelligence to help foster good judgment. If all of the points are met in one, is this enough? Surely there is more to help individuals find greater meaning and purpose in life (White 2013, pp. 540–550).

While schools may not be able to influence the first point, they are most certainly able to influence the second. This can be achieved by ensuring that students are taught the cognitive decision-making skills to develop skills of judgment and critical thinking and the capability for self-awareness. Well-being is not just the absence of mental illness (McAllisters 2005). It is building school cultures and employing processes that lead to high levels of flourishing, being able to measure and replicate the process. Kristjánsson (2013, pp. 13–15) highlights that positive psychology revolves around three pillars:

- Positive emotions: hope, joy, trust, comfort
- Positive traits: loyalty, leadership, modesty, gratitude
- Positive Institutions: family, community, schools and democracy

While advances have been made in the study of positive emotions at the individual level by Fredrickson and Losada (2005); Kok et al. (2013); Cameron et al. (2012); and positive traits by Gilman et al. (2009) in time for more discussion about the institution's impact on well-being has arrived (Waters et al. 2012).

Given the World Health Organisation's prediction we highlighted earlier, the urgent question for school leaders, policy makers, and school governors is "what are schools doing now?" and "Are we using an outmoded approach to well-being in schools?" Critics argue that positive psychology ignores the negatives aspects of life at the expense of a wellness agenda. This is an oversimplification of its application in education and fails to truly grapple with the significance of well-being science. As Waters (2011) notes, this view overlooks that positive psychology focuses on the positive processes and methods that can be employed during challenging and negative times. Some allege that positive psychology asserts that you should be "happy" all of the time. This challenging oversimplification of the science for educators when the school system should be considered as whole. Last one common

misconception about positive psychology is that it focuses on positive "thinking". School leaders must stress this significant misconception about positive psychology and focus on the tools and processes that enable resilient thinking, not blind optimism (Lazarus 2003).

Defining Well-Being

From a clinical perspective, well-being in schools must be more than the absence of illness (McAllister 2005). However, it can be an ambiguous area—in particular, for institutions. In a scoping study commissioned by the Australian Federal Government into factors affecting student well-being, Noble et al. (2008) identified seven pathways schools can promote well-being:

- Building a respectful and supportive school community.
- Developing pro-social values.
- Providing a safe learning environment.
- Enhancing social-emotional learning.
- Using strengths based approaches.
- Fostering a sense of meaning and purpose.
- Encouraging a healthy lifestyle (p. 30).

Noble et al.'s (2008) observations of the well-being literature reinforced the significance of integrating this into current educational practice writing:

> … Student wellbeing is strongly linked to learning. A student's level of well-being at school is indicated by their satisfaction with life at school, their engagement with learning, and their social-emotional behaviour. It is enhanced when schools in partnerships adopt evidence-informed practices with families and the community. Optimal student wellbeing is a sustainable state, characterized by predominately positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences. (Noble 2008, p. 9)

While we have focused on the empirical arguments for well-being, this chapter does not set out to provide an exhaustive discussion of the origins of happiness or well-being philosophy. Values and character education is not a recent phenomenon. Plato's Academy in Athens, Aristotle's Lyceum, and Arnold's Muscular Christianity are examples of values-based approaches to schooling. While character and virtue—parts of positive education—have their foundation in religious systems, they are not only bound to faith. Positive psychology's contribution to the area is that it is able to provide a scientific validation and approaches to enhance well-being and unifies previously disparate approaches.

Nussbaum (1994, 2000), McMahon (2006), and Pawelski and Moore (2012) provide outstanding overviews of this topic. However, for our students we stress the classical contribution, using Herodotus' search for *eudemonia* or the flourishing life. For example our students consider how Herodotus recounts a conversation between Croesus, the wealthiest man in the world, and an Athenian sage and lawyer

Table 1.2 Classical Terms defining well-being (ref. McMahon 2006; p. 3–5)

Classical greek	English translation	Sources
Eutychia	luck	Herodotus
Eudaimonia	A flourishing, favored life	Herodotus
Eudaimon	Good fortune	Hesoid
Dysdaimon	Turned away or led astray	Herodotus

Table 1.3 Seligman's PERMA theory (2011, pp. 12–20)

P	Positive emotion
E	Engagement
R	Relationships
M	Meaning
A	Accomplishment

Solon. In this story, Solon uses the noun *eudemonia* to describe the pursuit of a life well lived, one that is praise worthy. The classical components of *eudemonia* include marriage, children, and the success of the family name.

We believe that it is not enough to encourage students to lead a flourishing life for its own sake, like Croesus, but that it should be linked with the desire to serve something, which is larger than oneself. For example, as McMahon (2006) noted, in classical Athens service rendered to the *polis* or the city-state was one path towards *eudemonia*. Pericles notes, "[…] if a man is able to serve the state he is not hindered by the obscurity of his condition" (p. 22). Traditionally, well-being has either been understood to be hedonic or a person's emotional view of their well-being, satisfaction with life, and ability to balance positive and negative affects. Alternatively, the eudaemonic view focuses on an individual's fledgling capabilities that need to be developed to build more fully functioning people or citizens in the community and this has particular resonance for vision-based institutions such as schools (Table 1.2).

We argue that an effective way for schools to conceptualize well-being and explain it to staff and students is to explore the ancient paradox of *eutychia* (luck) and the difference between *eudaimonia* (a flourishing life). At an institutional level, eudaimonia is applicable in many different settings, and is the promotion of an ancient tradition. We have adopted the integration of Seligman's (2011) eudaemonic five factor theory of PERMA: **p**ositive **e**motion, **e**ngagement, **r**elationships, **m**eaning, and **a**ccomplishment as one such way to achieve this goal, as summarized in Table 1.3 (Seligman 2011).

St. Peter's College surveyed a number of definitions to operationalize well-being. However, when examining these in combination with our existing culture, Seligman's (2011) definition was able to stand up to robust integration and application across curriculum, co-curricular, leadership, policy, and operational aspects of school life from the earliest to the senior year. Specific ways we have operationalized PERMA in the process of managing change, measurement strategies for students and staff, applications in human resources, teaching programs, and student leaders will be outlined throughout this publication.

Defining Positive Education

"Isn't all education positive?" is the usual retort, even from politicians, to the term. We define positive education as an umbrella term used to describe empirically-validated interventions and programs from positive psychology that have an impact on student well-being (Brunwasser et al. 2009; Donaldson 2011; Seligman et al. 2009; White and Waters 2014). As summarized in McMahon's (2006) overview of the history of happiness, positive education is a young science with a long history, grounded in the west's Aristotelian heritage (David et al. 2013, pp. 535–671). Schools do have the potential to be both positive and negative places. Students readily state that schools are the crucible for character development (White 2013). Reflections on schooling, even years later, can elicit vivid memories, not always good. The quality of our institutions and the learning and teaching that go on in them are linked with our educational experiences (Kristjánsson 2013a).

When teaching positive education, what do we actually mean and what are we trying to achieve? What are the goals and actions against which we choose to map our progress? What we mean is that we are teaching programs that have been shown to have scientific basis to improve the level of student well-being. What we are doing when we teach these skills is to buffer students before they need them. Positive psychologists argue that systems and approaches to mental health have been deeply rooted in the traditional view of human psychology—a disease or pathology model that focuses on what is wrong with the human condition.

Seligman and Csikszentmihalyi argue that psychologists should focus the same level of rigour and scientific inquiry on what is right with humans. One objective is to help people to be able to understand positive emotions, including love, joy, and gratitude, and the tools that can enable individuals to boost these levels of experiences empirically to achieve eudaimonia. Positive psychologists do not argue that positive education programs should blindly focus on all that is good. Instead, they are asking for a realignment of school systems, making the participants in these systems aware of their potential biases and limitations (Peterson 2006; Seligman et al. 2009; Seligman 2013).

At a systems level, education is caught between an industrial and 21st century model. We should view positive education and its influence on our systems as a whole. As educational policy advances, teaching practice can lag behind for educational capabilities. However, is the system of education we have perpetuating an outmoded, industrialized view of the world? We have observed that positive education programs in schools appears in three forms:

1. Empirically-validated and scientifically-informed well-being intervention programs that have impact on well-being
2. Scientifically-informed proactive strategies to the whole school mental health programs in schools
3. Specific virtues or values and character-based education lessons based in philosophy or values-based learning

The way individual schools approach positive education is as diverse as student's populations themselves. Schools such as the KIPP Academies in the USA, CorStone's work with adolescent girls in the slums of India, Geelong Grammar School in Australia, Wellington College in the UK, and numerous schools in the East End of London, inner Philadelphia, upstate New York, and rural government schools in Australia.

The diversity of educators and educational systems that engage with the topic of well-being is significant. The majority of these examples focus on teaching programs that are required to build positive education curriculum in schools. However, we argue that when schools adopt both an organizational platform with positive psychology incorporated in policy and practice in its operational goals aligned with healthy programs, then the transformative leadership that is required to move from good to great in institutions is unleashed.

Defining Positive Institutions

We believe the long-term goal of building schools as positive institutions is much larger than focusing on academic outcomes alone. To be clear, we are not proposing an either-or, well-being or learning model. We firmly believe that positive education is education for both traditional skills and character development. Leming (2000, p. 413) states that a major stumbling block for schools is a lack of explicit theoretical models to bring character education and well-being programs to scale at a systems level. While Norrish and Vella-Broderick (2009), Seligman et al. (2009), Waters et al. (2012) have advanced the area, further details must be published; much can still be learnt from positive organizational scholarship "to unify a variety of approaches in organizational studies, each of which incorporates the notion of the positive" (Cameron et al. 2012, pp. 1–2; Cameron and Winn 2012, pp. 231–243).

Educational researchers, including Hanushek et al. (1998); Rowe et al. (2007) and Hattie (2003), tell us that the quality of teaching, teacher interaction with students, and teacher feedback have the greatest impact on educational outcomes. If this is the case, our hypothesis is that it is impossible for a teacher to have a sustained impact on student outcomes without recognizing his of her student's character and the impact of his or her own. If we are to build positive institutions, school leaders must align their school's vision, mission, and operational goals to build clear frameworks and invest in quality evidence-based learning for teachers and support staff. This will activate a virtuous cycle of school improvement (Manz et al. 2006).

We argue a key to unlock the potential of positive institutions lies at the intersection of the whole school leadership, strategy, and empirical lessons from positive psychology. This is explicitly linked to enriching the whole school staff's well-being first, and then student well-being, with the expectation to build whole community systems focusing on optimal human functioning (Roffey 2012, pp. 8–10). We assert that positive institutions must not lose sight of Aristotle's ancient wisdom that the development of individual and collective moral character education takes

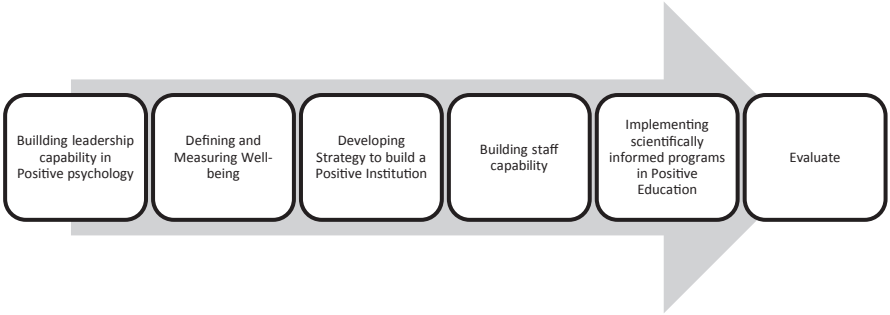

Fig. 1.2 A positive institution: a model for schooling (Waters 2011, 2012)

place within an institution as systems model examples of human character and that starts with the teachers acquiring well-being skills for themselves first.

Building a Positive Institution

It is not enough for students to become book smart. Character matters. Seligman and Csikszentmihalyi (2000, p. 5) identified positive institutions as a central vehicle to good citizenship, with educational systems focusing on learning for traditional academic capabilities, as well as aiming to "move individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic." For many schools, values-based education is central to the development of school culture. Other researchers, including Gogolin et.al. (2007) , Wong (2011), Waters (2011, 2013a and b), Waters et al. (2013), Berkowitz and Bustamante (2013), and Elias (2013) have challenged schools and policy makers to provide the same degree of attention to the development of explicit character and social-emotional learning in the same way that they promote traditional approaches to academic achievement.

In his conceptualization of an enabling institution, Peterson (2006) expanded Seligman and Csikszentmihalyi's view that virtues should be present not only within individual students and staff of an institution, but at the collective or school level so that the institution itself has moral character. While Peterson suggested possible approaches as outlined in Fig. 1.2 and Fig. 1.3.

Waters (2011, 2012) defined eleven areas well-being interconnected in and across school systems. Her approach was adapted with her collaboration at St Peter's College by the Senior Leadership Team, with feedback from our School's Chaplain to create operational objectives and strategies to achieve the well-being goal for the school during a forward-looking program created for the school's executive team.

Waters (2012, 2013) asserts that well-being has the potential to act as the activating core across school systems to help define the behavioural changes required to activate positive institutions. As summarized in St Peter's College adapted Waters'

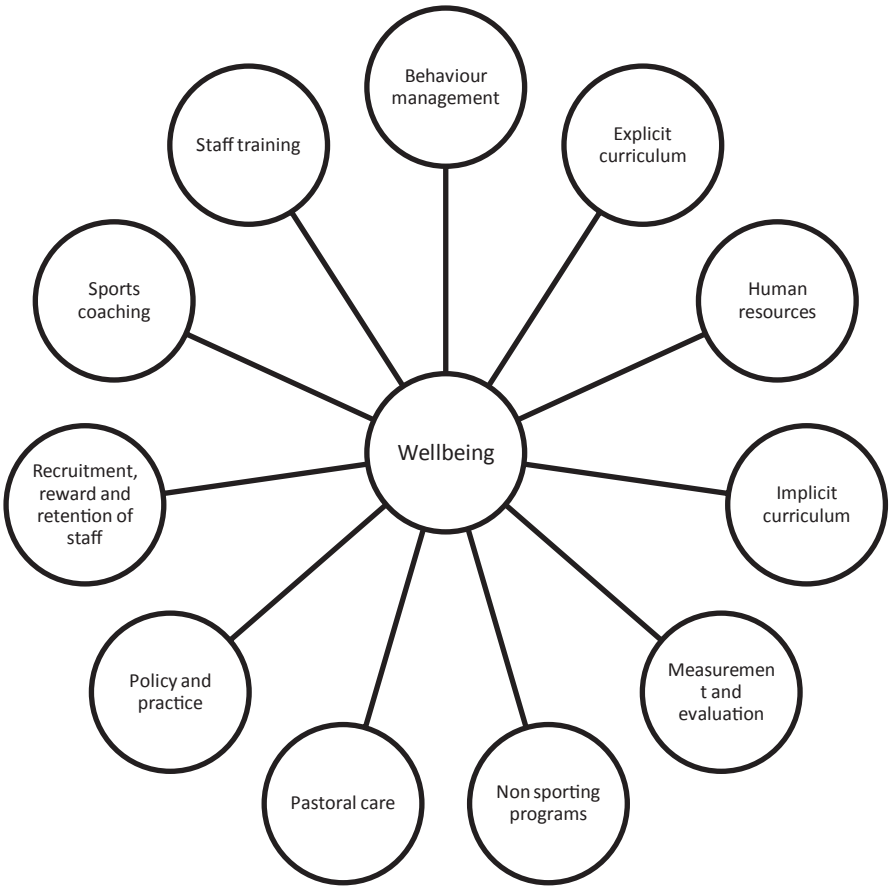

Fig. 1.3 Waters (2011) Leading cultural change at schools through a positive psychology approach

original concept to act as a road map to integrate well-being at an operational level. These projects advanced at different paces with leadership, measurement, and strategy, with a clear sense of long-term outcomes, steps to guide the choice of teaching programs and the integration of well-being concepts more widely across the school.

Peterson (2006) argues that schools must have moral goals to guide its members to be caring, responsible, and productive people in society. Building a positive institution takes time. If there is one thing in schools that is a precious commodity, it is time! It is not until well-being is incorporated as part of a school's strategy that the first steps towards measurable progress can be made. We argue well-being should be part of a 5-year plan that establishes clear goals, objectives, and strategies to measure success along the way. Above all, it requires bold and visionary leadership to manage the change process and align it with student outcomes.

To achieve the goal of becoming a positive institution, we argue that schools should focus on more collaborative approaches to change, intentionally engage in positive processes, and look to positive organizational scholarship for methods in

strategic planning that focuses on growing the good (Fullan 2001). When building positive institutions, we support the application of fusing traditional approaches to change, as advocated by Kotter (2007), with appreciative approaches to unlock the strengths of existing systems advocated by Cooperrider. Waters and White (2011) highlighted that, while these approaches could appear contradictory; however, they provide measurable processes to implement and unlock the energy of school communities.

One model is to highlight well-being as a catalyst for change, outlining the case for growth and reminding staff that, in their daily roles, they are part of a much larger script towards building student capability and that their knowledge needs to be enriched. The stark statistics on mental ill-being resonate with educators at the coalface because they are readily able to recognize the students in their classes who are not flourishing. However, we urge schools to engage the sceptics actively. We have found that even the most determined sceptic is able to appreciate the importance of well-being in the light of the mental health data. She or he will enrich the conversation, and make the structure and vision stronger. The vision needs to be co-created, and we advocate an appreciative approach. The appreciative inquiry process we adopted for this is outlined in Chap. 3. This is an important step as it taps into the values of the organization and grows a positive institution from the values of what is good.

Caught or Taught?

Should well-being be caught, or taught? A number of educational researchers argue that an effective way to embed this type of education is not to teach these skills through explicit lessons but through the general culture and tone of schools (Hamblin 1978; Marland 1974; Pring 1984). It is a very real tension in schools and one that we remain highly sceptical about. An idealistic approach claims that by implying well-being is important it will have benefit for students. However, we have found it requires planning, strategy, measurement and systems. But, one where too much time and energy can be lost when we consider the urgency of the WHO's 2030 challenge. This is supported by the view of some teachers who argue that the well-being principles can be found in literature, drama, the sporting field, leadership programs, and the general relationship between the teacher and the student.

There are two significant limitations when adopting this approach alone: first, the long-term efficacy of this approach is unclear. Second, the return on investment is uncertain. In short, a change to these approaches might make people *feel* better; but whether or not it is actually having measurable impact is not certain. Building positive institutions requires transformative leaders and leadership. It requires vision, bravery, and most of all tenacity. When advising school leaders, we urge them to consider how they are able to integrate well-being as a whole and support this with scientifically informed programs that have been demonstrated to have an im-

pact and avoid a hit-and-miss approach. At best, to provide a mediocre experience to a handful of students; at its worst, it undermines overall goals to improve schools. The disadvantage of an *ad-hoc* approach is that it is not systematic; it is not measurable and can easily become fragmented and inconsistent.

Critics, including Ecclestone (2004), warn against the 'therapeutising' of education. This is a short-term perspective and trivialises the complexity faced by many colleagues in schools. We believe her argument has missed the very real challenges of managing well-being in schools. Norrish and Vella-Brodrick (2009), Seligman et al. (2009), Waters (2011), Waters et al. (2012), McCall et al. (2012), Pawelski (2011), and Pawelski and Moores (2012) argue that positive psychology can be integrated into the traditional curriculum.

For example, in the Australian context, Robertson et al. (2013) tabled in their report, *How did we score? Engaging young people in the development of a National Report Card on Mental Health and Suicide Prevention*, the work of Burns et al. (2010) and Slade (2009) who asserts, "…timely and evidence-based treatments are only encouraged by a small proposition of those young people who do receive care. This has a substantial effect on the overall well-being of our community" (p. 11). Kristjánsson (2013) underscores, and we agree with him, educators must learn from advances in psychology, philosophy, and sociology, and that education should not be about the "one-way traffic" of ideas and the view that it will somehow diminish the teaching of traditional subjects (p. 213).

We argue for schools and school systems to adopt a holistic approach to well-being as outlined in Fig. 1.3. Seligman and Csikszentmihalyi's original definition of positive institutions needs to be enriched. It is not enough to state that schools should educate good citizens. We argue that a positive institution approach has the eight goals outlined in Table 1.4. To operationalize the overall goal to become a positive institution, schools must be explicit about the goals, objectives, and strategies they develop so that they are able to highlight their progress. Based on our experience, we believe that there are eight operational goals that should be tackled over a 3–5 year period to achieve the vision of becoming a positive institution. These goals include:

1. Build executive leadership capability in well-being science
2. Define and measure well-being
3. Enhance resilience of the community
4. Develop a change management strategy
5. Invest in building staff leadership capability
6. Implement scientifically informed programs in Positive Education
7. Evaluate the efficiency of the program
8. Develop models for positive organizational change

From these eight overarching goals, it is possible to develop a distributed set of organizational objectives and strategies to employ to achieve each. Based upon this organizational framework, we believe that it is possible to introduce systematic change throughout a school, aligned with the existing vision and mission. To promote this evolution, we suggest discussion about:

Table 1.4 Building a positive institution: St Peter's College, Adelaide

Goal	Objectives	Strategies	Time (months)
Building leadership capability	Equip school executive with scientifically informed definitions of well-being and current mental health statistics	Ensure school leaders embrace well-being as central to their role and responsibility for staff and students Train school executive in positive psychology and well-being principles Establish collaborative workplace environments	6
Define and measure well-being	Employ evidence-based definition of well-being consistent with organizational goals	Develop aligned staff and student measures of well-being	12
Enhance resilience	Buffer staff and students against depression and anxiety	Design a scientifically informed well-being program based on best practice drawing on existing institutional strengths	12
Develop a strategy to build a positive institution	Employ traditional and appreciative approaches to change	Involve all staff in the change process Employ Kotter's approach to change Employ Cameron's Organizational Virtues to measure Employ Coopperrider's Appreciate Inquiry model to manage change and define success for students, staff and parents	6
Building staff capability	Train staff in positive psychology, well-being and resilience	Ensure staff embrace well-being as central to their role Align well-being strategy with school strategy Align well-being strategy and actions with school values over develop a 1–3–5 year plan	12 18
Implementing programs	Ensure consistency with current evidence-based positive psychology	Review existing positive psychology programs for evidence-based efficacy Consistency with the defection of PERMA adopted Programs should be identified for the Early Years, Middle, Junior and Senior Schooling Positive Psychology for Parenting program delivered	12 18
Evaluate	Consult staff to define success	Define key milestones over the course of a 1–3–5 year plan to implement positive education programs across the school Elicit feedback from staff, students and parents on particular programs	12 24 36
Develop positive organizational change models	Integrate positive organizational change models	Embed well-being in policy across the institution Enhance counselling services across the institution with Appreciative Inquiry, with traditional approaches as a method to in developing organizational change, renewal and growth	12 24 36

- Progress towards a new vision based on well-being
- Include changing ideas/ concepts in behavioural interviews for the appointment of new staff and promotions with a focus on well-being
- Recognize the contribution of the team and key players
- Create a change management and knowledge transfer plan

Particular strategies to manage organizational change are central to the implementation of this type of whole school framework and program (cf. Chap. 3). As educational developments take place within school contexts, it is important that school culture is integrated. We argue that a comprehensive well-being approach is made up of the following elements:

1. Strategic vision, mission and impact with organizational values
2. Cultural alignment
3. Measurement
4. Evidence based programs
5. Ongoing review and improvement
6. A focus on evidence of student learning outcomes, design and delivery

Finally, the introduction of well-being and the change model being implemented should become part of the organizational culture, integrated with the support of Senior Leadership strategy in the institution, and executed with tenacity and commitment from the top.

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Chapter 2
A Comparison Between Theological Christian Approaches to Wisdom and Peterson and Seligman's Classification of Character Strengths and Virtues

Theodore D. McCall, Lea E. Waters and Mathew A. White

Introduction

We live in an increasingly interdisciplinary world. We are reminded that children require more flexible thinking and the ability to make connections across complex ideas (Gardner 2006). However, school's curriculum and architecture often promote siloed thinking and rigidity even though we invite our students to 'imagine' interdisciplinary landscapes. Over the past five years there has been a renaissance of articles reflecting on the intersection between psychology and theology inspired by the positive psychology movement (Charry 2011; Entwistle and Moroney 2011).

Charles Hackney (2010) identifies Nancey Murphy's integration of psychology and theology, using a neo-Aristotelian model of human flourishing, as one possible pathway to enable people to find connection between the seemingly contradictory empirical world of psychology and the metaphysical world of theology. What appears to be emerging is a Christian approach to psychology that can broaden and build an individual's engagement with the scriptures and develop reflective practices that could be seen to enrich the inner world of individuals rather than to diminish the science of psychology or the tradition of theology.

This chapter outlines the possible alignment between Christian and Hebrew wisdom theology together with positive psychology. The aim of this chapter is to put forward a method of teaching wisdom literature through a positive education lens. To guide our discussion we ask two questions in the context of school education:

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What, if anything, do theology and the positive psychology have to say to each other? What implication does this have when educating children for "well-being" in a faith-based school?

Well-Being at Schools

The remit of schools in the 21st century has expanded beyond the transmission of academic and vocational skills (Fielding 2001). Today's schools aim to develop wisdom, moral virtue and lifelong learning with the goal of improving the students' well-being and the quality of life of society more generally (Clonan et al. 2004). Student well-being has become a focus of international education policy as represented in the inter-agency initiative between WHO, UNICEF, UNESCO, Education International, Education Development Centre, Partnership for Child Development, and the World Bank "Focusing Resources for Effective School Health" (FRESH).

With this rise of emphasis on well-being in schools over the past decade there has been a growing dialogue between theology and psychology, most recently in the field of theology and positive psychology. Nevertheless, as Charry (2010) , Brown and Strawn (2012) argue for many teachers, well-being in schools remains uncharted territory. In faith-based schools, well-being has interchangeably been the realm of the school Chaplain and school counsellors. What has emerged in schools is an unconscious divide between the world of the Chaplain and that of the psychologist—the sacred and the secular. In this chapter we seek to explore ways in which schools chaplains, school psychologists and religious instruction teachers can be united in their roles to enhance well-being in school students (Hackney 2010). More specifically, we aim to look for ways in which to integrate the Wisdom literature with positive psychology by exploring strength-based and appreciative verses and teaching from Jesus with the character strengths model in positive psychology.

For a handful of theologians, advances in contemporary psychology are grounded in the secular world and diminish the charism of God's grace as they live the exhortation in 1 Peter 3: 15 to "[…] be prepared to give an account of the hope that is in you." The role of the theologian to protect Biblical narratives from distortion, to interpret Church dogma, and to use methods of inquiry that highlight "political" readings of Scripture remain central to a theologian's training (Metz 1994).

While it can sound clichéd to state that well-being is at the centre of everything that happens in school, the explicit teaching of whole-school well-being, or positive education, which is an approach to education that fosters traditional academic skills with skills for well-being and character/values, remains limited (Seligman et al. 2009). Typically, well-being is timetabled either through pastoral care classes or through a specific well-being program, rather than being diffused into multiple areas of school life (Waters 2011). This has meant that the topic of well-being may not have been adopted in Religious Instruction or Chapel as fully as is possible. The result, for students, is that they may not have been encouraged to think about well-being from a Christian perspective as deeply as they can because well-being has remained in the arena of psychology and pastoral care.

In the study of Religious and Values Education the connections between Christianity, wisdom and well-being are often achieved through the teaching of "ethical conundrums" and focuses on developing individual and community strengths. In this chapter we have chosen to focus on the Wisdom literature of the Hebrew and Christian Scriptures and explore points of similarity and overlap between these writings and principles of positive psychology. We suggest an approach to exploring well-being from a Christian perspective by using positive education. Before we discuss the links between these two disciplines, we will provide a brief overview of each area separately as it is currently taught in schools.

Wisdom Literature

Wisdom as understood and portrayed in the Hebrew Scriptures is no easier to define than it is in a contemporary secular society. The term "wisdom" has been presented as having a number of different meanings ranging from the more practical interpretations of the word to the more ethical viewpoints. Alastair Hunter identifies wisdom as referring to "technical" and "administrative" skills, as well as the specific discernment and understanding given to King Solomon. Other meanings of wisdom include "native wit" (that is shrewdness or cunning) and "life-long learning", which may be acquired through discipline and obedience. This obedience is usually linked to honouring one's elders, particularly one's parents and their teaching of the Torah.[1] Finally, wisdom includes an "ethical and religious quality": wisdom is linked with a fear of the Lord, it is sometimes seen as a gift of God, it is an attribute possessed by God, and is personified, particularly in the books of Job, Proverbs, Sirach and the Wisdom of Solomon (Edwards 1995).

Significantly though, while Hunter identifies a shift in the understanding of wisdom from practical definitions, (i.e. technical, administrative, discernment and native wit), to the more ethical and theological uses such as life long learning and ethics, wisdom is conceptualised as a skill and a quality that can be acquired and cultivated. It is available to those who make the effort, with the obvious exception of the definition of wisdom, which refers to wisdom being a gift from God (Hunter 2006).

In the biblical sense, personified Wisdom, or Sophia, may be described as God's self-revelation (Edwards 1995). It is appropriate to concentrate on this understanding of wisdom for a moment, because of the New Testament links between Jesus and the personified Wisdom, which in turn form the basis of many Christian ethical beliefs and practices. There are several key passages in which Wisdom is personified, including Job 28, Proverbs 1, 8, 9, Sirach 1: 9–10, 4: 11–19, 6: 18–31, 14: 20–15: 8, 51: 13–21, Baruch 3: 9–4: 4 and Wisdom 6: 12–11: 1.

The Book of Sirach may be used as a way to illustrate the connection with the gospels. Denis Edwards suggests that the author's theology "allows Judaism to understand true Wisdom in terms of the Torah and Torah piety (Edwards 1995)."

[1] Hunter, *Wisdom Literature*, 16.

Wisdom then, can indeed be found in an exploration of the law. This identification of Wisdom and Torah is found in Baruch 3: 9–4: 4. Sirach describes Wisdom herself as food and drink, that is, she is the source of nourishment and life. The Torah, which may be seen as Wisdom's presence and expression in Israel, "is like the great rivers of the world, overflowing with abundance and life (24: 24–29) (Edwards 1995)."Wisdom, then, is clearly identified as a source of life and health for those who seek her and finds particular expression in the following of the law, that is, in Torah piety. This theme was echoed by early Christian writers, who understood Jesus as the one who provides the bread of life, meaning, in this context, true sustenance for life, and the one in whom they would find rest and peace.

Jesus, the Wisdom of God

One of the earliest theological approaches to understanding Jesus in the early Church was through identifying him with divine Wisdom (Edwards 1995). This identification of Jesus as divine wisdom is most clearly seen in the gospels of Matthew, Luke and John and in some of the letters, including Paul's first letter to the Corinthians and the letter to the Hebrews. Finally, the Prologue to John's Gospel (1: 1–18) and the hymn to the risen Christ in Colossians (1: 15–20) are two of the most celebrated passages exploring the role of the Christ in the creation of the world, with the theme of the cosmic role of Wisdom in creation finding expression in the new language of christology.

A clear connection may be found in the letter to the Hebrews, in which Jesus is presented as "the reflection of God's glory and the exact imprint of God's very being" (Hebrews 1: 3). It is "through him" the universe is described as being created (Hebrews 1: 2). As Edwards points out, this description of Jesus as a "reflection" of God's "glory" and the "imprint of God's being" is almost a paraphrase of Wisdom 7: 26 talking about the person of Wisdom: "She is a reflection of eternal light, a spotless mirror of the working of God and an image of his goodness." (Edwards 1995)

Sharing a common source for some of the material in their gospels, often named "Q" by scholars, Matthew and Luke both identify Jesus with the Hebrew understanding of Sophia. As Edwards (1995) suggests, there are four clear links between Jesus and Wisdom in Luke's gospel: Luke 7: 35; Luke 10: 21–22; Luke 11: 49; and Luke 13: 34. It is clear in Luke 7: 35 that Luke is including the disciples of Jesus, as well as those of John the Baptist, in Jesus' words: "Nevertheless, wisdom is vindicated by all her children."

Matthew extends the connection between Jesus and Wisdom even further than Luke and identifies Jesus as the divine Wisdom. That is, Jesus is understood not simply to be a prophet sent by Sophia, the Wisdom of God, nor simply Wisdom's child, but indeed is seen as the very incarnation of Wisdom and, importantly, the embodiment of the Torah (Edwards 1995).

This understanding of Jesus as the divine Wisdom has some very practical theological ramifications. Not only is Jesus someone who speaks "in the Wisdom categories of proverbial saying and parable" and demands a new way of thinking, but in fact as the divine Wisdom, Jesus demands a new way of living, that is, of practical action or ortho-praxis (Edwards 1995). This practical action is based in his radical, wisdom-based teaching on mercy (Luke 6: 36 and Matthew 5: 7), the unity of love of God and love of neighbour (Mark 12: 30–31; Matthew 19: 19; Luke 10: 27), the command to love one's enemy (Matthew 5: 44; Luke 6: 27) and the command to love one another (John 13: 34). We find it in his extraordinary teachings in the parables, perhaps most famously in the parable of the Prodigal Son (Luke 15: 11–32) as an expression of God's generous love and the parable of the Good Samaritan (Luke 10: 30–36) as an expression of love of a neighbour. The practical expression of this wisdom is then found in Jesus welcoming of the "sinners", including prostitutes and tax-collectors, the outcast and the poor, as well as in his compassionate healing of the sick, the lame and the blind, and feeding of the hungry. As Edwards puts it: "In each case the strong inner feeling of compassion leads to direct action: feeding, healing, teaching, liberating." (Edwards 1995)

Wisdom in the Context of Christian Education

In the context of Religious and Values Education the wisdom tradition can be used to give students practical knowledge to guide their lives. However, the reality of teaching values in a school context to help students make meaningful connections between some of Jesus' wisdom based commandments and their day-to-day lives is not always easy. This is particularly so, given that today's teenagers receive many competing messages from popular culture as to what "wisdom" is and how it can be embodied. Deep knowledge and appreciation of the biblical stories and themes is less widespread amongst young people today than in previous generations. Thus, contemporary Christian educators are asking, "How can we return young people to the wisdom of the Bible?" One potential approach to reconnecting students with the wisdom literature is to adopt a more appreciative, strength-based assessment of the Bible.

A traditional approach has been to focus on the 10 commandments (Exodus 20: 1–17 and Deuteronomy 5: 4–21) and then to refer to Jesus' summary of the commandments in the two great commandments (Mark 12: 30–31; Matthew 19: 19; Luke 10: 27). Certainly this approach has some merit. However, the 10 commandments, speaking critically from an educational point of view (and in this context only!), consist of two commandments that encourage positive practices, number three: "Remember the Sabbath day and keep it holy" (although even this commandment continues with the instructions *not* to work on the Sabbath) and number four: "Honour your father and your mother", while eight commandments order us to avoid "negative" behaviour. These commandments are "to have no other gods

before me", not to "make an for yourself an idol" nor worship them, not to "make wrongful use of the name of the Lord your God", not to "murder", not to "commit adultery", not to "steal", not to "bear false witness against your neighbour" and not to "covert your neighbours wife, or male or female slave, or ox, or donkey, or anything that belongs to your neighbour".

Educationally, the question can be asked whether teaching wisdom should begin by focusing the students on what they should NOT be doing (the emphasis of 8 out of the 10 commandments) or whether there are other teaching strategies that connect students to Christianity by showing them more of the positive behaviours and practises that the Bible has outlined will lead to wisdom through positive verse and parables. We contend that wisdom is not simply the absence of negative behaviours. People are not automatically wise simply by following the 8 commandments that tell them not to steal, kill etc). Rather, we argue that wisdom is *both* the absence of negative behaviour *combined* with the presence of positive qualities and behaviours such as discipline, respect, obedience, perspective, ethics and love.

Wisdom in the Context of Positive Education

Positive Psychology is the branch of psychology that conducts scientific inquiry into the factors that help people and communities thrive by building on their strengths and virtues (Gable and Haidt 2005). Positive psychology aims to expand the field of psychology from its focus on repairing the negatives in life to promoting the positives in life (Seligman and Csikszentmihalyi 2000). Wong argues that a key goal of positive psychology to is "develop good and decent people as well as a civil society by promoting meaning/virtue." (Wong 2011) The emphasis of positive psychology on well-being, character, meaning and virtue align strongly with Christian Education (McCall et al. 2012). Wisdom in Judaism, Christianity and positive psychology is considered a source of health.

Green, Odes and Robinson define positive education as "applied positive psychology in education." (Green et al. 2011) Positive education seeks to ensure that a student's academic abilities are developed in unison with his/her character development and the promotion of virtuous behaviours (e.g., respect, fairness, civility, tolerance, fortitude, self-discipline, effort, perseverance).

Waters (2011) and Pawelski and Moores (2013) both contend that students can be exposed to positive psychology through the inclusion of positive models into the curriculum of traditional academic disciplines. Pawelski calls for academic curriculum to take a "positive turn" in the topics studied within the academic curriculum, so that the teachers' present topics and subject matter which seek to understand human flourishing. In the context of Christian Education, McCall et al. (2012) contend that a positive turn can be infused into religious and values education, where students are taught about the virtuous qualities and grace that God bestows upon them through studying topics such as Irenaeus' unequivocal affirmation of the goodness

of creation, (Gunton 1988), Denis Edwards' (2004) writing on "panentheism" and Mathew Fox's writing on original blessings. Rather than focussing on the tradition inherited from Augustine in particular, Fox (1983) sided firmly with Irenaeus in affirming the essential goodness of creation and therefore of human beings. Creation, described as being seen by God as "good" in the first account of creation in Genesis (Genesis 1.1–2.4a) is thus a place of blessing.

Within these writings, human beings are viewed as fundamentally good, having received God's blessings, and having something creative to contribute to the world. We wonder whether student learning might be more effective if the wisdom approach was to emphasise the positive lessons that students can learn and the positive qualities (e.g., humanity, courage) that students have within them to lead a wise and ethical life in addition to emphasizing only the negative qualities/sins to avoid (e.g., greed, lust)?

If we connect students to their inner "grace" and educate them as to their own virtues (delivered to them through God), does this make it easier for them to navigate the world and follow in the footsteps of Jesus? Is it easier for students to follow biblical principles relating to ethics and worship if they do so with the knowledge of their God-given strengths and virtues? Which is more effective—to scare a student into NOT stealing or to connect the student up with their own inner compass for honesty?

Research in positive psychology has shown that strength-based approaches to motivation and change are more successful than deficit based approaches. That is, when people are provided with a positive reason to change and are supported by the inner strengths they have to create change, the change is more successful than when people are provided with negatives/weaknesses they need to fix. In the motivation literature, approach-goals are seen to be more effective, in many circumstances, than avoidance-goals (Elliot and Thrash 2002). That is, people are more motivated to approach something desirable (e.g., a state of health, being an honest person) than avoid something undesirable (e.g., avoiding illness or trying not to be dishonest).

We propose that a strength-based, approach-goal pedagogy may be an effective inclusion when teaching the wisdom literature to students. For example, in addition to exploring the consequence of infidelity and why it is that God has made a specific commandment on this matter, it might be helpful for students to explore the positive opposite of this commandment. That is, by adopting a positive psychology approach, teachers can help students to think about what their life would look like if they proactively chose to lead a life of fidelity McGovern (2012). What are the rewards for choosing this positive path? How does a life of fidelity bring one closer to God? What are the strengths that a student can draw on to ensure they will be faithful to their spouse when they marry?

One of the major topics of study in positive psychology is that of character strengths. Character strengths are defined by Brdar and Kashdan as "pre-existing qualities that arise naturally, feel authentic, are intrinsically motivating to use and energizing." Strengths of character are different to abilities and talents (such as intelligence, sporting prowess, music ability or artistic ability). Not everyone may

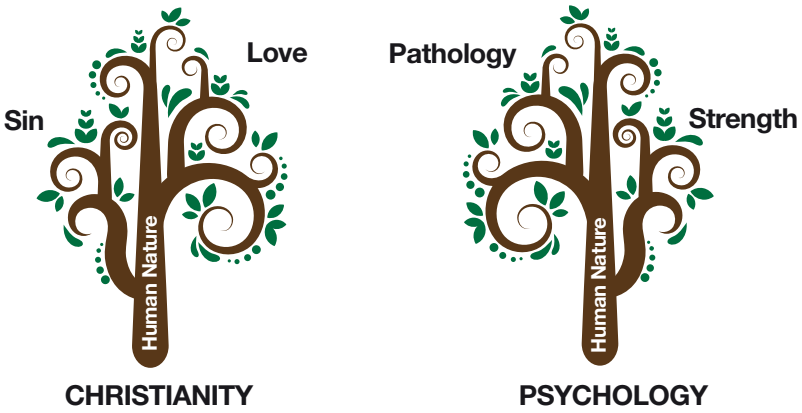

Fig. 2.1 The trees of christianity and psychology

be high on talent, but everyone has character. In 2004, Professor Chris Peterson and Professor Seligman developed the "Values in Action" (VIA) framework, which identified 24 character strengths (Peterson and Seligman 2004). The framework is useful because it provides teachers and students with a language to discuss what is good about students.

When developing the VIA framework, Professors Peterson and Seligman wondered whether there are character strengths that are universal to the human species regardless of race, religion, culture, gender, or period of history in which one was born. To answer this question they conducted comprehensive research looking into which character strengths might be ubiquitous and morally valued across cultures. They read Aristotle's account of virtues, they surveyed all major world religions and philosophies, they analysed classic children's stories from various cultures to identify the virtues displayed by the positive role models in the story, they considered contemporary virtue inventories (e.g., the Boy Scout codes) and they analysed the empirical research (Peterson 2006). Their research identified 24 character strengths that are universal to the human species. Each of the 24 strengths fall under one of six core virtues: wisdom, courage, humanity, justice, temperance and transcendence as shown in the diagram below. A clear point of connection between the character strengths model and Christianity may be found in the "fruit" of the Spirit in the letter to the Galatians. "By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. There is no law against such things" (Galatians 5: 22–23). These fruits, or character strengths, are a critical aspect of well-being, and of following a path of wisdom and union with Jesus. (Fig. 2.1)

How do these character strengths relate to well-being? Character strengths such as love, hope, curiosity, and zest have high correlations with life satisfaction, pleasure, and engagement in adults (Peterson and Seligman 2004). Hope, kindness, social intelligence, self-control and perspective have been shown to buffer people

from the negative effects of stress and trauma (Park and Peterson 2008). In middle school students, Park and Peterson found that the character strengths of persistence, honesty, prudence, and love were negatively correlated with aggression, anxiety and depression (Park and Peterson 2008). In an Australian study with school boys aged 10–12 years, when the teacher deliberately taught her students about character strengths and when the boys identified their own character strengths, they reported higher levels of hope and life satisfaction Madden et al. (2010). In a study conducted in the United States of America where 347 year 9 students were taught about character strengths and were encouraged to work with their own character strengths, the students reported higher levels of enjoyment and engagement to school. The teachers and parents of those children reported improvement in social skills (Seligman et al. 2009).

What is important about the strengths framework is that character strengths can be developed over time. We can always develop our social intelligence, we can grow in bravery and we can cultivate a sense of fairness and judgement. In this way, the character strengths framework, although secular, is aligned with the Wisdom literature in Christianity in that both are based on assumption that wisdom/virtue is desirable and that it can be developed. Using a strength-based perspective can shift students from fear or merely following the doctrines of wisdom, to move towards a relationship of love and intimacy with Jesus through serving him and others by using one's unique strengths. It can move students from scriptural study to a practical wisdom that is enacted each day.

Positive Verse and Positive Parables: Connections to the Character Strengths Model

We suggest that Chaplains and religious education teachers can link Christian Education to positive education in four key ways: (1) students exploring their own character strengths and how it is they can use their character strengths to serve Jesus; (2) the use of positive verse to connect students up with the positive behaviours they can adopt, as preached in the Bible, to become wise, as summarised in Table 2.1; (3) an analysis of parables using the character strengths model and; (4) analysing the actions of Jesus towards others from a strength-based perspective.

1. *Students exploring their own character strengths and how it is they can use their character strengths to serve Jesus*

The VIA Institute on Character has developed a free, on-line survey that provides students with a personalized profile which rank orders their 24 character strengths. http://www.viacharacter.org/www/. The VIA framework is worthy of consideration within Religious and Values Education. The VIA framework assists students to identify their own strengths but the Christian Wisdom literature can help the students to connect to Jesus by exploring questions like: Why did God give me these

Table 2.1 Comparison between Jesus' teachings on wisdom and Peterson and Seligman's classification of character strengths and virtues

Positive psychology Christopher Peterson and Martin Seligman, *Character strengths and virtues: a handbook and classification* (New York: Oxford University Press, 2004)	**Christian theology** New Revised Standard Version Bible, copyright 1989, Division of Christian Education of the National Council of the Churches of Christ in the United States of America
Wisdom and knowledge "Strengths of wisdom and knowledge include positive traits related to the acquisition and use of information in the service of the good life." (p. 95)	"Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock." (Matthew 7: 24–25)
Transcendence Forging "connections to the larger universe and thereby [providing] meaning to our lives." (p. 519)	"Ask, and it will be given you; search and you will find; knock and the door will be opened for you." (Matthew 7: 7)
Temperance "The positive traits that protect us from excess." (p. 431)	"Blessed are the meek." (Matthew 5: 5)
Humanity "Strengths of humanity include positive traits, manifest in caring relationships with others. A disposition to tend and befriend." (p. 291)	"Blessed are the merciful." (Matthew 5: 7)
Bravery "Strengths of courage entail the exercise of will to accomplish goals in the face of opposition, either external or internal" (p. 119)	"And even the hairs of your head are all counted. So do not be afraid." (Matthew 10: 30–31)
Justice "Strengths of justice are relevant to the optimal interaction between the individual and the group or community." (p. 355)	"Blessed are those who hunger and thirst for righteousness." (Matthew 5: 6)

strengths? What is my purpose to serve with the strengths I have? How can I cultivate the lower strengths so as to strive for wisdom?

In the first letter of Peter the writer instructs his readers to, "Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received" (1 Peter 4: 10). Religious and Values Education teachers can design lesson plans that help students "flesh-out" what these strengths mean in service to God. For example, teacher could ask students. "What strengths does it take to Love your Lord God with all your heart and with all your soul and with all your strength and with all your mind?"

2. *The use of positive verse to connect students up with the positive behaviours they can adopt, as preached in the Bible, to become wise*

Chaplains and religious instruction teachers can adopt a positive education approach by presenting bible versus to students that encourage positive behaviour and strengths. These versus can come various sections of the Old and New Testament

as well as the Apocrypha, including Proverbs, Psalms, the Wisdom of Solomon, the Gospels and parts of the Epistles. The verse can point students towards the positive qualities, character strengths, aspects of wisdom that strengthen their faith and connection to Jesus. For some examples of the positive verses from Jesus' sayings in the Gospels, which Chaplains and religious instruction teachers can choose to stimulate discussion about a strength-based approach to wisdom, see Table 2.1.

3. *An analysis of parables using the character strengths model*

There are a number of parables in the Bible that demonstrate a strength-based way to understand Wisdom. The key characters in these parables achieve wisdom and demonstrate Christian principles by drawing upon their God given qualities, or original blessings as Matthew Fox might argue. The wisdom shown by these characters is different to those where wisdom is attained by fighting against, or resisting, temptation. Both pathways to wisdom are important. However, our argument in this chapter is that by adopting a positive education approach and focusing on promotion the positive qualities that lead to wisdom, teachers might find that students are more engaged than if we simply focus on "what not to do". For example, when teaching the Parable of the Good Samaritan, teachers can direct students to obtaining wisdom by not being like the first two passers-by. However, a more well-rounded lesson would come from exploring the positive qualities of the good Samaritan. Moreover, students may gain a richer understanding of the wisdom in this parable by analysing the character strengths that the good Samaritan displayed: courage, love, kindness and so on.

When considering the six over-arching virtues outlined in the VIA character strengths model, there are a number of parables that highlight one or more of these virtues and can be used as teaching materials in class. The Parable of the Friend at Midnight (Luke 11: 5–13) and the Parable of the Widow and the Unjust judge (Luke 18: 1–8) can both be used to focus not on the initial reluctance of the friend and the judge respectively to help those who come to them seeking it, but on the virtue of courage (and the strength of persistence). Likewise when teaching the Parable of the Two Sons (Matthew 21: 28–31) the focus can be on courage, in this case the strength of integrity: doing what is right, not just saying that you will. Jesus' parable about humility and hospitality (Luke 14: 7–11), which teaches his listeners not to presume to take the best seat in the house when invited to dinner, can focus on the virtue of temperance (and the strength of humility/modesty). When looking at the Parable of the Unforgiving Servant (Matthew 18: 23–25) the teacher can focus the temperance and the strength of forgiveness, rather than on punishment and the danger of hypocrisy. The Parable of the Rich Man and Lazarus (Luke 16: 19–31) can focus not on the punishment given to the rich man for his lack of compassion, but rather on the sense of fulfillment, which comes from the virtue of humanity (particularly kindness) and from the virtue of justice (particularly citizenship and fairness). Some of the parables can be used to illustrate several virtues. The Parable of the Prodigal Son (Luke 15: 11–32) can arguably illustrate all of the virtues. It can be taught not as a warning against straying from one's familial or societal expectations, but rather as an example of the virtue of humanity and the strength of love, particularly the

father's love. The character of the son can be understood as demonstrating the virtue of wisdom and knowledge, particularly the strength of perspective, encapsulated in the lovely phrase, "But when he came to himself…" (Luke 15: 17). The parable can lead to an examination of transcendence, particularly the strength of hope: the son has a tremendous hope that his father will, at the very least, feed him in the same way as the hired hands. The son demonstrates courage, because he is brave enough to dare to return home after all he has done. Likewise the character of the father demonstrates the virtue of transcendence in his gratitude that his son has returned safely. He shows the virtue of temperance in his forgiveness and mercy. Finally, in the interaction with the resentful elder son, the father demonstrates justice, particularly the strength of leadership, because he listens to the elder son's complaints and yet leads him in another direction: towards hope, forgiveness and love.

4. *Analysing the actions of Jesus towards others from a strength-based perspective*

Jesus' compassionate and loving actions towards others can be analysed from a strengths-based perspective, which has the advantage of allowing students to identify with Jesus' actions, based on their own signature strengths. This can then act as an encouragement for students to follow in Jesus' footsteps in doing likewise. The theological rationale for encouraging students (and indeed everyone) to undertake practical action is, as Edwards puts it, that the "God revealed in Jesus is a God who wants our participation." (Edwards 2010) That is, Jesus proclaimed a kingdom of love, mercy, justice and peace, and still calls us to participate in helping create that kingdom.

As discussed above, the practical expression of Jesus as the embodiment of God's wisdom in seen in his welcoming of the "sinners", including prostitutes and tax-collectors, the outcast and the poor, as well as in his compassionate healing of the sick, the lame and the blind, and his feeding of the hungry. A few examples from Luke's Gospel, which has a particular focus on the poor and outcast of society, (Johnson 1991) will serve as model for how Jesus' actions might be analysed from a strengths-based perspective.

The story of the boy Jesus in the Temple (Luke 2: 41–52) can be interpreted as an example of Jesus' "love of learning" and (verse 52) his capacity for wisdom and knowledge: "And Jesus in creased in wisdom and in years, and in divine and human favour." Jesus' healing of the paralytic, whose friends let him down through the roof of the house (Luke 5: 17–26), can be interpreted both as his capacity to love and his willingness to forgive. His calling of Levi and his willingness to eat with "tax-collectors and sinners" (Luke 5: 27–32) in other words, those despised by society and cast out from the community of faith (as understood by the Pharisees and the scribes) can be understood as his capacity for showing humanity (kindness and love) as well as his courage (bravery) in challenging well-established social and religious norms and his open mindedness in doing so. Both his courage and open mindedness are evident in a number of the healing miracles, not only in restoring the outcast (e.g. the lepers) to society, but in healing on the Sabbath (e.g. Luke 13: 10–17 & Luke 14: 1–6, the healing of a crippled woman), understood legally at that time to be in contradiction to the third commandment. His passion for justice,

particularly fairness, is evident not just in his concern for the poor and the outcast, but in his actions to stop corruption, perhaps most powerfully made clear in his cleansing of the Temple on the grounds that the house of prayer had become a "den of robbers" (Luke 19: 45–48). His capacity to be loved, his gratitude and appreciation of beauty, as well as his capacity to forgive, are all seen in the incident of the weeping woman, who baths his feet with her tears, wipes them with her hair, then kisses them and anoints them with ointment she has brought with her (Luke 7: 36–50). Of course, his awareness of the transcendent is evident throughout his ministry, both in his teaching of spirituality to others (e.g. teaching the Lord's prayer, Luke 11: 1–4) and his own practice of it (e.g. praying on the Mount of Olives before his arrest, Luke 22: 39–46). Finally, his awareness of the transcendent is clear in his hope, perhaps most powerfully evidenced in his words of encouragement and hope to the criminal hanging next to him on the cross, "Truly I tell you, today you will be with me in Paradise" (Luke 23: 43).

Conclusions

There are a number of points of contact between the biblical understanding of wisdom and positive psychology. In the context of positive education, the challenge for teachers of Religious and Values Education is to use these points of contact to breathe new life, in an educational sense, into the ancient biblical wisdom for a new generation of young people. Given that positive psychology research has shown that strength-based approaches to motivation and change are more successful than deficit-based approaches, a wisdom approach, which emphasises the positive lessons that students can learn, may be educationally effective. The character strengths framework, although secular, is aligned with the Wisdom literature in the Hebrew and Christian Scriptures, because they are both based on assumption that wisdom is both desirable and something which can be developed. A study both of Jesus' teachings, particularly his parables, and his actions towards others, from a strengths-based perspective, may help students respond more positively to developing wisdom in their own lives. If Jesus, as the incarnation of divine Wisdom, demands a new way of living, then positive psychology may give students the practical connection to facilitate that new way of living. By fostering the linkages between Christianity and positive psychology, we argue that school approaches to well-being (both the teaching of well-being and the provision of well-being services in a school) will be richer, deeper and more beneficial to students.

The day before his death this year Christopher Peterson published an article reflecting on his feeling of "awe" when considering the terrible beauty he felt visiting Sanjūsangen-dō, a Buddhist temple in Kyoto, and Arlington National Cemetery in the United States of America. Peterson argued that St Augustine's famous saying came to mind from *Confessions* Book IV. 8. 13. 2.: "*ex pluribus unum facere*" or "from many paths one shall be found". Peterson's last sentence before his death is a fitting conclusion to our reflection of the role positive psychology. He argued

that, "Positive psychologists have on occasion addressed awe, usually in terms of the moral elevation experienced when we see nature or observe heroic actions by exceptional others (Algoe and Haidt 2009). The sort of awe I am describing is a bit different but incredibly important. It is awe about people collectively, including us. We are all the same, and each of us is unique, certainly in death but in life. May we all stop and notice" (Peterson 2012). We believe that it is in the creative tension found between a Christian positive psychology that much can be found. The spirit of this enterprise is captured by the quotation by one of St Peter's College most famous alumni the Nobel Laureate Sir William Bragg who said, "…religion and science are opposed but only in the same sense in which my thumb and fore finger are opposed—and between the two, one can grasp everything". (Bragg 1920)

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Chapter 3
Leading Whole-School Change

Lea E. Waters, Mathew A. White, Lan Wang and A. Simon Murray

Introduction

In the foundational paper introducing the field of positive psychology, Seligman and Csikszentmihalyi (2000) called for the promotion of "positive institutions" which they defined as "institutions that move individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance and work ethic."

Today, it is critical for a well-functioning society that schools meet the ideal of a positive institution. As such, Seligman et al. (2009), Yates (2007) and Waters (2011) have called for schools to give the same priority to character development and social-emotional learning as to the traditional academic agendas. We show first-hand how the Appreciative Inquiry (AI) summit methodology is a process that allows a school to gain a clearer idea of its positive core so that it is able to tap into its citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance and work ethic.

Recent educational research suggests two important dimensions that must be incorporated into school-based change:

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1. A more collaborative approach to change
2. A more positive approach to change (Fullan 2001; Harris and Lambert 2003)

Hoy and Tarter (2011) have called for the use of approaches that bring a 'more sophisticated understanding of the good things about schools.' Urge school leaders to 'make school a more exciting, satisfying and enriching experience for everyone—all students, all staff and all visitors.' These two change dimensions are consistent with AI's constructionist principle and positive principle, suggesting that the appreciative inquiry summit would be a beneficial change methodology to use in schools. St Peter's College, Adelaide, adopted AI to assist it to meet the school's mission and provide 'An exceptional education that brings out the best in every boy.' After briefly describing our first ever whole-staff Appreciative Inquiry summit, conducted in October, 2011, we outline the evaluation results of our process.

A relatively new approach that can be used to promote positive change in schools is appreciative inquiry (AI), which is a systematic, holistic, and collaborative methodology applied to search for what is good about the organization (Cooperrider and Whitney 2005). The current chapter reports on the use of an AI change process that aimed to increase the positive emotions and sense of organizational meaning/virtues in school staff as well as create tangible organizational and cultural change. Specifically, the study reports on the quantitative and qualitative results of a whole-staff AI summit and the post-summit follow-through over an 18-month period.

What is Appreciative Inquiry and How Does it Work?

Appreciative inquiry is a strength-based framework that follows a non-deficit model of change in order to uncover the positive core of an organization (Filleul and Rowland 2006). It is a macro-intervention designed to create large-scale change by harnessing the power of relationships and cultivating positive emotions in order to join strengths across a system. In AI, people from all levels of an organization become part of the planning, decision making, and action in the change process by inquiring about what gives life to their workplace, what works best, and what is possible.

Appreciative inquiry is a powerful way to deepen engagement and shift the socio-normative structures that typically block change, thus allowing for rapid and holistic change to occur (Busche 1995). Cooperrider (2012) argues, "the best in human organization happens when people collectively experience the wholeness of their system—when strength touches strength—across whole systems of relevant and engaged stakeholders" (p. 106). Appreciative inquiry applies a process known as the 4-D cycle, which is anchored around a positive topic of inquiry: Discovery, Dream, Design, and Destiny (Barrett and Fry 2005). The cycle is used to engage all organizational members by systematically inquiring into strengths, successes, stories, resources, and capabilities. The discovery phase asks, "What gives life?" and is designed to assist organizational members in discovering the positive elements that already exist in the organization. Appreciation of the positive in the organization

builds confidence for successful future change. The dream phase asks participants to imagine, "What might be?" and create a positive image of the future. The design phase prompts participants to think of ways the dream can be enacted and take shape. The destiny/deliver phase aims to create the urge in organizational members to take personal responsibility for the change. The team discusses co-operative ways to distribute the work to envisage the dream (Cooperrider and Whitney 2005).[1]

The theory of positive organizational change, presented by Cooperrider and Sekerka (2003) and refined by Cooperrider in 2012 suggests that AI fosters organizational change in three ways: (1) by elevating and extending the topic inquiry, (2) by creating a broadening and building effect, and (3) by establishing strengths (relationships, resources and ideas) that eclipse the organization's problems. In elevation of inquiry, organizational members are encouraged to widen their focus and understanding of their work setting to see what is possible. The co-inquiry process into what is good about an organization amplifies positive emotions amongst the AI participants, which then broadens their thinking and creativity about possible change initiatives. It creates a sense of collective self-efficacy and builds up mutual regard for each other, leading to heightened social capital. This newfound relatedness, combined with the clarity of strengths, helps to activate collective energy, which creates boldness to move forward. "Taken together these components set the process of positive organizational changes in motion" (Cooperrider and Sekerka, p. 233).

Appreciative inquiry has been used across many sectors including aviation, retail, manufacturing, energy, city planning, not for profit, aid, financial services, developing nations, health, business, and government (Finegold et al. 2002; Powley et al. 2004; Willoughby and Tosey 2007). Evidence for the effectiveness of AI has been found in both large and small organizations, using outcome measures such as increased stock prices, increased employee morale, increased customer satisfaction, enhanced productivity, increased levels of communication, decreased turnover, increased creativity, and decreased union action (Berrisford 2005; Cooperrider and Srivastva 1987; Cooperrider et al. 2003; McKenzie 2003; Niemann 2010).

Doveston and Keenaghan (2006), Schiller (2003), and Willoughby and Tosey (2007) argue that AI is useful for many of the contemporary challenges in educational administration, including school improvement, capacity-building and distributed leadership. In 2004, Lehner and Ruona found very limited use of AI in educational settings; however, more recent research suggests that it is gaining acceptance as a change method in schools (Doveston and Keenaghan 2006; Dickerson and Helm-Stevens 2011).

Although AI has grown in popularity, it is not free of criticism. One common concern with AI is its focus on the positive, which some argue invalidates the negative experiences of participants (Oliver 2005) and can lead to one-sided, or half-formed, views of the organization (Bushe 2011). However, others argue that a positive focus does not exclude the discussion of problems and that the dreams presented are often a reflection of the frustrations that come from unrealized potentials and manifest problems in organization (Patton 2003). The negative aspects of an organization often arise during an AI summit. Cooperrider weighs in on this issue and argues that

[1] For a more detailed explanation of the 4-D cycle, see Bushe (2011).

"the transformational moment is a profusion moment when something so deeply good and loving is touched in us that everything is changed" (personal correspondence cited in Busche 2011), and, in this sense, it is inconsequential whether the focus that leads to the positive transformative moment is positive or negative.

Appreciative inquiry has been criticized as having limited systematic research into its effects (Bushe and Kassam 2005; Doveston and Keenaghan 2006; Willoughby and Toser 2007). This is especially the case for the use of quantitative designs, given that the case study methodology has been the research design most used in AI publications (Powley et al. 2004). In addition, many studies investigate only the short-term responses of participants to determine the effectiveness of AI rather than using longitudinal designs to ascertain the long-term impact (Powley et al. 2004). The current chapter aims to respond to these criticisms by using quantitative and qualitative methods to collect data about the effectiveness of AI. The study collects evidence about organizational change 18 months after the initial change process was initiated with an AI summit.

Using AI to Promote Positive Staff Outcomes in Schools

Cameron et al. (2004) suggest that an important part of an organization's positive core is the virtues by which it operates. Cameron et al. (2004) put forward a five-factor model for organizational virtues: trust, compassion, forgiveness, optimism, and integrity. Research has shown that organizational virtuousness is positively associated with organizational performance and employee well-being (Cameron et al. 2004; Cameron et al. 2011; Waters 2012). The current study will use Cameron et al.'s (2004) organizational virtues model to examine whether AI allows staff to more clearly see the organizational virtues that are operating in the school (Fig. 3.1).

Hypothesis 1 In comparison to perceptions of organizational virtues before the AI change process, staff will report higher perceptions of organizational virtues present in the school both immediately after the AI summit and 4 months after the AI summit.

In addition to identifying the positive core of an organization, research has shown that the AI technique is an uplifting experience for participants, who show increased enthusiasm and morale, and reduced employee isolation (Cooperrider and Whitney 2005; Dickerson and Helm-Stevens 2011). This experience has been shown to contribute to positive affect at work (Fisher 2010; Thoreson et al. 2003). Positive affect is typically measured as a transient state of discrete emotions such as joy, interest, pride, pleasure and contentment (Watson et al. 1988). Miner et al. (2005) research suggests that positive affect at work is influenced by the person's affective disposition and varies across the working day. Weiss and Cropanzano's (1996) affective events theory suggests that events and experiences at work can influence an employee's positive affect. Appreciative inquiry has been proven to be a change technique that bolsters positive emotions (Finegold et al. 2002; Filleul and Rowland 2006; Dickerson and Helm-Stevens 2011). This has led to our second hypothesis.

Fig. 3.1 The distributed training model at St Peter's College has enabled over 1400 boys to be taught evidence-based approaches to Positive Education

Hypothesis 2 In comparison to positive affect scores before the AI change process, staff will report higher positive affect scores immediately after the AI summit and 4 months after the AI summit.

In addition to the study hypotheses above, the current study was interested in qualitatively exploring the staff's experiences of the AI approach. While the quantitative aspect of the study provides evidence as to whether AI produces positive outcomes for staff, (e.g., increases in employee perceptions of organizational virtuousness and increases in positive affect), the qualitative data provides evidence as to the 'lived experience' of staff. Burns (1997) highlights that qualitative methodologies lead to the discovery of deeper levels of meaning. In a school context, Hoy and Tarter (2011) suggest that evidence needs to come from a variety of meth-

ods, both qualitative and quantitative. The qualitative approach in this study was used to answer the following exploratory question. What are the key features that staff identify in relation to their experience of AI (both the summit and the follow-through process)?

Using AI to Create Objective Change in the Organization

Bushe and Kassam (2005) argue that AI is considered to be successful, not only in connecting employees to a positive core and promoting positive individual outcomes (e.g., positive affect), but in seeing real organizational changes occur after the summit. In addition, they argue that AI is successful when it leads to "changes in the identity of a system and qualitative changes in the state of being of that system" (p. 162). As such, this study will assess objective evidence of changes within the school arising from the AI approach.

St Peter's College, Adelaide, Australia

St Peter's College was established in 1847 and is a K-12, private, boys school (enrollment $n = 1334$). The school hosts both day and boarding students and is a non-selective school aligned to its Anglican values. In 2011, the Senior Leadership Team (SLT), in consultation with the Council of Governors, made the decision to adopt positive psychology as a key approach to underpin their new strategic direction. The school aimed to be known as a positive psychology school, the leadership team and school council drafted a new strategic plan, and the change process was announced to members of the school community. The new strategic direction was launched with a one-day AI summit in November 2011, and AI has since been used throughout 2012 and 2013 to infuse positive psychology into the school culture. The intention was to use AI to engage staff in the school's new strategic direction and to harness the strengths and knowledge of staff to make the strategic intent manifest.

Method

Design and Procedure

Quantitative Study The quantitative data was collected via a within-sample repeated measures design, where survey data was obtained at the start of the AI summit, at the end of the AI summit, and 4 months later. One of the key recommendations generated through the AI summit was to measure the well-being of staff and students on a biennial basis. The first well-being staff survey was administered 4

months after the AI summit, and the scores for positive emotions and organizational virtues were taken from the larger well-being survey to be analysed for the current paper. Staff were asked to complete an anonymous survey at the start of the one-day AI summit that assessed positive affect and employee perceptions of the degree to which St Peter's College is a virtuous organization. The survey was re-administered at the end of the one-day AI summit, and then again 4 months later. Given that the surveys were anonymous, we decided not to ask staff to write a code on their survey. As such, the surveys had to be completely anonymous, and we could not use a code to match any specific individual's surveys over the three waves of data collection. Therefore, the researchers could not match individual pre-test and post-test surveys. As such, the analysis of potential changes in positive affect and organizational virtues were assessed at the group level.[2]

Qualitative Study Comments provided by St Peter's College staff about the AI Summit Qualitative data was collected at the end of the AI summit through written comments provided by all participants and via two focus groups with 15 staff (representative from each area of the school) 18 months after the AI summit. The focus groups were used as part of the school's AI approach to continuous improvement. The first two researchers who met frequently to discuss the evolving themes to ensure the validity and shared reliability of the development of qualitative themes independently analyzed the data. The qualitative data collected at the end of the AI summit was anonymous, so member checking had to occur at the group level by (1) reporting the themes back at a whole-staff assembly and inviting comment and (2) placing the document of the qualitative themes on staff intranet for staff to read and provide comment. The themes from the staff interviewed in the focus group at 18 months were member-checked by sending the themes back to the group and inviting their comment.

Objective Study Objective change-related data was gathered 18 months after the AI summit from school records, school publications, and reports from the SLT. The objective data was concerned with tangible school changes that occurred as a result of the AI summit. These included bottom-up changes as reflected in new school practices and top down changes seen in the new organizational chart and new staff training initiatives.

Sample

Quantitative Study One hundred and fifty-one staff participated. The sample was 49% female; 60% were teaching staff and 40% non-teaching (e.g., administrative staff, information technology staff, grounds staff, catering staff). Degrees were

[2] We decided not to ask staff to write a code on their survey. As such the surveys had to be completely anonymous and we could not use a code to match the individuals surveys over the three waves of data collection.

held across a number of disciplines, including Arts, Business, Commerce, Law, Linguistics, Education, Health Science, Sciences and Theology. Levels of qualification included PhD (3), Masters (25), Bachelor Honours (16), Ordinary Bachelor (127), Graduate Diploma (98), Graduate Certificate (15), Associate Diplomas (2), and Licentiates (1). The average length of tenure at the school was 7 years and the age range was 28–65 years.

Qualitative Study One hundred and fifty four staff provided written answers to the three qualitative questions asked at the end of the AI summit. (a) "What had real meaning for you from what you've heard from your colleagues today?"; (b) "What surprised you about today?", and (c) "What's missing from the picture so far?" Due to the length of the day, the AI facilitator encouraged the staff to be brief with their answers and to write in point form.

Two elementary teachers (1 male 1 female), 5 senior school teachers (3 male, and 2 female) and 2 support staff (2 female) were part of a focus group conducted 18 months after the AI summit. How were they recruited? The focus group was loosely guided by the following three questions: "What has had real meaning for you from during this change process?"; (b) "What has surprised you about this change process?", and (c) "What has been missing from the picture so far?"

Measures

The Positive Affect Sub-Scale of the Positive and Negative Affect Scale (PANAS) (Watson et al. 1988), was used to assess positive affect (happy, proud etc., 10 items, a = 0.89; 1 = never, 5 = always). The Positive Practices Scale (Cameron et al. 2004) assessed employee perceptions of the degree to which their workplace fosters a virtuous culture (e.g., at my workplace, we express gratitude to each other; 8 items, a = 0.82; 1 = never, 7 = always).

The AI Summit

The AI summit was facilitated by the Head of Senior School. Staff were put into teams that were balanced for gender, sub-school, and staff classification to encourage collaboration across the different sub-schools and job roles. The affirmative topic for the summit was "Exceptional well-being". Participants then went through the 4-D cycle over the course of the day to explore this affirmative topic. In the discovery stage, participants were asked to pair up and share a time when they experienced exceptional pride and well-being at St Peter's College. During the discovery phase, they were encouraged to share their experience, first in pairs, and then with the whole group at the table, and document this feedback for the whole group. The groups were given prompting questions to help them discover the positive core of

St Peter's College such as: What are our greatest strengths? What do we deeply care about at St Peter's College? Groups were asked to choose one story to share with the whole staff. Participants then moved into the dream phase, and were asked to imagine their school at its best in 5 years time. They used the strengths outline from the discovery stories to consider what the school could look like if they had more of what is already working. They were asked to consider the question 'What are our most exciting opportunities at St Peter's College?' This question was used to pull out common themes that were then used in the third phase, design, during which the groups were asked to think about ways to actualize the school's new strategic vision. A guiding question posed in this stage was "What would success look like for boys, staff and parents?" and was used to help that staff narrow and prioritize their design ideas. Once some key design aspects had been identified, the groups moved onto the final stage, "deliver", and were asked to think about concrete actions they could take to create positive change. The guiding question for the groups in this stage was, "How would we know that we are succeeding?"

Results

Quantitative Results The three waves of quantitative data were analyzed using repeated measures ANOVA with post-hoc testing (Tabachnick and Fidell 2012). Significant overall effects were found for the following positive emotions: inspired, enthusiastic, proud, attentive, alert, strong, and active. With respect to perceptions of organizational virtues, significant overall effects were found for the virtues of meaning and inspiration and an assessment that the school represents the best in human kind. Means, standard error, and F values are presented in Tables 3.1 and 3.2. Post-hoc analyses revealed that positive affect scores on inspiration, enthusiasm, pride, strength, and attentiveness were higher at the end of the AI summit than at the start of the AI Summit. At the 4-month post-test, inspiration and enthusiasm were higher than at the start of the AI Summit. Positive affect scores on alertness and activity were significantly lower at the end of the AI summit than the start of the AI summit; however, at the 4-month follow up, alertness and activity had returned to pre-AI summit levels. With respect to the perceptions of organizational virtues: staff reported significantly higher levels of the virtues of meaning and purpose as well as inspiration at the end of the AI summit day as compared to the start of the AI summit. In addition, staff rated their school significantly higher on the item 'This organization represents the best of humankind' at the end of the AI summit as compared to the start of the AI summit. None of these increases were sustained at the 4-month post-test, when scores on the organizational virtues were not significantly different to pre-AI summit scores.

Qualitative Results One of the key questions with regards to the use of qualitative data is how the researcher transforms and interprets the data in a rigorous way that captures the complexity of the participant's experiences. To assist with this, we have

Table 3.1 Mean and standard deviation for positive affect

Positive affect	Pre-AI mean (S.D)	Post-AI mean (S.D)	4 month follow up mean (S.D)	F statistics
Interested	4.12 (0.94)	4.21 (0.79)	4.20 (0.59)	$F(2, 471)=0.62$, $p=0.540$
Inspired	3.42 91.01)	3.90 (0.91)	3.73 (0.66)	$F(2, 467)=11.04$, $p=0.000$
Enthusiastic	3.54 (1.19)	4.04 (0.91)	4.11 (0.63)	$F(2, 467)=16.99$, $p=0.000$
Excited	3.56 (1.08)	3.83 (0.98)	3.73 (0.67)	$F(2, 466)=3.51$, $p=0.030$
Proud	3.90 (1.46)	4.27 (0.89)	3.90 (0.67)	$F(2, 465)=8.08$, $p=0.000$
Determined	4.14 (0.89)	4.21 (0.93)	4.20 (0.59)	$F(2, 467)=0.36$, $p=0.700$
Attentive	3.75 (0.85)	3.55 (0.99)	4.03 (0.52)	$F(2, 462)=12.71$, $p=0.000$
Strong	3.59 (0.98)	3.55 (0.94)	3.84 (0.65)	$F(2, 461)=4.71$, $p=0.010$
Alert	3.78 (0.94)	3.46 (1.04)	4.00 (0.60)	$F(2, 454)=13.70$, $p=0.000$
Active	3.94 (0.91)	3.62 (1.03)	3.99 (0.71)	$F(2, 450)=7.26$, $p=0.001$

used the Miles and Huberman (1994) framework to analyse the data. This framework follows a four-step process: data reduction; data display, identifying themes, and verifying conclusions. In the data reduction stage, we analysed the statements of participants using Deductive Thematic Analysis (DTA) (Braun and Clarke 2006). We then organized the reduced data based on the principle of selectivity. With the synthesized data, we moved on to the data display stage, where we considered all the initial themes (generated through the coding in stage 1) and looked for patterns and interrelationships in the data. The patterns and interrelationships identified in data display allowed for higher-order themes to emerge from the data that went beyond those first discovered during data reduction. Finally, we drew conclusions by stepping back to consider what the analyzed data meant and to assess confirmability. Confirmability is the equivalent of the test of 'validity' used in quantitative analysis of our data against theory" (Miles and Huberman 1994, p. 11). Miles and Huberman (1994) argue that qualitative analysis is 'confirmable' if it is credible, defensible, warranted, and able to withstand alternative explanations.

In the qualitative data collected at the end of the AI summit, ten higher-order themes were generated (see Table 3.3): (1) valuing collaboration, (2) learning from colleagues, (3) appreciating others, (4) shared values, (5) positive emotions elicited, (6) clear vision, (7) positive nature of AI, (8) connecting to organizational virtues, (9) concerns about a lack of focus on problems, and (10) uncertainty for what follows after the AI. Table 3.1 provides examples of comments for each of these ten themes.

Table 3.2 Mean and standard deviation for employee perceptions of organizational virtues

Organizational virtues	Pre-AI mean (S.D)	Post-AI mean (S.D)	4 month follow up mean (S.D)	F statistics
Compassionate	5.18 (1.48)	5.31 (2.13)	5.08 (1.54)	$F(2, 465) = 0.65$, $p = 0.520$
Trusting	4.89 (1.54)	5.05 (1.41)	4.97 (1.53)	$F(2, 465) = 0.42$, $p = 0.660$
Grateful	4.81 (1.44)	4.90 (1.43)	4.92 (1.52)	$F(2, 463) = 0.28$, $p = 0.760$
Caring	4.92 (1.35)	4.95 (1.38)	5.09 (1.42)	$F(2, 462) = 0.66$, $p = 0.520$
Meaning and purpose	4.81 (1.38)	5.60 (1.39)	5.14 (1.42)	$(2, 464) = 12.66$, $p = 0.000$
Inspiring	4.76 (1.61)	5.61 (1.58)	5.04 (1.47)	$F(2, 466) = 12.28$, $p = 0.000$
Forgiving	4.68 (1.41)	4.60 (1.38)	4.79 (1.54)	$F(2, 462) = 0.67$, $p = 0.510$
Represents the best of human kind	4.81 (1.48)	5.29 (1.53)	4.82 (1.42)	$F(2, 468) = 5.52$, $p = 0.004$

Table 3.3 Higher-order themes and example comments provided by St Peter's College staff about the AI summit: What had meaning for you about the AI summit?

Theme	Example comments
Theme 1: Valuing the collaboration process	How staff participated in the all the discussions—took it seriously, felt valued
	Excellent opportunity for discussions with staff from other faculties and areas of school
	Hearing the voice of staff and being given the opportunity to share
	That the whole school was included in this PD day
Theme 2: Learning from colleagues	Enjoyed hearing others thoughts and opinions
	Talking with colleagues and hearing their impressions of Saints
	Sharing ideas of others and Listening to others
	Being able to talk to colleagues I wouldn't necessarily do otherwise
Theme 3: Appreciating the people you work with	To discover how many members of staff have such extensive experience at Saints
	The creativity and talent of our staff
	How warm our staff are
	Confirmation that people do generally care—its not just a job
	Some enterprising and innovative suggestions made by tables—an untapped resource
	How much thought and expertise we have
Theme 4: Connecting with staff around shared values	So many common threads. There seems to be a real sense of purpose which is shared
	Everyone has the same passion and objectives
	That other staff members have the same ideals about the well-being of boys and staff
	We are united
	I was pleasantly surprised by the commonality of ideas

Table 3.3 (continued)

Theme	Example comments
Theme 5: Positive emotions elicited	We have a lot to be proud of
	I am proud of the staff and students at Saints
	How much passion and pride was extracted from staff over the course of the day
	Everyone has the same passion
	The energy and engagement of staff
	Humour was expressed during difficult situations
	There was a lot of hope expressed today for the creation of a world class school
Theme 6: Having a clearer vision of the school's future direction	The investment being made in helping us understand and be a part of the direction of the school both now and in the future. I enjoyed learning more aspects about the school, staff and opportunities given and yet to be introduced
	That all staff are now aware and involved in the school's vision—we all know what we are aiming for
	Hearing strategic goals allowed me to understand our focus for the next 3 years
	Sense of purpose and clarification of goals
Theme 7: The positive nature of the day	I enjoyed the positive vibe
	A lot of positive feedback from co participants
	The positive attitude and approach to making changes to the school's direction and teaching and learning programs
	It identified the need for Saints to look positively to the future
	The day had an emphasis on well-being and the importance of positive relationships
Theme 8: Connecting to organizational virtues	Our focus on nurturing individuality and creativity
	That excellence is valued
	Took heart that management wants to do things that help staff to become the best that they can be and in return give back to the students
	Commitment to making sure boys are good citizens, not just good students
	Fostering well-being, maintaining trusting, respectful relationships between boys, staff and families
	Our good sense of humour and our friendly environment
	Being appreciated
	The insight and collective wisdom of our staff is valued
Theme 9: Concern about school problems not being addressed	Lack of discussion regarding problems regarding the organization which need addressing
	No discussions of flaws and how they may be overcome
	There was no discussion on what we truly need to improve on
	Weaknesses—what we need to improve on
Theme 10: Uncertainty about how the AI suggestion would be enacted	How what was discussed is going to be achieved?
	Steps to get there—finer details and assistance that we will get
	Guidance and training to support the goals and aims
	These things all sound exciting but time is an area which I feel we don't have enough of to undertake many of these areas

Staff valued the collaborative nature of the day and the positive inquiry into what was best about their school. Considering the new strategic agenda from a strength-based perspective allowed staff to generate tangible ideas for how to turn the strategy into a reality now that they are aware of the good things that are already occurring at St Peter's College. In particular, staff wrote of their confidence in undertaking changes because they realized that their own values were aligned with the school's direction, that they were working with a talented staff, and that they had plentiful resources and were teaching high quality students.

The qualitative data revealed concerns about the AI summit, and some staff were not comfortable with the exclusive focus on the strengths of the school at the expense of examining school problems. The leadership team addressed these concerns after the summit, and there are already numerous structures and mechanisms for staff to discuss school problems. Some staff felt uncertain about the next steps following the AI day. However, this was probably because feedback was collected at the end of the AI day, so staff had yet to see any changes being made. The tangible changes that have since been made following the AI Summit are likely to have assuaged this concern.

There were five higher order themes generated from the data: (1) personal meaning and relevance of the well-being approach; (2) new ways to relate to the student; (3) shifts in organizational culture towards a strength-based approach; (4) a more collaborative and inclusive approach to change, and (5) making well-being and virtues explicit.

A major theme to arise from the focus group was the ways in which staff had personally embodied the new approach to well-being at St Peter's College and had realized the value of taking care of their own well-being, both in and out of the workplace. Many talked about the skills they had adopted following the positive psychology training, and some talked about the ways they were using these skills in relationships outside of school.

Staff discussed how positive education has influenced the way they relate to the boys both in class and in areas such as co-curricular, behaviour management, and pastoral care.

A third theme to emerge from the analysis was that of a cultural shift where staff felt the strength-based, or appreciative-based, approach to change was starting to become more accepted across the school. They spoke favourably of the collective and collaborative approach to change that was being adopted by the school. Finally, the staff spoke about how the change process had helped to make well-being and virtues such as gratitude and meaning more explicit and has triggered positive feelings, such as pride.

Objective Changes Following the AI Summit

Eight collective suggestions were made by the staff teams at the end of the AI Summit to support the school's strategic wellbeing goal: (1) the formation of a positive psychology interest group; (2) running parent information evening sessions and

parent training courses on well-being; (3) discussing a boy's well-being explicitly in parent-teacher meetings in addition to discussing the boy's academic report card; (4) providing well-being activities for staff to boost staff well-being; (5) providing well-being training for staff so they can teach it to the boys; (6) developing a formal well-being curriculum for students; (7) measuring staff and student well-being; and (8) training to staff so they can adopt an evidence-based approach in their classes to assess the success of approaches in building the boys' wellbeing.

The AI summit unleashed collective energy for change, and the challenge for the SLT was leveraging this energy so that the change continued successfully in the follow-through process. Eighteen months after the summit, six of the eight outcomes had been successfully implemented: (1) a positive psychology group was formed and over 70 staff have joined with representation from teaching, support, and grounds staff; (2) an AI action-reflection process has been used by the senior leadership team to monitor the roll-out of the 5-year strategic plan, and the leadership team continued to ask appreciative based questions when analyzing the roll-out (What are we doing well? What resources can we draw upon? What are our strengths and capabilities? How can we create ongoing motivation and commitment for change in staff? What is our dream for the future? Etc.); (3) the Physical Education Department volunteered to start a well-being club for staff and run weekly activities such as yoga, mindfulness, and Tai Chi; (4) all staff and students completed a well-being survey. University researchers developed this survey with input from teachers and students at St Peter's College. The survey will be re-administered biennially; (5) the school engaged with research experts to assist them in being an evidence-based school in relation to positive psychology (e.g., Professor Martin Seligman, University of Pennsylvania, resided with the school for 1 month during the 20-month period of this study); and (6) in 2013, the school introduced five explicit well-being programs, which have been embedded into the timetable for early learning, Year 5, 7, 8, and 10. The well-being curriculum will reach over 800 students in the school.

The two areas that had not been adopted at the 18-month evaluation were the training of middle managers in the use of AI and greater parent engagement. However, the middle managers had been participants of the University of Pennsylvania's positive psychology training, which had equipped them to take a more strength-based approach to their management responsibilities. The school has planned to begin parent evenings, which will be run by an external consultant and the school psychologists who have planned several parent sessions to be run in the second half of 2013.

The success of the six AI initiatives enacted in 2012–2013 occurred in part because the SLT at St Peter's College placed attention on the AI follow-through process and created organizational conditions to support the change, such as a professional development budget for positive psychology, the creation of a middle management consultation group, and the formation a new position entitled Head of Personal Development. These three top-down change initiatives assisted the bottom-up changes to occur. The SLT modelled the ongoing use of AI with their continued inquiry into the positive aspects of the school and their openness to ideas for change from all staff.

The structural and cultural changes enacted by the SLT, together with the collective energy and momentum generated by the AI summit, resulted in a growing confidence in staff to create self-organized bottom-up change. To this end, six new initiatives that were not raised in the AI summit have emerged in the first year and a half following the summit. These include: (1) teachers bringing positive psychology into the English, Religion and Values and Ethics Education curricular; (2) sports coaches using positive psychology principles with students on the sports field; (3) staff writing and publishing two peer-reviewed publications (e.g., McCall et al. 2012); (4) staff giving presentations about the school's change approach at professional and academic conferences; (5) staff training the two school captains in the AI methodology, and the school captains using AI with school prefects; and (6) the two school captains hosting an AI summit for school leaders in 71 other schools across Australia.

Discussion

This chapter has a number of methodological considerations that must be considered when interpreting the results. First, the lack of a control group means that we cannot say for certain whether the changes that occurred in the school over an 18-month period were a result of the appreciative-based change initiatives or were occurring because of other factors. Second, the school only conducted a survey follow-up of positive emotions and perceptions of organizational virtues 4 months after the AI Summit, so we do not know about the long-term effects of AI on these constructs from a quantitative perspective. Third, because the surveys did not have a system to code individual staff, we cannot match individual surveys over the three points in time and cannot trace individual gains in scores. Rather, we can only show overall staff differences. Fourth, the school is a well-resourced private school and the findings may not apply to schools in other systems. However, the study has a number of strengths, including the collection of quantitative data on well-being and meaning/virtue at three points in time, qualitative responses to the AI summit, qualitative data collected 18 months after the AI summit, and objective measures of cultural change 18 months after the AI summit.

St Peter's College used AI in order to encourage staff to participate in a macro-change process that was collaborative, hopeful and optimistic. By providing staff with a clearer understanding of the school's positive core, staff were able to feel confident about co-constructing a positive future and bringing to life the six elements of the strategic plan. This finding fits with Cooperrider's (2012) idea that AI creates a concentration of strengths which then allows an organization to "combine enterprise-wide strengths for advancing strategic opportunities" (p. 106).

The collective sense of strengths and newfound relationships experienced at the school as a result of AI created shifts in the socio-normative structures at the school and broke down a silo mentality. The school counsellors now have a wider reach and influence with teachers as they work together on a prevention approach, rather than only seeing the teachers who have referred a student with problems. This

has led to a team approach to student well-being. The positive psychology interest group has brought together people across the school who would not normally have much contact due to role differences and geographical separation. These examples show the power of AI and highlight that when organizational members unite around an appreciative topic, it breaks down traditional barriers and creates a new configuration of networks.

Dickerson and Helm-Stevens (2011) claim that top-down change efforts in schools are often unsuccessful because they "bump up against a school culture… of privacy and autonomy" (p. 67) reinforced by the school infrastructure, silo classrooms, and discipline-based areas. The advantage of AI is that, from the very beginning, the change process itself is collaborative, so it breaks down old forms of resistance where teachers might have thought of change as a leadership decision that has no relevance to the 'privacy and autonomy' of their role.

The qualitative results of this study showed that the collaborative nature of the AI summit was highly appealing to school staff. Three of the key themes identified were: (1) valuing the collaboration process; (2) learning from colleagues; and (3) connecting with staff around shared values. Staff appreciated being able to share ideas and hear opinions from colleagues with whom they would not normally communicate.

The qualitative data showed that staff felt energized by the new ideas that were generated, as well as the fresh perspectives, skills, and talents that staff from different areas of the school brought to the conversation. Many of these themes were raised by the focus group participants at the 18-month follow-up, especially the themes of connection with staff and the fact that staff were all aiming for the same goal of well-being. Staff discussed their experience of the benefits of taking a strength-based approach, as well as their pride in the new, innovative education that was being pioneered at St Peter's College. In this way, we see evidence of Cooperrider and Sekerka's (2003) theory of positive change, particularly the elements of elevation of inquiry and a fusion of strengths.

Emmons (2003) and Cameron et al. (2011) assert that AI is a positive practice that can connect organizational members with the positive core and virtues of the organization. The claims of the researchers above are supported in the current study. The scores for staff's perception of three organizational virtues–meaning and purpose, inspiration, and humanity–rose significantly in the post-test survey. The qualitative analysis supports the idea that AI helped to connect staff to the core virtues of the school. Staff wrote about seeing virtues that are present at St Peter's College such as care, creativity, excellence, citizenship, trust, respect, humour, gratitude and wisdom. However, the increases in survey scores about organizational virtues were not maintained at the 4-month post-test. Neither were virtues a major topic of discussion in the 18-month focus groups. However, the nature of the deeper cultural and structural changes that have occurred at the school suggest that the virtues were operating to support change even if they were not in the forefront of the months of staff meetings.

In the qualitative data at the end of the AI summit, staff reported feeling positive, uplifted, proud, energized, passionate, and hopeful. The quantitative data showed

significant increases in feeling inspired, enthusiastic, and proud at the end of the AI summit. Over the 4-month period following the summit, feelings of inspiration and enthusiasm continued to increase. Reports of strength and attentiveness were significantly higher at the 4-month follow-up test than at baseline. These results are consistent with past research that shows AI promoting positive indicators of well-being at work (Cooperrider and Whitney 2005; Dickerson and Helm-Stevens 2011). The 18-month focus group participants discussed their feelings of pride and the fact that they had greater gratitude, resilience, and positive emotions. The co-inquiry process into what is good about an organization created many positive emotions among the school staff.

These positive emotions, in turn, broadened staff thinking and creativity about change at the school. The staff generated many positive initiatives following the AI summit, and the speed, breadth, and focus of change at St Peter's College has been impressive. An 18-month review of organizational change after the AI summit revealed 15 key organizational changes. Twelve of these changes were bottom-up (six from the AI summit and six new initiatives suggested post-summit), and three changes were initiated by the SLT in the AI follow-through process.

The story is not entirely positive, and the staff reported that the AI summit was tiring (feelings of alertness and activity dropped significantly between the pre-test and post-test of the AI summit). Moreover, although pride went up at the end of the AI summit, it returned to baseline levels at the 4 month post-test; however, the qualitative data shows that pride remained high. Two of the key themes coming out of the immediate AI post-test qualitative data were concerns about the AI process not allowing for discussion of problems and uncertainty as to the next steps. The concern with AI avoiding discussion of problems is a known criticism of the method (Dickerson and Helm-Stevens 2011; Oliver 2005). The uncertainty as to the next steps is a common challenge for organizations that use AI (Busche 2010). The SLT has been committed to ensuring that the ground-up change suggestions from the AI summit have been supported as much as possible, including new opportunities for professional development and training, measurement of well-being, and commitment to becoming an evidence-based institution. The SLT employed the 'anticipatory principle' of AI by constantly communicating to the staff the 'visions' generated through the summit.

Although there was uncertainty as to whether any change would occur immediately after the AI summit, there is now evidence that the suggestions generated from the AI summit have been realized as shown by the 15 organizational changes outlined above.

Conclusion

Schools have an important responsibility to be positive institutions in our society. Although there has been considerable research and practice in the ways in which schools can increase well-being, virtue, and positive experiences in students, less

had been done with staff. Calabrese et al. (2010) argue that educational administration has a long history of examining problems and adopting a critical approach. However, this problem-focus in education administration has been challenged both historically and more recently (Hoy and Tarter 2011). Staff practices and policies that focus on strengths, assets, and wellness are becoming more common in the field of educational administration (Calabrese 2006; Calabrese et al. 2007, 2008). The current study explored a macro-level strengths-based intervention for school staff. The quantitative, qualitative, and objective evidence suggests that AI can create positive transformation in schools, and we encourage further practice and research in this field.

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Chapter 4
Measuring Whole-School Well-being in Students and Staff

Margaret L. Kern, Alejandro Adler, Lea E. Waters and Mathew A. White

A Multifaceted Whole-School Approach to Well-being in Students and Staff: Health Benefits and Job Satisfaction

In 2009, Seligman and colleagues defined positive education as "education for both traditional skills and for happiness" (p. 293). We define positive education as an umbrella term used to describe empirically validated interventions and programs from positive psychology that have an impact on student well-being (White and Waters 2014). This chapter outlines a framework for teaching positive psychology skills to an entire school, and foreshadowed a "new prosperity" (p. 308) that shifts educational policy from welfare to well-being. Although many commentators agreed with Seligman et al.'s perspective, only a handful of publications have directly introduced well-being strategies to schools, beyond specific focused interventions (Waters 2012; White 2009, 2010). In response to the 2009 study, the current chapter contributes to well-being discourse by applying the first multi-dimensional, whole school framework based on Seligman's (2011) PERMA model of flourishing to measure well-being within a school environment (White 2014).

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We have three specific objectives. First, drawing on recent advances in the field of positive psychology, we present a framework for measuring positive well-being within the school environment. A distinction of this chapter is that we use a *dashboard approach*, in which well-being is defined, measured, and reported across multiple domains (Forgeard et al. 2011; Seligman 2013). Second, we apply this multi-dimensional well-being framework to one of Australia's leading independent boys' schools, St. Peter's College, Adelaide (SPSC). The school has recently embraced well-being as one of its six core strategic goals. We present the vision, mission, strategy, and measurement of well-being at St Peter's College. Importantly, we include not only the students, but teachers and staff, as a *whole school approach to well-being*. Third, well-being matters to the extent that it leads to desirable outcomes. We examine associations between psychological well-being, physical health, and occupation-related outcomes, with the expectation that better profiles of well-being will relate to better outcomes.

A Positive Dashboard Approach to Well-being

It is fair to argue that opportunities for the health, safety, educational progress, and moral development of youth are universally desired (Cohen 2006; Land et al. 2001; Martens and Witt 2004). As such, high-level policy developments in student well-being have become a focus of international education policy, such as the inter-agency initiative between WHO, UNICEF, UNESCO, Education International, Education Development Center, Partnership for Child Development, and the World Bank's Focusing Resources for Effective School Health (www.freshschools.org). Similarly, the Melbourne Declaration on Education Goals for Young Australians (2008) notes: "Australian governments commit to working with school sectors to support all young Australians to become successful learners, confident and creative individuals, and active and informed citizens" (p. 8). There has been increasing recognition that contemporary schooling plays a vital role in developing academic ability, socio-emotional literacy, and personal character, motivating engagement in learning, and cultivating a general sense of well-being (Clonan et al. 2004).

Although schools can appear to outsiders to be somewhat resistant to change, in reality, they are dynamic institutions where students and educators seek to achieve common educational goals. The development of cognitive, functional, and social skills leads to successful careers and lives. However, some contemporary educational policies measure short- and long-term success completely in terms of academic performance (Murray-Harvey and Slee 2007; Van Petegam et al. 2008). For example, in Australia, recent trends in education policy highlight increasing attention to numeracy, literacy, and benchmarks linked to student achievement across the nation. In the U.S., the No Child Left Behind Act of 2001 required annual testing, report cards, evidence of academic process, qualified teachers, and dictated annual improvements (U.S. Department of Education 2001). In schools, the pressure to

achieve educational outcomes aligned against policy initiatives can unintentionally lead to achievement overriding well-being as the core educational ambition for all children. Although academic achievement is an important outcome, we suggest that increased recognition and effective measurement tools are needed to encourage educators to appreciate the significant role well-being plays in learning (Ferran 2011; Helliwell and Barrington-Leigh 2010).

A positive psychology perspective suggests that mental health is multidimensional and extends along a spectrum from extremely negative to extremely positive. Well-being is more than the lack of problems or dysfunction (Seligman and Csikszentmihalyi 2000), but traditionally has been measured from a disease standpoint. For example, in psychology, problem indicators such as depression, anxiety, bullying, and substance abuse are typically measured, rather than strengths such as hope, gratitude, perseverance, and self-control (Andrews and Ben-Arieh 2009). Clearly, negative outcomes should be monitored and reduced. However, Peterson and Park (2003) aptly note: "if our interest is in the good life, we must look explicitly at indices of human thriving" (p. 144). This key philosophical assumption drives our rationale.

Perhaps one of the greatest criticisms of positive psychology has stemmed from overemphasis of the term "happiness" as hedonic well-being (e.g., Held 2004; Lazarus 2003; Miller, 2008; Nausbaum 2012; Senior 2006). Fueled by the social media and pop culture books that have emphasized the need to be "happy", positive psychology can appear like a feel-good superficial approach, far separated from the scientific rigor of fields like physics, biology, or even other areas of psychology. Some "well-being" programs developed for schools over the past 10 years that have focused solely on increasing positive emotion have further compounded this view (Waters 2011). Although we recognize that hedonic well-being is a core aspect of well-being, the positive psychology field has demonstrated an increasing emphasis on eudaimonic components (Diener et al. 2004). Well-being is distinct from positive thinking, which emphasizes constant positivity, as it recognizes that both positive and negative thinking are beneficial at different times (Seligman and Pawelski 2003). Well-being involves a subjective sense of thriving across multiple areas of life. Positive functioning is more than being a non-depressed, law-abiding citizen who is satisfied at maintaining the status quo; we want people to be healthy, vibrant, optimistic, compassionate, intellectually curious, and hopeful about the future.

Recently, positive psychologists have attempted to more clearly delineate the theoretical framework of well-being. Seligman (2011) suggested a framework of well-being in which flourishing is defined in terms of five components: *positive emotion*, *engagement*, positive *relationships*, *meaning* and purpose, and *accomplishment* or achievement (PERMA). Building upon the PERMA model, Kern et al. (2015) suggested a developmentally appropriate model of adolescent positive psychological function, comprised of five factors: engagement, perseverance, optimism, connectedness, and happiness (EPOCH). Similarly, Ryff and Keyes (1995) suggested six components of well-being. To address both positive and negative aspects of psychological function, Huppert and So (2013) suggested 10 flourishing

items that directly contrast with common depression and anxiety items. Likewise, Keyes' (2002) Mental Health Continuum captures positive and negative aspects of mental health. At the societal level, the Gallup organization has created a well-being index that includes life evaluation, emotional health, physical health, healthy behaviours, work environment, and basic access (Gallup 2009). The Organisation for Economic Cooperation and Development (OECD 2012) has created the *Your Better Life Index*, comprised of 11 topics considered essential to quality of life, which allows countries to identify the topics most important to them.

A core theoretical concept stemming from these models, with substantial implications for educational settings and pedagogy, is that well-being is best characterized as a profile of indicators across multiple domains, rather than as a single number. For instance, grade point average can provide some indication of a student's level of achievement overall, but obscures the fact that she excels in mathematics and is average in history. Just as students receive indicators of performance across multiple academic subjects, student well-being should be assessed and reported as a profile across multiple domains. Fig. 4.1 was created at St. Peter's College, with student input, to visually give meaning to the rather abstract notion of well-being, emphasizing a *dashboard approach* (Frey and Stutzer 2010; Seligman 2011; Stiglitz et al. 2009). For example, a person may need to 'dial up' their sense of meaning to promote well-being; at other times the person can seek to increase their positive emotions or further develop positive relationships.

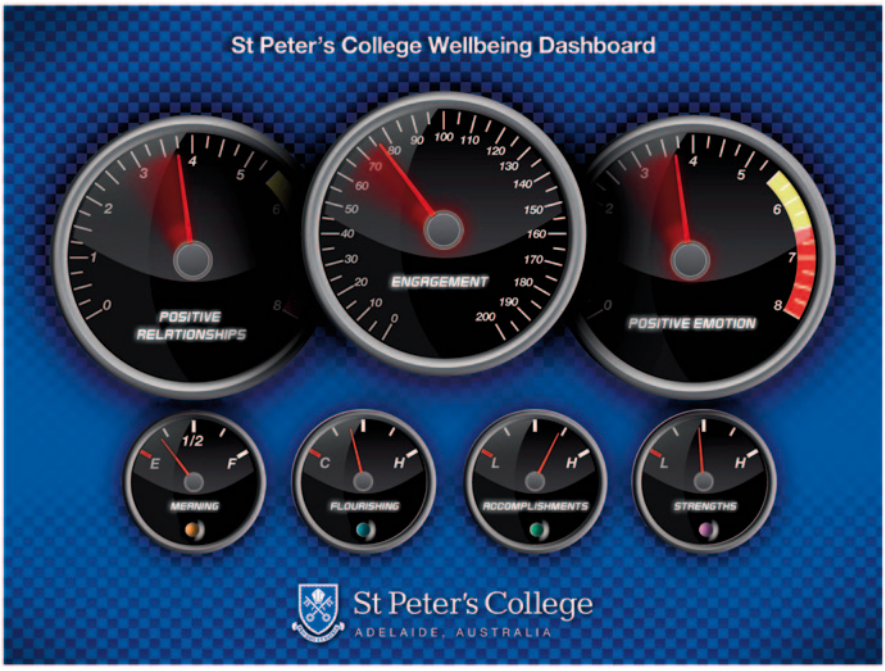

Fig. 4.1 The well-being dashboard (Waters and White 2012)

A Whole School Approach to Well-being: Incorporating Teacher and Staff Perspectives

Educational communities help prepare young people for challenges in the future. A recent review of positive education found that positive psychology interventions significantly increase students' hope, resilience, mindfulness, gratitude, and character strengths (Waters 2011). However, Kristjánsson (2012), Waters (2011) and White (2014), both critique positive education for its emphasis on isolated classroom-based interventions that focus on students alone, when the broader school environment and the surrounding community are also critical components to positive institutions (Noble and McGrath 2008; Noble and Wyatt 2008; Seligman and Csikszentmihalyi 2000; Waters et al. 2012). The field of positive organisational scholarship has placed strong emphasis on the research and application into employee well-being (Cameron 2003; Dutton and Sonenshein 2007), and Cameron and colleagues' organisational virtue model (Cameron et al. 2004; Cameron et al. 2011) is relevant to teacher and staff well-being.

In this chapter, we include not only a dashboard framework of well-being, but incorporate a whole-school approach. The perspectives and interests of students, teachers, and staff were included at the strategic planning and management level, and the entire school completed the well-being assessment. Enhancing and maintaining well-being "is a dynamic interactive process requiring engagement and creativity of individuals and communities" (Huppert and Willoughby 2010, p. 9); by including multiple perspectives, we can better engage and enhance the community as a whole.

Well-being and Life Outcomes

A main reason to focus on well-being in schools is to support healthy development and positive life outcomes (Seligman et al. 2009). For youth, self-esteem and positive emotions have been linked to physical health benefits (Hoyt et al. 2012) and academic achievement (Durlak et al. 2011; Nidich et al. 2011). Meaningful relationships with adult figures can buffer against negative outcomes such as depression, gang membership, juvenile delinquency, and substance abuse (Hamre and Pianta 2001). Student engagement in all aspects of school life is highest when students feel challenged and feel that their skills and strengths are being used (Shernoff et al. 2003). Happy teenagers earn substantially more money than less happy teenagers 15 years later in life (Diener et al. 2002). These benefits are important when we consider what role schools should play to best equip students for the challenges and opportunities they will face in the twenty-first century.

Similarly, in adults, positive affect is associated with less divorce, greater educational and occupational success, stronger friendships, and better health outcomes (Howell et al. 2007; Lyubomirsky et al. 2005; Patton et al. 2011; Pressman and Cohen 2005). Numerous reviews and meta-analyses indicate that well-being, broadly construed, relates to better health and longer life, although numerous issues remain

(Diener and Chan 2011; Friedman and Kern 2014). Employee life satisfaction relates to job satisfaction and work engagement (Cotton and Hart 2003; Parker and Martin 2009). Psychological well-being relates to job satisfaction, job performance, organisational commitment, and less turnover intentions (Cropanzano et al. 1193; Cropanzano and Wright 2001; Judge et al. 2001; Wright and Cropanzano 2000, 2004). Further, when school personnel have high levels of social and emotional well-being, this has a positive influence on the students (Jennings and Greenberg 2009).

Applying the Whole School Dashboard Approach to St. Peter's College

Established in 1847, St Peter's College, Adelaide, is a leading independent Anglican day and boarding school that offers "an exceptional education that brings out the best in every boy", from Pre-school to Year 12. The school includes over 1300 students age three to 18 years old, and 230 teachers and staff. With a strong commitment to social justice and building character, amongst her alumni are three Nobel Laureates, 42 Rhodes Scholars, and eight South Australian Premiers.

In 2011, St Peter's College, Adelaide strengthened its pastoral care model to embrace well-being as a goal in its new strategic direction, organized around the PERMA model. Under the direction of Simon Murray, Headmaster, and endorsed by the School Council, St Peter's College has systematically adopted a systems change approach throughout the strategic plan of the school to achieve its mission and vision to be a "world class school where boys flourish". St Peter's College has engaged the advice and feedback of global leaders in positive psychology, well-being and organisational change from around the globe. The school has invited internationally recognized thought leaders to deliver public lectures and raise community consciousness about well-being, including Patrick McGorry AO, Felicia Huppert, and Martin Seligman (See Appendix 1 for a full list of speakers).

The school aims to create a school culture that allows all students and staff to seek out and experience positive emotions, engagement, positive relationships, meaning, and accomplishment, and has planned various activities and interventions targeted at promoting the psychological well-being of students, teachers, and staff (Waters et al. 2012). Notably, the school is committed to documenting and assessing the impact of their efforts. The school's culture is especially strong in the scientific tradition, and so an evidence-based approach has been welcomed from the outset and supported throughout the school from teachers and students alike.

Our Approach

In this chapter, we first report the student and staff baseline measurement strategy. Second, we present a snapshot of the School's well-being using the whole school dashboard approach, aligned to Seligman's (2011) PERMA framework. Third, we

test cross-sectional relations between the PERMA well-being pillars and physical health and job satisfaction and organisational commitment. Flourishing is more than the lack of negative psychological states (Seligman and Csikszentmihalyi 2000), so we expected that the PERMA components would be protective over and above the negative impact of negative mental states. Specifically, we hypothesized that:

1. Students with higher psychological well-being would report better physical vitality and fewer somatic symptoms, even after accounting for negative affect.
2. Staff with higher psychological well-being would report better physical health, as well as greater job satisfaction and organisational commitment, even after accounting for negative affect.
3. Although we expected all five well-being components to relate to better health and job outcomes, we further predicted that the pattern of correlations between the different well-being components and physical health and job satisfaction would vary in strength, providing support for the dashboard approach.

Method

Participants

Over a five-day period in November 2011, pastoral time at St Peter's College, Adelaide was scheduled to allow students in years eight through eleven to complete a questionnaire online using SurveyMonkey software. To allow for follow-up and linkage in the future to other sources of data (e.g., academic), responses were assigned a random id number, and an onsite data manager will perform subsequent linkages to academic and other school records, thus maintaining student confidentiality from the School or other agencies. Five hundred sixteen students (all male) completed the survey, with 514 complete responses received. Students were relatively evenly distributed across the grades, with 134 students in year eleven, 145 in year ten, 116 in year nine, 118 in year eight, and three unknown. Twenty percent (105 students) were sons of an Old Scholar, and 53.1% (274 students) had at least one relative attend the school. About half the sample (49.6%) was non-religious, 21.5% Anglican, 14.3% Catholic, 5.4% Greek Orthodox, 2.5% Buddhist.

In January 2012, school employees were invited via email to complete the online assessment at their convenience anonymously using SurveyMonkey software. One hundred forty-eight staff completed the staff survey (73 male, 74 female, 1 unknown), with 143 complete responses. The survey did not include demographic questions, but the sample included junior and senior schoolteachers, administrators, secretarial staff, and grounds and maintenance employees.

Measures

The impact of the well-being survey was an important vehicle to engage the population in re-defining well-being. Our conceptual model was first envisaged by Waters and White (2012a; 2012b; 2012c), developed with feedback by Seligman, and refined in consultation with all key Senior and Junior School pastoral staff and a group of senior students. From the outset, White consulted a group of 20 student volunteers, age 16–17, using an appreciative inquiry 4-D technique (Cooperrider and Whitney 2005), and asked what they wanted to know about their own well-being. After the questionnaire was developed, thirteen students from the school participated in a focus group, in which questions were discussed and further refined. A similar consultation model was adopted with key pastoral staff from Early Years to Senior School, asking what staff would be interested in learning about the boys' well-being during pastoral care meetings. This enabled open dialogue with staff members about PERMA and what types of questions could be asked of the students. All Heads of House were provided with copies of *Flourish* (Seligman 2011) and attended a number of the guest lectures focusing on well-being from a number of international experts. The resulting questionnaires were a comprehensive compilation of items and measures with student and staff input, aligned with contemporary well-being theory.

At the time, no single brief measure existed to measure PERMA for adolescents or adults. Kern and colleagues (2012) and Butler and Kern (2012) have since developed such measures, and items were included in the current assessment to help develop these measures, alone and in comparisons with other theoretically relevant scales and measures. Thus, part of the assessment was used to help develop brief measures that can be used to assess PERMA in future assessments. Figure 4.2 summarizes the measures included in the student and staff questionnaires, in relation to how they fit into the PERMA model. Items assessing negative affect, self-reported health, and job outcomes (for staff) were included.

Student Questionnaire The EPOCH measure of adolescent flourishing is a new measure of PERMA for adolescents (Kern et al. 2015). Engagement, connectedness (relationships), and happiness (positive emotion) align directly with the PERMA model. Optimism and perseverance are included as developmentally appropriate precursors of developing meaning and accomplishment in adulthood. A confirmatory analysis was evaluated, with five items per factor and oblique rotation. The data adequately fit the model (RMSEA = 0.064 (90% CI = 0.059,.069), SRMR = 0.051). The factors were correlated, but could be separated. Items were averaged to created composite scales (engagement: $\alpha = 0.68$; perseverance: $\alpha = 0.83$, optimism: $\alpha = 0.77$, connectedness: $\alpha = 0.78$, happiness: $\alpha = 0.86$).

The Healthy Pathways Child Report Scales (Bevans et al. 2010) are a set of unidimensional measures that assess aspects of health, illness, and well-being in clinical and population-based research studies involving youth in transition from childhood to adolescence. Although designed for children age 12 and under, many of the scales may still be relevant to adolescents. We included the somatic symptoms

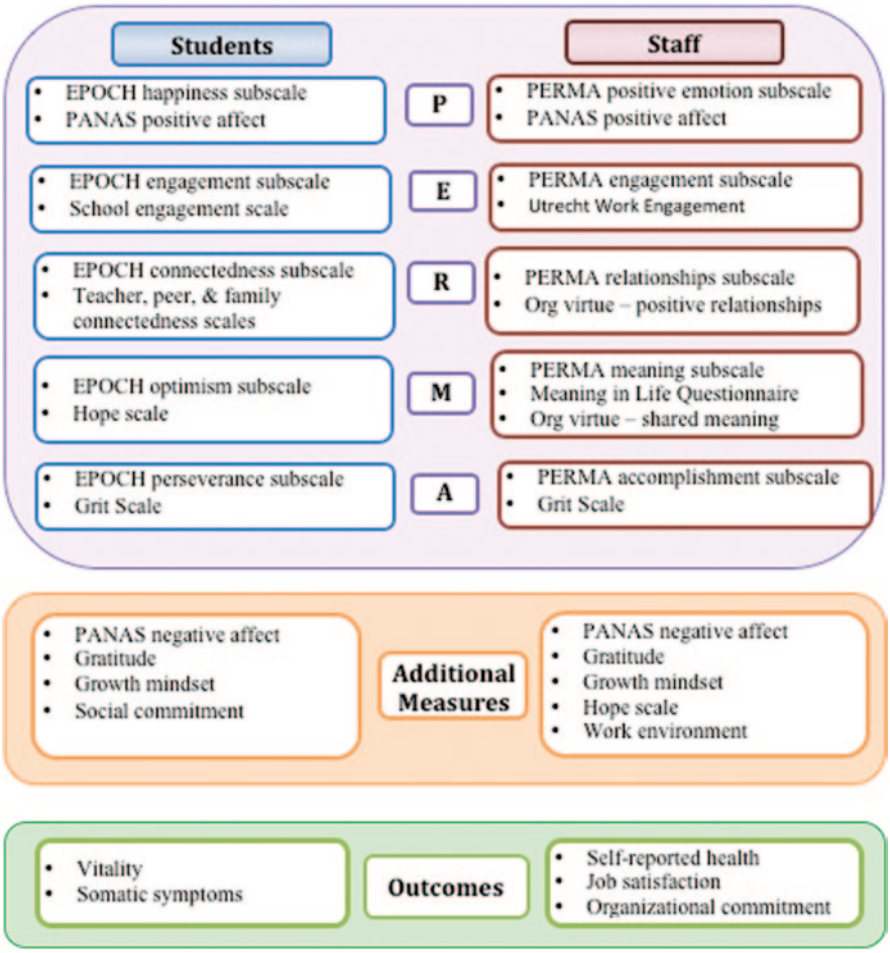

Fig. 4.2 Measures included in the student (*left*) and staff (*right*) assessments, conceptually aligned to the PERMA model

(4 items, $\alpha = 0.72$), physical vitality (4 items, $\alpha = 0.81$), and school engagement (4 items, $\alpha = 0.83$) scales.[1]

A series of additional measures were included to further address the PERMA components. The Positive and Negative Affect Schedule for Youth (Laurent et al. 1999) includes positive and negative emotions felt over the past month (e.g., happy, scared, miserable, proud; 1 = never, 5 = always). Items were averaged to create

[1] Teacher, parent, and peer connectedness scales were included. Due to an error in administration, these items were not presented to the students; thus, convergence with the EPOCH connectedness scale could not be tested.

separate positive (15 items, α=0.91) and negative (15 items, α=0.91) affect scales. The Gratitude Questionnaire (McCullough et al. 2002) assesses stable tendencies to experience gratitude in daily life (e.g., "I have so much in life to be thankful for"; 1 = not at all, 5 = very much; 4 items,[2] α=0.85). Items assessing stable tendencies to persevere through difficulties (e.g., "I have overcome setbacks to conquer an important challenge"; 6 items, α=0.80) were included from the 12 item Grit Scale (Duckworth et al. 2007)[3]. The Children's Hope Scale (Snyder et al. 1997) assesses the construct of hope, defined in terms of agency and pathways (e.g., "I think the things I have done in the past will help me in the future"; 1 = not at all, 5 = very much; 6 items, α=0.84). The Growth Mindset scale (Dweck 2006) assesses the extent to which individuals believe their mindsets are fixed versus open to growth and experience (e.g., "You have a certain amount of intelligence, and you really can't do much to change it"; 1 = strongly disagree, 4 = strongly agree; 6 items, α=0.87). The social commitment subscale of Greenberger's psychosocial maturity measure assesses orientations toward contributing to social interests versus self or familial interests (Greenberger et al. 1975; McGuire and Gamble 2000). Nine items were included as an indicator of how much the community means to the student (e.g., "I would rather use my free time to enjoy myself than to help raise money for a neighborhood project"; 1 = strongly disagree, 4 = strongly agree; 9 items, α=0.62).

Staff Questionnaire Butler and Kern (2015) have developed a brief measure of PERMA for adults. At the time of the study, the measure was not available, but we selected 15 face valid items from their item bank as a brief measure of PERMA. Items were averaged to create composite scales (positive emotion: α=0.95; engagement: α=0.62; relationships: α=0.75; meaning: α=0.77; accomplishment: α=0.62).[4]

Mirroring the student questionnaire, adult versions of several well-being measures were included.[5] Scales included the eight item Grit Scale (Duckworth and Quinn 2009, α=0.74), the Gratitude Questionnaire (McCullough et al. 2002; 6

[2] The original scale includes six items. The two reverse-coded items were not consistent with the other items (6 item α=0.64), suggesting a problem with the reversed format structure in this sample. As the questionnaire was lengthy and reasons for the unreliability are unknown, we focused on the four consistent items.

[3] The original scale includes two components, perseverance, and consistency of interests, which are then combined into a single 12 item composite. The consistency items are reverse scored, such that the two factors should be negatively correlated. In this sample, the two factors were positively correlated, again suggesting a problem with the reverse-coded structure. We thus focused on the perseverance component.

[4] Factor analysis suggested items loaded on two distinct factors representing hedonic and eudaimonic components of well-being, rather than the five hypothesized factors. As few items were available, we proceeded with the five hypothesized factors, but note the lower reliabilities for the engagement and accomplishment facets. Future assessments will use the refined measure of PERMA, which has stronger psychometric properties.

[5] The reversed-scale items were not a problem in the adult sample.

items, α = 0.75), the Positive and Negative Affect Schedule (Watson et al. 1988; positive affect: 10 items, α = 0.89; negative affect: 10 items, α = 0.87); the Hope Scale (Snyder et al. 1996; 6 items, α = 0.81); and the Growth Mindset scale (Dweck 2006; 6 items, α = 0.92). In addition, the Meaning in Life Questionnaire (Steger et al. 2006) assessed the presence of and the search for meaning (e.g., "My life has a clear sense of purpose"; 10 items, α = 0.88).

In line with the cultural objectives outlined in the St Peter's College, Adelaide, Strategic Plan 2012–2015, several measures focused on the work environment. Eight items were adapted from Cameron et al. (2011) to assess the organisational climate (e.g., "St Peter's College demonstrates and fosters trust and integrity among employees"; 8 items, α = 0.97). The Utrecht Work Engagement Scale (Schaufeli et al. 2006; Schaufeli et al. 2002) assesses engagement in and enjoyment of work (e.g., "At my job I feel strong and vigorous"; 9 items, α = 0.89). The Organizational Virtuousness Scale (Cameron et al. 2011) was designed to assess positively deviant, affirming, and virtuous practices within an organisation (e.g., "We treat each other with respect"; "We share enthusiasm with one another"). The original measure assessed six areas: caring, forgiveness, inspiration, meaning, respect, and compassionate support. After combining the items, an exploratory factor analysis indicated two higher order dimensions: one reflecting positive relationships with coworkers (respect, forgiveness, and compassionate support, α = 0.89), and the second reflecting a sense of shared meaning (meaning, inspiration, and caring, α = 0.95).

Two measures were used as work-related outcomes. The Index of Job Satisfaction (Brayfield and Rothe 1951) assesses subjective perspectives on work (e.g., "I find real enjoyment in my job"; 6 items, α = 0.75). The Organizational Commitment Scale (Mowday et al. 1979) assesses employee identification with and commitment to the work organisation (e.g., "I am proud to tell others that I am part of this organisation"; 8 items, α = 0.88).

Participants indicated self-perceived health, energy, fitness, and how much they were bothered by seven symptoms (cough, pain, tight chest, dizziness, trouble moving around, cold/flu, and other). Symptom items were reversed and then the health items were averaged to create a general self-reported health score (13 items, α = 0.81).

Data Analyses

The main analysis goals were to apply the whole school dashboard framework to St Peter's College, Adelaide students and staff by creating a baseline well-being profile snapshot of student and staff well-being at the school, and then to examine relations between the well-being elements and self-rated health and job satisfaction. For comparison and ease of presentation, mean scores were converted to a 0–1 scale (i.e., average percentage out of the maximum score on each scale), and then compiled graphically. Correlations amongst the measures were examined.

Finally, hierarchical linear regression tested the well-being components as predictors of physical vitality and somatic symptoms for students, and self-rated health, job satisfaction, and organisational commitment for staff, controlling for negative affect. Analyses were performed using SPSS (version 20) software.

Results

Descriptive and Measure Validity

Descriptive information and correlations between each scale and the EPOCH or PERMA factors are summarized in Table 4.1. For students, convergent relations were somewhat supported. The EPOCH engagement scale correlated $r = 0.56$ with the Healthy Pathways school engagement scale; EPOCH perseverance correlated $r = .78$ with the Grit scale; EPOCH optimism correlated $r = .75$ with the Hope scale, and EPOCH happiness correlated $r = .71$ with PANAS positive affect. For staff, the PERMA meaning factor correlated $r = .55$ with Steger et al.'s Meaning in Life scale, and PERMA engagement correlated.56 with the Ultrecht work engagement measure. However, other measures did not show consistent convergent and divergent relations. For example, the PERMA positive emotion component correlated $r = 0.57$ with PANAS positive affect, and correlations with engagement, meaning, and accomplishment were stronger ($r = 0.63$–0.64).

Applying the Whole School Dashboard Approach

To apply the dashboard framework described above, we visually mapped average responses across measures. Figure 4.3 provides dashboard profiles of student and staff responses across the measures. In the first image (top), the mean average percentage score for each scale are displayed, with values falling above or below the middle response on the respective scale (e.g., 3 on a 1 to 5 scale). Both students and staff demonstrate a positive profile, with scores above .50 on positive measures, and below.50 on negative measures (i.e., negative affect, somatic symptoms). In the second image (right), the average score, normalized to a 0 to 1 metric, is plotted for each measure. For students, the EPOCH perseverance and Grit scale perseverance factor show a similar pattern, as do the EPOCH optimism and the Hope scale, and the EPOCH happiness and the Gratitude questionnaire score. Somatic symptoms and negative affect show an indented pattern.

Table 4.1 Descriptive information and correlational associations for students (EPOCH measure, $N = 514$) and staff (PERMA-Profiler, $N = 143$)

Students									
	M	SD	Min	Max	E	P	O	C	H
EPOCH engagement	3.52	0.66	1.00	5.00	1.00				
EPOCH perseverance	3.48	0.77	1.00	5.00	.59**	1.00			
EPOCH optimism	3.51	0.68	1.00	5.00	.61**	.70**	1.00		
EPOCH connectness	4.22	0.66	1.00	5.00	.46**	.47**	.55**	1.00	
EPOCH happiness	3.99	0.74	1.00	5.00	.47**	.52**	.63**	.69**	1.00
School engagement	3.04	0.77	1.00	5.00	.56**	.54**	.53**	.37**	.38**
Positive affect	3.62	0.64	1.00	5.00	.49**	.52**	.65**	.54**	.71**
Negative affect	2.19	0.68	1.00	4.93	−.14**	−.23**	−.31**	−.28**	−.37**
Gratitude	4.04	0.77	1.00	5.00	.54**	.50**	.56**	.65**	.62**
Grit	3.62	0.69	1.00	5.00	.56**	.78**	.66**	.45**	.49**
Hope	3.79	0.71	1.00	5.00	.63**	.69**	.75**	.52**	.57**
Growth mindedness	2.94	0.62	1.00	4.00	.28**	.35**	.33**	.23**	.28**
Social commitment	2.32	0.38	1.00	4.00	−.05	−.06	−.07	−.09*	−.08
Somatic symptoms	2.09	0.81	1.00	5.00	−.12**	−.12**	−.12**	−.19**	−.18**
Vitality	3.62	0.81	1.00	5.00	.25**	.37**	.48**	.33**	.49**
Staff									
	M	SD	Min	Max	P	E	R	M	A
PERMA pos. emotion	5.34	1.01	2.00	7.00	1.00				
PERMA engagement	5.49	0.63	3.00	6.33	.59**	1.00			
PERMA relationship	5.56	0.51	3.67	6.00	.41**	.49**	1.00		
PERMA meaning	5.57	0.67	3.33	6.33	.61**	.59**	.69**	1.00	
PERMA accomplishment	5.39	0.62	3.00	6.33	.71**	.68**	.52**	.73**	1.00
Grit	3.93	0.56	2.25	5.00	.08	.14	.19*	.22**	.25**
Gratitude	4.37	0.60	2.83	5.00	.51**	.41**	.49**	.50**	.45**
Positive affect	3.98	0.43	2.80	5.00	.57**	.64**	.44**	.63**	.63**
Negative affect	2.17	0.53	1.00	3.60	−.50**	−.33**	−.26**	−.42**	−.50**
Hope	4.02	0.57	2.33	5.00	.42**	.49**	.43**	.53**	.57**
Growth	2.76	0.58	1.00	4.00	.10	.21*	.16	.26**	.27**
Meaning	4.94	1.03	2.30	7.00	.33**	.30**	.39**	.55**	.43**
Work environment	4.97	1.35	1.00	7.00	.40**	.43**	.27**	.31**	.39**
Work engagement	3.06	0.44	1.67	4.00	.44**	.56**	.24**	.46**	.56**
Work relationships	5.15	1.11	1.57	7.00	.39**	.45**	.30**	.32**	.38**
Work shared meaning	5.34	1.02	1.85	7.00	.38**	.49**	.29**	.34**	.39**
Job satisfaction	3.87	0.61	1.00	5.00	.51**	.47**	.17*	.37**	.54**
Org. commitment	3.95	0.64	1.67	5.00	.38**	.43**	.25**	.31**	.46**
Physical Health	5.51	0.63	3.92	6.62	.33**	.35**	.23**	.43**	.42**

* $p < .05$, ** $p < .01$

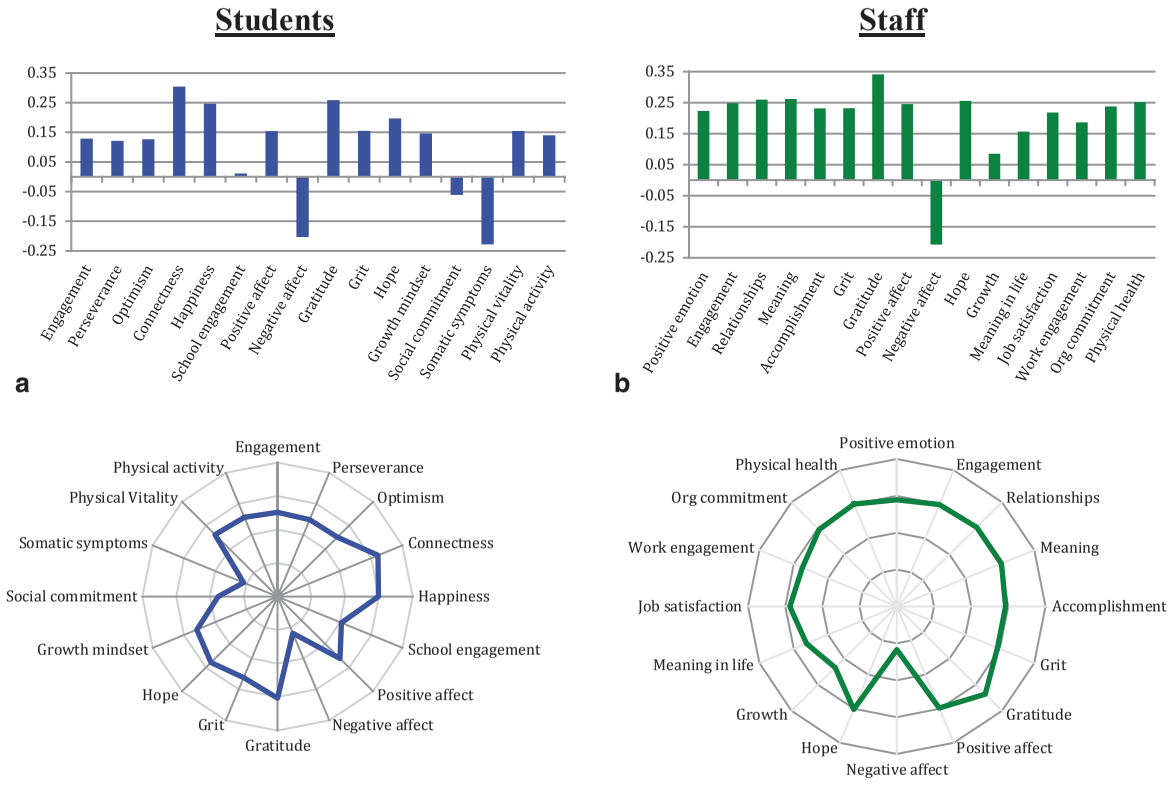

Fig. 4.3 Two profile representations of student and staff well-being across the measures **a** Students. **b** Staff

Well-being, Physical Health, and Job Relations

Student Well-Being and Health To test hypothesis 1, we examined student well-being in relation to physical vitality and somatic symptoms. As predicted, correlations indicated that all five EPOCH components were positively related to physical vitality and negatively related to somatic symptoms (Table 4.1). Regression results are summarized in Table 4.2 (top). The EPOCH components explained 21.4% of the variance in vitality, and 1.4% of the variance in somatic symptoms. After accounting for negative affect, optimism and happiness were related to greater physical vitality ($\beta_{optimism} = 0.29$, $p < .001$; $\beta_{happiness} = 0.33$, $p < .001$), whereas engagement, perseverance, and connectedness were not significantly related. Negative affect related to greater somatic symptom reporting ($\beta = 0.44$, $p < .001$). Although each component was correlated with fewer symptoms, after accounting for negative affect, the EPOCH factors were no longer significantly related to somatic symptom reports.

Staff Well-Being, Health, Job Satisfaction, and Organisational Commitment To test hypothesis 2, we examined staff well-being in relation to health and job outcomes. As expected, correlations affirmed that the five PERMA components were positively related to better self-rated health, higher job satisfaction, and greater organisational commitment. Regression results are summarized in Table 4.2 (bottom). The PERMA components explained 15.6% of the variance in self-reported health, 21.0% of the variance in job satisfaction, and 15.3% of the variance in organisation commitment. After accounting for negative affect, higher levels of meaning related to higher self-rated health ($\beta = 0.32$, $p = 0.02$). Engagement and accomplishment significantly related to greater reported job satisfaction ($\beta_{engagement} = 0.22$, $p = 0.03$; $\beta_{accomplishment} = 0.31$, $p = 0.02$) and organisational commitment ($\beta_{engagement} = 0.23$, $p = 0.03$; $\beta_{accomplishment} = 0.30$, $p = 0.03$).

Differential Relations by Well-Being Component Our third hypothesis was that relations between well-being and health or job outcomes would vary depending upon the component, thus supporting using a dashboard approach. For comparison, a single well-being composite score was computed as the mean of the five EPOCH or PERMA values, and regression analyses predicted health and job outcomes, accounting for negative affect. For students, the composite well-being factor accounted for 15.6% of the variance in physical vitality, and.1% of the variance in somatic symptoms. Well-being related to greater physical vitality ($\beta = 0.42$, $p < .001$), but was not significantly related to somatic symptoms ($\beta = -0.04$, $p = 0.33$). The individual components provided greater detail, indicating that relations were primarily driven by optimism and happiness.

For staff, the well-being factor explained 11.8% of the variance in health, 13.1% of the variance in job satisfaction, and 10.7% of the variance in organisational commitment. After accounting for negative affect, well-being consistently predicted better outcomes (health: $\beta = 0.40$, $p < .001$; job satisfaction: $\beta = 0.42$, $p < .001$; organisational commitment: $\beta = 0.38$, $p < .001$). Again, the individual components

Table 4.2 Regression analyses predicting health and job outcomes by the EPOCH (students) or PERMA (staff) components, controlling for negative affect

	β	t	β	t	β	t
Students						
	Physical Vitality		Somatic symptoms			
Negative affect	−0.13	−3.23**	0.44	10.31**		
Engagement	−0.10	−1.95	−0.09	−1.77		
Perseverance	0.07	1.23	−0.02	−0.30		
Optimism	0.29	4.79**	0.11	1.73		
Connectedness	−0.08	−1.49	−0.10	−1.81		
Happiness	0.33	5.75**	0.04	0.67		
Staff						
	Physical Health		Job satisfaction		Organization commitment	
Negative affect	−0.05	−0.55	−0.15	−1.91	−0.14	−1.58
Positive emotion	−0.02	−0.17	0.17	1.69	0.05	0.42
Engagement	0.10	0.94	0.22	2.26*	0.23	2.21*
Relationships	−0.15	−1.38	−0.20	−2.05*	0.03	0.26
Meaning	0.32	2.45*	−0.02	−0.14	−0.15	−1.20
Accomplishment	0.18	1.35	0.31	2.48*	0.30	2.27*

* $p < .05$, ** $p < .01$

provided greater detail, indicating that the health relations were driven by meaning, whereas job satisfaction and organisational commitment were driven by engagement and accomplishment.

Figure 4.4 compares the well-being profile for the lowest tertile compared to the highest tertile responses on student vitality, student somatic symptoms, staff self-rated health, staff job satisfaction, and staff organisational commitment. Healthy students reported higher engagement, perseverance, optimism, and happiness. They were more hopeful and grateful, and reported fewer somatic symptoms. Healthy staff reported greater meaning and accomplishment. Satisfied staff reported higher positive emotion, greater work engagement, commitment to the school, and better relationships with co-workers. Individuals with high organisational commitment showed few differences across the domains, with average scores around 80 (standardized 0–1 scale). In contrast, less committed individuals varied across the domains, with comparatively lower reports of engagement, meaning, accomplishment, and positive emotion.

Discussion

The measures and assessments that are completed by teachers and students each year contribute to the implicit norms and values of the school's culture, as action is impacted by measurement (Stiglitz et al. 2009). Just as multiple components are

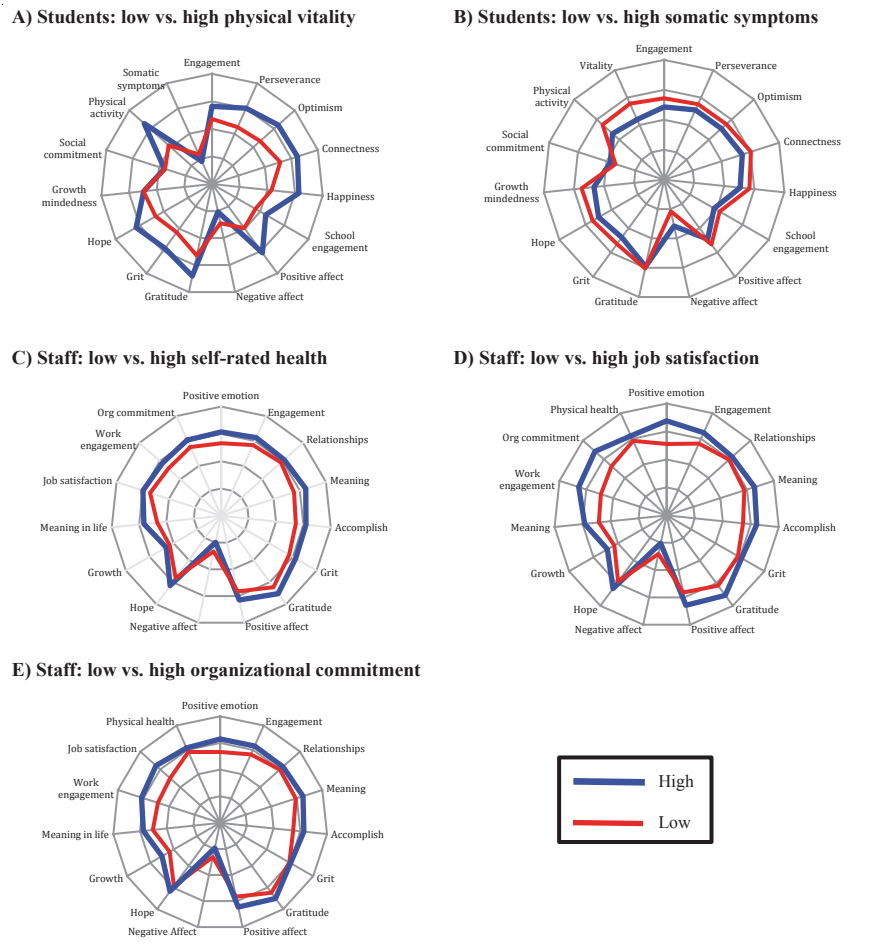

Fig. 4.4 Well-being profiles and life outcomes, comparing students and staff high and low on health, job satisfaction, and organizational commitment, based on tertile splits

necessary to define and understand academic performance, we suggest that school assessments can benefit from including a profile of well-being indicators. We applied this dashboard perspective to consider whole scale well-being at St. Peter's College, Adelaide. The school is committed to cultivating a flourishing culture for the students, staff, and ultimately the broader community. The St Peter's College leadership team has prioritized quantitatively documenting levels of and changes in student and staff well-being over the next few years.

This is the first study to systematically and empirically apply the PERMA model with a dashboard approach to whole-school well-being. It is the first to report on the measurement of PERMA as it is applied to the development of a strategic intention of an educational institution or organisation. This study offers a baseline snapshot of the psychological functioning of the school as aligned to its mission and vision, with relations to self-reported physical health for students and staff, and job satisfaction and organisational commitment for staff.

A Dashboard Perspective on Student Well-being

Students who reported higher engagement, perseverance, optimism, and happiness had higher levels of vitality, and students who were more hopeful and grateful reported fewer somatic symptoms. The results of our study, along with other evidence linking positive well-being and physical health (e.g., Diener and Chan 2011; Howell et al. 2007; Pressman et al. 2010; Veenhoven 2008) suggest that St. Peter's College may be able to promote the physical health of their students by investing in programs that promote positive psychological states, such as *BouceBack!* (Noble and McGrath 2012), Boniwell and Ryan's (2012) *Personal Well-Being Lessons for Secondary Schools*, and the *Penn Resiliency Program* and *Strath Haven positive psychology* curriculum (Seligman et al. 2009). Of course, our results are cross sectional and it may be that the causal direction is one in which physical fitness promotes psychological well-being, or that both feed into each other. Still, the traditional use of fitness programs and physical education instruction at schools can be bolstered by the inclusion of well-being curriculum.

Whereas global measures leave little guidance on how to proceed, the greater specificity provided by the PERMA domains are potentially more informative (Diener 2006). For example, if a boy reports low satisfaction with life, we can try a number of general well-being interventions to breed satisfaction. But if he indicates that he is bored or has low engagement with his classes, then we can intervene to increase his interest in class with activities such as goal setting and building character strengths, which may increase life satisfaction as a by-product of the targeted intervention. If a student scores low on relationships, the school can assist through school buddy-peer programs, through senior-junior students mentoring, or by altering a few key teachers to deliberately cultivate positive relationships with that student. Similarly, specific measures of hope and growth mindsets can be used to design goal-setting programs to assist students to achieve academically, on the sports field and in other extra curricula activities such as music or social service programs.

A dashboard approach summarizing responses across groups or classrooms has particular potential when considering developing whole school approaches to well-being. In many cases, schools programs meant to develop student well-being can be narrow in focus and appear to centre only on classroom interventions, overlooking the multifactorial aspects of school life. Further, a dashboard makes what is 'in-

visible' or 'intuitive' in so many school settings—commonly referred to as school 'tone' or 'feeling'—transparent to members of the school community. Qualitative reports from the St Peter's College community support the value of using a systematic approach to well-being measurement across the whole school community.

A Dashboard Perspective on Staff Well-being

In the current study, staff with higher levels of well-being reported better health, even after controlling for negative affect. However, when considered by component, only one well-being indicator—a sense of meaning—was predictive. Although growing evidence supports a positive association between well-being and physical health, the type of well-being under consideration may matter, but few studies have simultaneously compared multiple aspects (Boehm and Kubzansky 2012; Diener and Chan 2011). Likewise, staff members who reported positive relationships with co-workers, a shared sense of meaning, and feelings of accomplishment had greater job satisfaction. The hypothesis that happy workers are more productive workers has received mixed support, due in part to inconsistent measures of "happiness" and lumping all types of well-being (including depression and burnout) together (Cropanzano and Wright 2001; Wright and Cropanzano 2004). Job satisfaction relates to better performance, but may be moderated by positive affect and other aspects of well-being (Judge et al. 2001; Wright et al. 2007). The dashboard perspective may help disambiguate discrepant findings.

Staff members with the highest levels of organisational commitment were those with a sense of engagement at work and a sense of accomplishment. Haase et al. (2012) suggest that positive affect motivates individuals to invest time and energy into educational and occupational goals. Positive emotion may foster motivation and engagement, reflected by greater commitment to the organisation, with subsequent better performance. Hattie (2009) asserts that teacher efficacy is one of the critical factors in determining student engagement and lifelong learning. Efforts to cultivate engagement, meaning, relationships, and accomplishments may help staff members to feel connected to the school, with greater student well-being and achievement as desirable by-products. The dashboard approach, thus, provides important information to the School's Leadership Team and Human Resource Manager about the specific avenues needed to be built in order to promote different aspects of work well-being and physical health.

Limitations

We have presented a single measurement strategy. All data were self-reported. Future assessments will benefit from linking the student reports to objective outcomes, such as health records, grades, and test scores. As no validated measures of PERMA

existed at the time, we included two measures that are under development, along with a series of other measures meant to capture the different PERMA components. There was some evidence of convergent validity, particularly in the youth survey. Reliability was weaker for the staff PERMA items, and convergent validity was unclear. Subsequent assessments will benefit from the more reliable items that are now available (Butler and Kern 2015). Despite these measure limitations, the findings presented here offer additional validating information for these measures. Finding brief but reliable measures is particularly important to maintain student engagement in subsequent assessments.

Hattie (2009) has developed a system for using assessments to guide learning (see Hattie 2012; Hattie and Timperley 2007). Scores are visibly presented, with information about how one compares to others, what achievement at a higher level would look like, and tools for change. Well-being measurement needs a similar system. The current assessment offers a preliminary step in moving toward such a system, but at this point only gives a metric for comparison and could prove an important contribution in the development of a viable approach to well-being. Subsequent efforts at St Peter's College, Adelaide will develop positive pedagogy, based on evidence-based methodology.

Conclusion: A Vision for a Positive Future

To what extent should this assessment impact policies or procedures at the school or elsewhere? At this point, the assessment and our presentation here give little guidance. The information provided by this assessment offers a baseline indication of the School's well-being. It appears that the School on average is already doing relatively well compared to population averages on multiple dimensions of well-being. On the one hand, an important goal moving forward will be to maintain high levels of well-being in the years to come. However, within the averages, there remains individual variation, and there is value in determining how individual measures and reporting of information can be used to cultivate well-being for every individual at the School. If St Peter's College is to become a world-class school where boys flourish and develop lifelong resilience, the creative potential of its community members is unlocked, and the school as a whole thrives, monitoring the well-being of its community is vital.

St. Peter's College is actively embedding well-being into all components of its institution, from the classroom, to music, to staff training, to counselling, to health care, and to the playing fields (Waters et al. 2011). The Senior Leadership Team has been trained in positive psychology with experts from the University of Melbourne; 150 employees have been trained in an executive positive psychology program delivered by the University of Pennsylvania; and a senior staff member has completed the University of Pennsylvania's Masters in Applied Positive Psychology. A large positive psychology interest group has formed at the school. An Appreciative Inquiry summit was conducted with the whole staff, with impressive reports of benefit

and engagement. The school has presented its well-being practice and research at several internal peer-reviewed conferences (Barbieri et al. 2012; Waters et al. 2011; 2012; White et al. 2012) and has made these publically available on the school's website (www.stpeters.sa.edu.au). St Peter's College, Adelaide will teach Positive Education through stand-alone courses on positive psychology to infuse academic courses, pastoral counselling, and extracurricular activities with positive psychology, and to empower students and staff to live flourishing lives beyond the time and space boundaries of the School (cf. Chap 7). By the end of 2015, over 2,400 students will complete one or more well-being and positive psychology interventions. We wait with anticipation to see the contribution they will make to create a better world for all.

Schools play a critical socialization role in establishing and maintaining positive cultural values, as many students and staff spend much of their time in the school environment. Educational outcomes are typically determined by tests and achievements, while subjective perspectives must come from the students and staff themselves. By directly assessing subjective perspectives of well-being across multiple domains, there is potential to change the focus and conversation toward wellness promotion at all levels in the education system.

Appendix 1

International Thought Leaders that have Presented at St. Peter's College

Patrons:

Dr. Robin J Warren AC—Nobel Prize Winner and St Peter's College Old Scholar

Baroness Greenfield CBE—Professor of Pharmacology at Oxford University, a neuroscientist, writer, and broadcaster

Fellows 2011–2014:

- Professor Tanya Monro—ARC Federation Fellow, Director of the Institute for Photonics & Advanced Sensing (IPAS), Professor of Physics, The University of Adelaide
- Anthony Roediger—Boston Consulting Group Partner and Managing Director
- Professor Patrick McGorry AO—Executive Director of Orygen Youth Health
- Associate Professor Rufus Black—Master of Ormond College and Principal Fellow in the Department of Philosophy, The University of Melbourne
- Dr Michael Carr-Gregg—child and adolescent psychologist
- Professor Felicia Huppert—Professor Emerita of psychology and Founding Director of the Well-being Institute, University of Cambridge

- The Rev'd Professor Andrew McGowan—Warden, Trinity College, Joan F.W. Munro Professor of Historical Theology in the Trinity College Theological School, Melbourne,
- Professor Toni Noble—Australian Catholic University
- Professor Rob Moodie—Professor of Global Health at the Nossal Institute of Global Health at the University of Melbourne
- Associate Professor Lea Waters—Director of the Masters in School Leadership and Director of Positive Psychology Programs (undergraduate), Melbourne Graduate School of Education, The University of Melbourne
- Professor Michael Bernard—Professorial Fellow Melbourne Graduate School of Education, The University of Melbourne
- Professor Martin Seligman—The University of Pennsylvania
- Professor Peter Singer AC—Ira W. DeCamp Professor of Bioethics at Princeton University, and a Laureate Professor at the Centre for Applied Philosophy and Public Ethics at the University of Melbourne
- Associate Professor Jane Burns—Chief Executive Officer of the Young and Well CRC
- The Rev'd Dr Andreas Loewe—Chaplain, Trinity College, The University of Melbourne
- Professor James Haire AC—Director, Australian Centre for Christianity and Culture
- Professor Kent Anderson—Pro Vice-Chancellor (International), The University of Adelaide
- Professor James Arthur—Director Jubilee Centre for Character and Values, Head of the School of Education, University of Birmingham
- Brigadier General (retired) Rhonda Cornum PhD MD—Former Director of the US Army's Comprehensive Soldier Fitness
- Dr Michael Merzenich—Professor Emeriturs of Neuroscience at the University of California, San Francisco
- Dr Paul Willis—Director of the Royal Institution of Australia
- Professor Glyn Davis AC—Vice Chancellor and Principal, University of Melbourne
- Professor Julio Licinio—Deputy Director Translational Medicine and Head, Mind and Brain Theme, South Australian Health and Medical Research Institute
- Professor David Lloyd—Vice Chancellor and President, University of South Australia

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Chapter 5
Positive School Psychology

Zoë Alford and Mathew A. White

From Psychopathology to Prevention and Promotion of Well-being

Psychology has always been concerned with well-being. However, the degree to which psychology has focused on factors that reduce ill-being, as opposed to factors that enable well-being, has changed throughout the field's history. The roots of positive psychology can be traced back to Maslow (1954) and arguably can be seen threaded throughout many major counselling approaches (e.g. humanistic, positive psychotherapy, existential, and transpersonal psychology). Although these approaches have a positive orientation, the medical model and the language of psychiatry have dominated the history of psychology. The deficit oriented, disease-model approach coincided with the onset of World War II, where the priority became treating mental illness, and the goal of making people's lives better and more complete was abandoned (Seligman and Csikszentmihalyi 2000).

Most psychologists and mental health professionals have been trained to focus their attention on what is wrong with clients and identify disorder, dysfunction, disease, abnormality, poor adjustment, or sickness (Maddux 2008). Until recently, well-being in psychological services has been vaguely defined as the absence of distress and pathology (Dodge et al. 2012). Despite its benefits in helping us understand, treat and prevent psychopathology, the dominance of the disease model of treatment has meant that the notion of positive functioning has never been fully

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integrated into clinical psychology, and therefore only a narrow range of human experience has been explored to date (Joseph and Wood 2010). The focus on the disease model has helped (school) psychologists and counsellors understand, intervene, and treat mental illness; however, what psychology has discovered in the last 50 years has not moved the field closer to the prevention of these serious problems (Seligman 2005).

The positive psychology movement reminded mental health practitioners that psychology is not just about disease, weakness, and fixing what is wrong with people, but it is also about thriving, strength, virtue, growth, and building what is right with people (Seligman and Csikszentmihalyi 2000). Positive psychology addresses the conditions and processes that foster happiness, optimal functioning, and mental wellness in people, and the evidence-based applications treat and prevent mental illness with the goal of helping individuals and communities to flourish (Seligman and Csikszentmihalyi 2000).

Following the establishment of the positive psychology movement, mental health has been defined as more than the absence of mental disorders (World Health Organisation 2010), and as a complete state consisting of the absence of psychopathology and the presence of positive functioning, positive feelings, and well-being (Keyes 2002). Some of the benefits of reconceptualising well-being include: the creation of a more balanced research field and a greater understanding of human experience; improved ability to predict, explain, and conceptualise disorders; and a wider range of evidence-based interventions, approaches, and programs to reduce distress as well as improve well-being (Wood and Tarrier 2010).

Preventative Approaches in Schools

Traditional psychological services in schools have mirrored the broader history of psychology. Since the 1990s when psychologists became more common in schools (Faulkner 2007), preventative mental health approaches have been based on the medical or disease model of treatment. Preventative initiatives aim to reduce the risk, prevalence, and severity of mental illness and pathology (Caplan 1964). This predominant welfare focussed approach in school psychology is usually reactive, and services can be engaged when students demonstrate difficulties with learning, behaviour, or mental health (Akin-Little et al. 2004). Too often such mental health services are engaged at the point of crisis. Under the welfare model, school counsellors and psychologists would typically work with students described as languishing (non-mentally ill individuals who experience low overall well-being), struggling (people who have a diagnosable mental illness yet a high level of well-being), or floundering (people with a diagnosable mental illness and low level of well-being; Keyes 2002). Flourishing students, with no diagnosable mental illness and high levels of emotional well-being (Keyes 2002), would typically not use the school service (this would be the vast majority of the school's population when the statistics

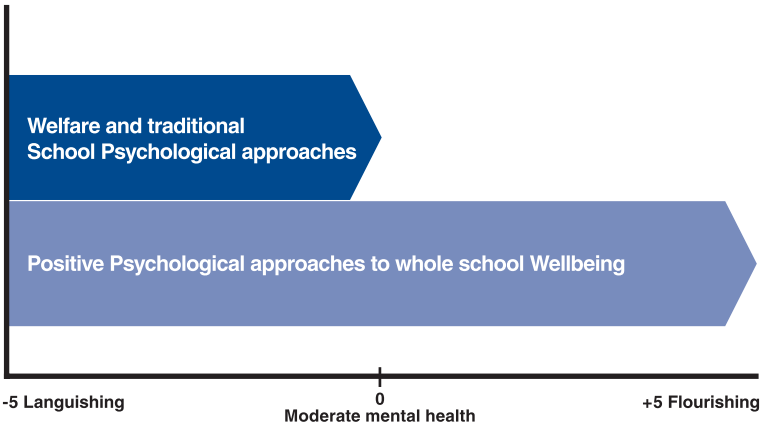

Fig. 5.1. Welfare and well-being approaches in schools. Adapted from "Positive Psychology: pathology, prevention and promotion". (White and Alford 2013, 3rd world congress on positive psychology. Los Angeles. 27–30 June)

of mental well-being as a whole are considered). Arguably, it is this trend that perpetuates the negative stigma regarding counselling and may deter some people from seeking support or treatment for mental illness (Barney et al. 2006).

As shown in Fig. 5.1, school policies, strategies, and interventions in the traditional welfare model tend to target languishing students (rated −5 to 0). However a well-being model (that builds upon existing preventative initiatives) engages and supports the whole community from students who are considered to be languishing to those who are flourishing (rated to +5).

With the welfare model approach to the prevention of mental illness, students are typically referred to counselling through self-referral or via parents, caregivers or teachers prompting them to receive help. This model is unlikely to engage students that are not displaying warning signs (e.g. social, emotional, behavioural or academic difficulties) or those with low help-seeking behaviours. This is concerning, especially if we consider the Australian Bureau of Statistics (ABS) data which indicates young people are the least likely age group to engage in help-seeking behaviour (and males are less likely than females; ABS; 2007). Furthermore, with mental illness being most prevalent in the 16–24 year age range than any other stage of the lifespan, and one in four young Australians between 12 and 24 years of age experiencing a mental illness every year (ABS 2007), prevention of mental illness and promotion of well-being is essential. Compounding this concern is the World Health Organisation's (2008) prediction that depression will be one of the largest burdens of disease by the year 2030.

School psychologists and counsellors have been calling for a revolution in service delivery away from the disease model for decades (Clonan et al. 2004); however, these changes have been very slow to occur (Seligman et al. 2009). Although St. Peter's College has promoted well-being and resilience through pastoral care

systems and programs for many years, it is not until recently that we have had a unified conceptualisation and strategic goal to increase positive emotion, engagement, relationships, meaning, and accomplishment (PERMA; Seligman 2011). PERMA is measurable, teachable, and can be increased thorough the use of evidence-based strategies (Seligman 2013).

The well-being of individuals and school communities can be improved through PERMA-focused programs, policies, structures, and strategies. These iniatives focus on building: social and emotional competencies including resilience, emotional literacy, and personal achievement skills; positive emotions, optimistic thinking, and feelings of belonging and connectedness; positive relationships, support, and acceptance; engagement though strengths; and a sense of meaning and purpose from pursuing worthwhile goals (Noble and McGrath 2008; Seligman 2013). Positive psychology interventions are enjoyable, can be self-administered (which is important for groups that typically have low help-seeking rates), and they can be taught to large numbers of people with minimal expense (Vella-Broderick 2011).

Positive psychology's mission to promote positive human development and positive institutions (especially schools) aligns well with the aim of 21st-century schooling. Schools are increasingly adopting the ethos of educating the whole-student, meaning that teaching the skills of well-being and resilience, and assisting students to develop cognitive, social, and emotional skills, is as important as intellectual development (Waters 2011). Children and adolescents typically spend a large amount of time in schools; therefore, there is a potent opportunity to teach, foster, and promote the skills for positive development and well-being, whilst promoting their academic development during their schooling years (White 2014).

Schools are one of few institutions with funding, staff resources, and direct and sustained access to children, their families and communities. In schools, positive environments can be created, modified and controlled, making it possible to introduce and sustain whole-school initiatives. Positive behaviours can be promoted through reinforcers in the school environment, such as visual reminders of positive psychology theory and applications. Also key messages and terms are reinforced throughout different disciplines and domains of the school. Opportunities can also be created for staff and students to practice integration of positive psychology skills and information.

A strategic whole-school approach to well-being is likely to improve the success and sustainability of any positive psychology and positive education initiative (Waters et al. 2012). A whole-school approach can be thought of as a general way of life at the school, where positive education frameworks target all domains, including organisational structures, policies, curriculum, co-curriculum and the playground (Waters 2011). Shifting the existing paradigm of the student, teacher, parent, and/or school system from a welfare focus to a well-being approach requires skilful consultation. To achieve the paradigm shift, training for staff (and other members of the school community), environmental changes such as supporting staff to create a positive classroom environments through using effective classroom management techniques, and social support systems are suggested (Akin-Little et al. 2004). Waters (2011) suggests that all school staff (teaching and non-teaching) are trained in positive education techniques so that the principles of positive psychology are

modelled and supported throughout the school community. School staff that receive positive psychology training are likely to provide a more reinforcing classroom environment, which may prevent behaviour problems from developing; implement positive interventions with greater integrity (Akin-Little et al. 2004); and have a greater influence on the group they are teaching (Seligman et al. 2009). When the majority of staff are aligned with the same goal (e.g., to increase PERMA) and are using a common language throughout their interactions, students are more likely to use the learnt skills outside of the controlled setting in which they are taught, and a whole-school approach to well-being is more likely to be achieved (Clonan et al. 2004; White and Waters 2014).

Caplan's (1964) conceptualization of preventative mental health is used here to highlight welfare and well-being at St. Peter's College. Caplan identified a three-tier continuum: primary prevention (aimed at reducing the risk of developing later difficulties by targeting programs at entire populations prior to problems being exhibited); secondary prevention (aimed at individuals with indicators of mental illness); and tertiary prevention (aimed at individuals with ongoing mental illness management). The aim of each level of prevention in the welfare model is to reduce risk factors and negative behaviours. A positive psychology approach can extend each of these traditional preventions by focusing on strengths, promoting well-being, and equipping students and staff with tools to flourish. As seen in Table 5.1, St. Peter's College applies both approaches to target primary, secondary, and tertiary preventions to create a whole-school approach to well-being that aims to prevent, reduce, and treat psychopathology, as well as to promote, protect, and increase well-being.

Well-being-Focused Primary Preventions

Primary preventions, such as positive education programs that are aimed at the whole school population, can equip students with the skills of resilience and well-being (Seligman et al. 2009; Waters 2011). Research suggests that learning optimism skills can prevent anxiety and depression in children and adults (Seligman 2005), and that fostering strengths can help individuals, families, communities and institutions move towards flourishing (Seligman and Csikszentmihalyi 2000). Seligman (2013) argues that children can be immunised against mental illness by learning and building PERMA. Youth that are considered to be flourishing tend to have better mental health, higher measures of psychosocial functioning, have fewer depressive symptoms, and fewer conduct problems such as getting arrested, skipping school, or substance use (Keyes 2006).

In a review of 12 school-based positive psychology interventions, Waters (2011) found that positive psychology programs in schools are positively related to student well-being, relationships, and better academic performance. Furthermore, in a review of findings from 17 studies comparing over 2000 students who participated in the Penn Resiliency Program, Seligman et al. (2009) found that the training reduced and prevented symptoms of depression and anxiety, and also reduced feelings of hopelessness. These improvements in well-being were still seen at both 12- and 31-month retests.

Table 5.1 Examples of welfare model and well-being model preventions at St. Peter's College, Adelaide

Level of prevention	Target of intervention	Aim and examples of traditional welfare model preventions	Aim and examples of well-being model preventions
Primary	**Prevention for groups or the whole community**	Aim: Widespread attempts to reduce the risk in the whole population	Aim: Prevention and promotion of well-being for all in the community. Promotes psychosocial wellness, protects existing states of health and healthy functioning
		Examples:	Examples:
		Programs or curriculum targeting skill building such as problem solving, conflict management, team work, decision making, social skills, health, community service	Teaching positive psychology skills in curriculum at each year level (starting at Early Learning)
		Anti-bullying promotion or programs	Positive Psychology and Education training for teachers, sports coaches, support staff, and parents
		Protective behaviours and safety education	Staff meetings, student and/or parent-teacher interviews to highlight what is working well
		Teacher training on approaches to pastoral care	
		Parenting skills seminars	
		Drug, alcohol and mental illness education	Appreciative inquiry summits for staff and student leaders
			Pastoral care and proactive behaviour management systems in-line with well-being goals
Secondary prevention	**Individuals with established high risk factors or indicators of mental illness**	Aim: Reduce pathology and prevent progression to established illness through detection and intervention	Aim: Improve and promote well-being through incorporating positive psychology approaches and interventions to existing preventions
		Examples:	Examples:
		1:1 counselling using evidence based interventions (aimed at reducing discomfort and ill-being)	1:1 counselling using traditional therapies and evidence-based positive psychology interventions and questionnaires (aimed at reducing discomfort and ill-being, as well as improving well-being)
		Assessments to screen for stress, anxiety, depression	Highlighting the student's strengths and resources in counselling processes and assessments (e.g. referrals, initial intake processes and suicide prevention assessments)
		Psycho-education on mental illness and mental health	

Table 5.1 (continued)

Level of prevention	Target of intervention	Aim and examples of traditional welfare model preventions	Aim and examples of well-being model preventions
		Focused staff meetings to share concerns about specific students	Promoting the identification and use of student strengths in treatment
		Parent/teacher meetings to address concerns	Focused staff, teacher and parent meetings to highlight strengths and resources of specific students
		Crisis interventions	Proactive behaviour management systems in line with well-being goals
		Suicide prevention and intervention	
Tertiary	Chronic and ongoing mental illness management for students	Aim: Delay further progression to complications, rehabilitate individuals and prevent readmissions	Aim: Improve well-being and quality of life for the individual
		Examples:	Examples:
		1:1 counselling using evidence based interventions (aimed at reducing discomfort and ill-being) and often working in conjunction with external mental health professionals to support the student	1:1 counselling using traditional therapies and evidence-based positive psychology interventions and questionnaires
			Highlighting the student's strengths and resources in counselling processes and assessments
			Promoting the identification and use of student strengths in treatment
			Focused staff, teacher, and parent meetings to highlight strengths and resources of specific students
			Proactive behaviour management systems in-line with well-being goals
		Suicide intervention or postvention	Incorporating strength-based language when working with other mental health professionals and careers
		Hospital services for acute care and intervention	Promoting use of strengths and resources in treatment and recovery

With the aim of increasing PERMA in all students and staff, St. Peter's College adopted a whole-school strategy for the development of well-being, and in 2012, the University of Pennsylvania trained 150 staff in positive psychology theory and application. Since then, teachers deliver seven universal intervention programs in well-being to students throughout the school (starting at Early Learning) as part of weekly lessons and curriculum. Examples of programs currently delivered at St. Peter's College include the Australian Bounce Back program (McGrath and Noble 2011), which focuses on developing resilience; Personal Well-Being Lessons for Secondary Schools (Boniwell and Ryan 2012); the Penn Resiliency Program (Seligman et al. 2009); and the Strath Haven Positive Psychology program which devel-

ops character strengths, mindfulness, gratitude, optimism, and resilience (Seligman et al 2009). These programs teach students skills such as responding to counterproductive thinking to enable greater concentration and focus, identifying character strengths in themselves and others, using strengths in challenges and leadership, identifying thoughts about activating events and the consequence of those thoughts, identifying and correcting counterproductive patterns of thinking through the use of critical questions, and identifying both unhelpful and helpful core beliefs.

Other skills taught in positive education lessons include active constructive responding, savouring (mindfully engaging in thoughts or behaviours that heighten positive events and increase positive emotions), gratitude exercises (to counter the negativity bias and create positive emotions), and engaging in acts of kindness. Other well-being primary preventions at St. Peter's College include staff and parent sessions on the theory and application of positive psychology and education, which teaches skills such as applying active constructive responding with children, identifying and promoting the use of character strengths in children (Seligman et al. 2009), and fostering growth mindsets (Dweck 2006). Positive psychology has been incorporated into all domains of the school throughout all strategic goals, policies, academic departments, co-curricular fields, pastoral care, and psychological services. The implementation of whole-school well-being gives students, staff, and parents access to positive psychology theory and applications and creates a united approach to well-being.

Well-Being Focused Secondary and Tertiary Preventions

To target secondary prevention (for individuals with indicators of mental illness) and tertiary prevention (for individuals with ongoing mental illness management), there is a strong call for psychologists and counsellors to incorporate evidence-based positive psychology interventions (PPIs) and assessments into their practice. The goal of positive psychology in the counselling setting is to help mitigate dysfunctional emotions, cognitions, and behaviours, as well as to equip individuals with the skills to face life's challenges, and foster and maintain optimal well-being (Vella-Brodrick 2011). PPIs are interventions that build some positive variable or variables (such as subjective well-being, positive emotion, or meaning) and have empirical evidence indicating that the intervention successfully manipulates the target variable and will lead to positive outcomes for the population in which it is administered (Parks and Biswas-Diener 2013).

Although positive interventions build pleasure, engagement and meaning, and are fully justifiable in their own right (Duckworth et al. 2005), it is suggested here that they are used in conjunction with traditional welfare approaches to focus on a complete state of mental health and to help move the client beyond a functioning state to a flourishing state. One of the central premises of positive interventions is that positives can not be understood without comprehending the negatives (Rashid

2009). Norrish and Vella-Brodrick (2009) highlight the importance of negative emotions and explain that adverse life experiences often hold potential for significant psychological growth. Positive interventions do not ignore unpleasant or negative experiences, rather they tend to encourage the use of strengths to understand weaknesses. As with traditional interventions, PPIs are more likely to result in a positive outcome for the client when they are delivered via individual therapy over longer time periods, based on behavioural activities that can be habituated, and are in-line with the client's values, strengths, and interests (Sin and Lyubomirsky 2009).

Evidence indicates that positive psychology applications serve as a preventative function against future psychopathology and relapse (Joseph and Wood 2010; Sin and Lyubomirsky 2009). Research indicates that resilience is likely to be a protective factor mitigating the risk of suicidal behaviour associated with childhood trauma (Roy et al. 2011), and that positive self-appraisals buffer the impact of hopelessness and suicidal ideation (Johnson et al. 2010). Strength-based approaches have also been found to be beneficial in reducing youth violence (Tweed et al. 2011), and supporting youth with severe behavioural and emotional problems in recovery (Cox 2006). Furthermore, Seligman et al. (2005) found that participants who used their top strengths in new and different ways for a week, as well as participants who wrote down three good things each day, showed increased happiness and decreased depressive symptoms.

Research suggests that PPIs can lead to more significant outcomes than can traditional clinical interventions. For example, Sin and Lyubomirsky (2009) conducted a meta-analysis of 51 positive psychology interventions and found that they did significantly enhanced well-being and decreased depressive symptoms more so than traditional interventions in control or comparison groups. Seligman et al. (2006) found that participants suffering from severe depression who received positive psychotherapy (an empirically validated approach that helps build client strengths, positive emotions and increases meaning) had more symptomatic improvement and remission from depression, as well as enhanced happiness, than those who received other treatment, or traditional treatment with medication. When compared with other groups, individuals who were moderately depressed and received positive psychotherapy treatment showed greater symptom reduction and increases in life satisfaction, which lasted for at least one year after treatment. Typically clients that receive positive psychotherapy treatment may be asked to complete the Positive Psychotherapy Inventory, write a story that describes them at their best, keep a gratitude journal, create a strengths date exercise, explore a family tree of strengths, and identify three good things from each day (Rashid 2009; Seligman et al. 2006).

When using a positive psychology approach, the meaning of therapy shifts for the client. They are less likely to pathologise and label themselves, and the client's expectations shift in terms of what they expect from therapy and when a desired outcome is reached (Joseph and Wood 2010). In settings where clients are asked to engage in positive exercises, they are likely to benefit from a greater ability to focus attention on positive memories, show improved emotional regulation ability and attention control, and have an increased awareness of how cognition and atten-

tion affect their emotions (Tarrier 2010). Strength-based approaches in counselling build rapport between the client and therapist, reduce client resistance, and possibly reduce therapist burnout due to the nature of the work being more positive (Park and Peterson 2008).

In further support of using PPIs in the school counselling setting, Fredrickson's Broaden and Build theory (2001) states that people who experience positive emotions are more likely to show patterns of thought that are flexible, creative, integrative, efficient, and open to information. Fredrickson's (2001, 2003) research demonstrates that experiencing positive emotions broadens mindsets and facilitates flourishing. The theory states that positive emotional experiences broaden people's momentary thought-action repertoires, which helps build their resources over time.

In practical terms, for students, experiencing positive emotions feels good at that present moment, and also increases the likelihood that they will feel good in the future. The resources that are built from positive emotional experiences are intellectual (through developing problem-solving skills, learning new information), physical (through developing coordination, strength, and cardiovascular health), social (through solidifying and making new bonds), and psychological (through developing resilience, optimism, a sense of identity and goal orientation; Fredrickson 2003). Frederickson's research has also demonstrated that positive emotions reduce stress levels, cause negative emotions to dissipate more rapidly, and counter the cardiovascular after-effects of negative emotions (such as increased heart rate and, blood pressure).

By integrating positive psychology into common practices, school counsellors and psychologists can expand their therapeutic approaches and the outcome of therapy. Some examples of positive psychology-infused approaches to counselling practices at St. Peter's College include:

- shifting the language used to communicate to or about students. For example, rather than using traditional words such as 'hopeless' and 'lacking motivation' to describe students and their problems, counsellors and staff are encouraged to expand their vocabulary, highlight client strengths, and frame problems from a strengths perspective;
- incorporating strengths into referral forms and processes;
- classroom observations and information gathering to include the student's strengths (not just their weaknesses);
- highlighting the student's strengths during consultation to increase parent and staff abilities to reinforce the positives in the student and develop activities to target specific strengths;
- assessing the whole-person by expanding intake and history-taking procedures beyond the disease model perspective. For example a four-front approach to diagnosis, assessment and case-conceptualisation, highlights the assets as well as liabilities in the individual and his or her surrounding environment (Wright and Lopez 2002). Using such an assesment is likely to help the counsellor understand the student better and also help the student view the problem in a more realistic and helpful way;

- highlighting the student's strengths by listening for them (the client is likely to sound more positive, energetic, and engaged when using their strengths), helping the student identify over-use and under-use of their strengths, and prompting students to reframe perceived weaknesses as strengths (e.g., strengths embedded in problematic defences; Linley and Burns 2009).

Although there are similarities between traditional counselling interventions and positive psychology approaches, the difference lies in the perspective and the aim of the exercise. The core principals and techniques of the traditional approach of Cognitive Behavioural Therapy (CBT) overlap conceptually with positive psychology approaches. Both approaches involve establishing a therapeutic alliance, focusing on discrete goals, focusing on here-and-now, cognitive reappraisal, and viewing the client as a collaborative partner (Karwoski et al. 2006). Some similarities in techniques include scheduling pleasant activities, identifying and reviewing successful experiences, mood monitoring, identifying thoughts, relaxation training, and problem solving. However, the main difference is that traditional approaches focus on reducing discomfort and dysfunction, where as positive psychology approaches increase well-being.

A client who receives traditional clinical treatment, such as CBT to treat depression, is unlikely to experience a flourishing state post-treatment (Karwoski et al. 2006). Positive psychology approaches however, are more likely to extend the client beyond low or moderate mental health to a flourishing state. Additionally, positive psychology can address unsolvable problems more effectively than CBT approaches (Karowski et al. 2006). Through positive psychology techniques such as benefit finding, identifying a sense of meaning from the situation, or acceptance of the situation through mindfulness meditation, the client can gain a sense of personal control over uncontrollable events.

In contrast to CBT, Well-being Therapy is a positive psychology approach of cognitive restructuring that helps clients identify and review successful experiences, surface adaptive thoughts, reframe cognitions positively, and reinforce behaviours that promote well-being (Ruini et al. 2006). Well-being Therapy treatment facilitates a more comprehensive identification of automatic thoughts and may result in more effective cognitive restructuring (Fava 1999). It is noteworthy that Well-being Therapy does not ignore the negatives in the individual's life. The step-by-step therapy begins by attending to the negatives to address symptomatic distress and then targets well-being through strength-based interventions. For example, clients are encouraged to search for irrational, tension evoking thoughts and automatic thoughts; however, the purpose of self-observation is focused on well-being, rather than reducing distress. This approach helps the therapist and client identify specific impairments in well-being. Well-being Therapy has been found to be effective with school-aged children in school environments (Ruini et al. 2006).

Compared to a traditional approach to mindfulness training such as Mindfulness-Based Cognitive Therapy, which is aimed at interrupting patterns of unhelpful thinking (Australian Psychological Society 2010), a positive psychology approach to mindfulness is Loving-Kindness Meditation. The research of Fredrickson

and colleagues (2008) showed that people who received six 60-min Loving-Kindness Meditation sessions experienced increases in positive emotions, which in turn, produced increases in personal resources, including mindfulness, self-acceptance, positive relations with others, purpose in life, social support, and good physical health. The treatment led to participants feeling more satisfied with their lives and experiencing fewer symptoms of depression. Furthermore, in a 15-month follow-up survey of participants from the Loving-Kindness Meditation intervention, Cohn and Fredrickson (2010) found that many participants continued to practice meditation, and they reported more positive emotions than those who stopped meditating or had never done the meditation.

The use of stories is also seen in both traditional and positive psychology interventions, but, again, with different aims. The act of constructing stories about experiences allows people to organise and remember events in a coherent fashion while integrating thoughts and feelings (Pennebaker and Segal 1999). Traditional narrative therapy is based on understanding the (often negative) stories that people use to describe their lives and how these stories may restrict them from overcoming their present difficulties (Australian Psychological Society 2010). Positive psychology approaches in this area focus on writing about positive experiences. King (2001) claims that writing about one's best possible future self leads to physical health benefits.

Burton and King (2009) found that participants who wrote about a positive life experience for 20 minutes each day for three consecutive days had higher levels of global cognitive focus after writing, which mediated improved physical health. Seligman et al. (2005) found that participants who wrote about a time when they were at their best, then reflected on their strengths in the story and reviewed their story every day for a week, had improved happiness and less depressive symptoms. More research is needed to further investigate the application of these well-being focused approaches with school-aged individuals, groups and cultural groups.

Integrating positive psychology into the school counselling setting can extend the surveys and diagnostic tools used by school psychologists and counsellors. Traditionally, assessments used to screen and diagnose disorders such as anxiety and depression may include the K10 (a screening scale for mental disorders and measures non-specific distress), DASS21 (which assesses quantitative scores for depression, anxiety and stress), and the CES-D (depression scale). The Global Assessment of Functioning scale (which rates social, occupational, and psychological functioning from severely impaired to an absence of symptomology) may also be useful for young adults. Problem-focused suicide risk assessments and testing of mental abilities and attributes may also be used in school settings. However, just using problem-focussed assessments can limit the problem conceptualization, and, in turn, the potential solutions, treatment planning and evaluation (Harris et al. 2007). In contrast to traditional clinical tools, strengths-based approaches and measures help to identify resources and build positive emotions and flourishing states. For example, the aim of the Classification of Strengths (Peterson and Seligman 2004) and the Values-In-Action (VIA) project was to create a manual of sanities, a guide to optimal development modelled on the established Diagnostic and Statistical Man-

ual of Mental Disorders and the International Statistical Classification of Diseases (Peterson and Seligman 2004).

The VIA classification provides a useful vocabulary for people to talk about character strengths and their authentic selves. Once the student knows his or her signature strengths, discussions or exercises such as the Putting Strengths Into Action Plan (which includes listing strengths and goal planning to use a specific strength) can help the client to feel at his or her best (Rashid 2009). Examples of measures of strength of character include the Values in Action Inventory of Strengths (VIA-IS), the Values in Action for Young People, and the Strengths Use Scale (Wood et al. 2011). Park and Peterson (2008) suggest that when a client builds their confidence to use their strengths, they may be encouraged to use those strengths to work on their weaknesses. This way, the client or student is less likely to be defensive about their problems when compared to traditional approaches that tend to address weaknesses first. For example, when setting goals the school psychologist can address and reinforce the student's strengths so that they may indirectly affect the areas of difficiency. Many other positive measures have been validated, including measures of meaning, engagement, and flow (Duckworth et al. 2005), as well as measures of hope (Snyder et al. 2003). More research is needed to validate measures with school-aged populations. Incorporating both traditional and positive psychology tools into the school counselling setting can create a realistic assessment of the student's weaknesses, strengths, and resources.

Lopez et al. (2006) call for positive psychology additions to diagnostic assessments. For example, they suggest that psychosocial and environmental resources as well as problems are noted in assessments. Also, in addition to using the Global Assessment of Functioning scale, psychologists are also encouraged to use the Global Assessment of Positive Functioning scale (which rates clients on a scale ranging from a complete absence of well-being symptoms to optimal functioning). By including these additional elements in assessments, therapists and clients would become more aware of not only the problems and areas of concern, but also the strengths and resources that could support the treatment planning and outcomes. There is no harm that can be done by extending the diagnostic assessment to include positive aspects, and the time it takes to gather the information will save time in the end (Magyar-Moe 2009).

Focusing on positive functioning may be a matter of reconceptualising and reinterpreting existing measures. For example, Wood and colleagues (2010) suggest that depression and happiness can be viewed on a single continuum, and that the traditional CES-D measure for depression can be used to recognise the presence of happiness (not just the absence of depression). If positive and negative functioning is seen on the same continuum and not as separate dimensions, then there may be a large body of work into depression and anxiety that directly relates to happiness and relaxation because, at the core, they are the same concepts (Joseph and Wood 2010; Wood and Tarrier 2010). From this perspective, many of the newer positive psychology measures are as limited as the older clinical scales in that they only have a singular focus (on the positive side of human experience). Future research needs to focus on exploring the reconceptualization of traditional assessments to include well-being, and understanding the extent to which psychology is already engaged in the practice of positive functioning.

The introduction of positive psychology approaches into the counselling setting has extended theoretical approaches and interventions, the surveys and diagnostic tools used, the view of student resources, and the outcomes of the intervention. These additions can assist in moving the student beyond a functioning state to a flourishing state. By using both traditional and positive psychology approaches in the school counselling setting, the goal of reducing distress as well as increasing the student's well-being becomes possible. Beyond the counselling setting, the whole-school well-being approach aims to improve the overall level of well-being and flourishing in the community. St. Peter's College will continue to incorporate positive psychology approaches into primary, secondary, and tertiary levels of prevention, and assess the efficacy of the whole-school model with rigorous measurement. Our Recommendations for school counsellors and psychologists are outlined in Table 5.2.

Positive psychology and positive education approaches used at St. Peter's College are not intended to replace traditional therapies or preventative approaches, but to complement and be used in combination with existing initiatives. By using both welfare and well-being targeted approaches for primary, secondary and tertiary levels of prevention, the School is more equipped to address, treat, reduce

Table 5.2 Recommendations for the school counsellor, psychologist and the whole-school strategy

Recommendations for the school counsellor and psychologist	Recommendations for a whole-school strategy
Research and gain an evidence-based understanding of positive psychology and positive education	Define well-being across the school
Research current evidence-based interventions and tools and integrate them into preventative (primary, tertiary, and secondary) practices	Establish a strategic whole-school approach to well-being and explore how well-being can be addressed in all domains of the school (including how counselling and psychological services fit into the well-being strategy)
Use strength-based language and perspectives	Align psychological services, pastoral structures, and behaviour management with the well-being strategy
Consider the whole-person (strengths and weaknesses) and the complete state model of health in case conceptualization, assessment, planning, goals for counselling, treatment, advocacy, and review processes	Build all staff capability in psychological services and building well-being (e.g., staff training on positive psychology)
Redefine how the role of school counselor and psychologist is communicated to the school community (for example, explain that it involves both welfare and well-being approaches)	Foster the school counsellor/psychologist to be involved in the school community beyond crisis management
Promote and share evidence-based information on positive psychology theory, practices and applications. Provide support for staff, students and parents to help understand and integrate information into every day practices	

and prevent mental illness, as well as promote resilience and well-being. The School's aim is to teach every student the skills for mental health and wellbeing, and improve the overall level of flourishing for all in the community.

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Chapter 6
Strengths-Based Approaches in the Classroom and Staffroom

Mathew A. White and Lea E. Waters

Introduction[1]

As one of the founding researchers in the field of positive psychology, the application of Christopher Peterson's substantial research has contributed to the rapid growth of positive education—or the application of positive psychology concepts and interventions in educational settings (Green et al. 2011; Rusk and Waters (2014)). The immediate resonance felt by many teachers towards taking a strengths-based approach is testament to the importance of Peterson's empirical contribution in helping us to understand what it means to develop young people in positive ways. Clonan et al. (2004) recognized this and argued, "Schools serve as the nexus between the movement in positive psychology searching to promote positive human development and the institutions that could serve as the vehicle for this development" (p. 101).

[1] Professor Christopher Peterson died suddenly in 2013. We kept him informed of developments at St Peter's College, Adelaide. He was always supportive and delighted to hear about the creativity of the staff and students. This Chapter is our way of capturing the impact of Chris's research on our community for the better. It is with much gratitude we dedicate this Chapter to his memory.

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This chapter focuses upon two of Peterson's contributions, enabling institutions and strengths, as applied to schools. Specifically, we write from a practitioner lens and present a case showing the strengths-based approaches, informed by Peterson's work, used at one of Australia's leading independent schools, St Peter's College, Adelaide, Australia.

We outline the rationales behind enabling institutions and strengths-based approaches, before exploring the ways in which these ideas have been used to shift classroom practice and staffroom culture at St Peter's College. We conclude with further, general ideas for how schools can become enabling institutions and adopt strengths-based approaches. We hope that the value of this chapter will encourage other schools to adopt strengths into their pedagogy and practice.

Schools as Enabling Institutions

Seligman and Csikszentmihalyi's (2000) foundational paper on positive psychology called for the promotion of "positive institutions" (p. 5) defined as "institutions that move individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic" (p. 5). As with his peers, Peterson (2006) called for positive psychology to be applied to institutions in what he termed as 'enabling institutions'. In his conceptualization of an enabling institution, he argued that virtues should be present not only *within* the individual members of an institution but at the *collective level* so that the institution itself has 'moral character' which contributes to the goals of the institution, the fulfilment of institutional members and the betterment of the community. In his discussion of enabling institutions, Peterson (2006) identified the need for 'The Good School' (p. 284): a school that fosters academic excellence whilst contributing to moral fulfilment. Specifically, he argues that the intent of schools must include "much more than the teaching of multiplication and verb conjugation" (p. 284) and that schools must have moral goals that guide its members to be caring, responsible and productive people in society.

While Peterson acknowledged the importance of creating safe environments by embedding practices that reduce bullying, substance abuse and other unhealthy behaviours, he urged schools to go beyond this 'police department' mode (as he calls it) to put in place practices that build character, well-being and positive experiences. A positive psychology approach to mental health suggests that well-being at both the individual level and the institutional level extends along a spectrum from extremely negative to extremely positive (Seligman and Csikszentmihalyi 2000), and the traditional approach of reducing negative elements of the institution (e.g. bullying) only meets half of the full spectrum of mental health (Andrews and Ben-Arieh 1999). Positive functioning is not simply surviving life by ameliorating negative conditions; it entails thriving physically, mentally, socially, and professionally. Clearly, negative outcomes should be monitored and reduced in schools but Peterson and Park (2003) aptly note, "If our interest is in the good life, we must look explicitly at indices of human thriving" (p. 144).

Along these lines, schools are starting to develop programs to promote the positive end of the well-being spectrum such as *The Positive Educational Practices Framework* (Noble and McGrath 2008), *The Values Education for Australian Schooling* program (Department of Education, Employment and Workplace Relations 2010), the *National School of Character Program* (Character Education Partnership), *YouCanDoit!* (Bernard and Walton 2011), and *Bounce Back!* (Noble 2003). Additionally, research coming out of The Centre for Social and Emotional Learning (CASEL) in the United States and the United Kingdom's The Jubilee Centre for Character and Virtues at the University of Birmingham, Social and Emotional Learning (SEAL) have developed programs to explicitly promote well-being of students and create school environments that enable young people to be inspired and empowered.

In addition to the policies above which are oriented at the student-level, if schools are to aspire to Peterson's ideal of an enabling institution, they need to support virtues and moral character in staff. After all, it is the school staff (teachers, administrators, assistants etc.) who create the foundation from which positive development of students is possible. At the staff level, we can apply Peterson's notion of 'The Good Workplace' (p. 286), which is a place of work that provides meaning and is characterized by a moral vision that is enacted in day-to-day practice. Peterson argued that a good workplace is one that places people "in jobs that allow them to do what they do best" (p. 289)

While teacher well-being has been a longstanding topic of research interest, Calabrese et al. (2010) and Hoy and Tarter (2011) argue that research has focused on examining problems and distress more so than it has focused on building strengths and well-being. For example, three decades of research has been devoted to the study of teacher stress (Chaplain 2008; Howard and Johnson 2004). Other prominent topics of study related to teacher well-being include anxiety, depression, frustration, and burnout (Chan 2011; Farber 1999; Kyriacou 2001; Schonfeld 1992). However, growing number of researchers are calling for the application of strengths-based approaches to staff development and well-being (Dickerson and Helm-Stevens 2011; Doveston and Keenaghan 2006; Willoughby and Tosey 2007).

Are schools enabling institutions? Scholarship in the field of education suggest that there is an interesting disconnect between the visionary, generative and growth oriented approaches to student learning that occur in classrooms, compared with the deficit-oriented, process-oriented and mechanistic way in which schools are often governed and managed from an organizational perspective. Olson (2009) asserts that schools are still fundamentally old-fashioned institutions, characterized by rigid and dehumanizing practices. Payne's (2008) review of schools, titled *So Much Reform, So Little Change*, argued that school improvement techniques are typically devoid of capacity building. As such, it seems there is a way to go before schools meet Peterson's criteria of an enabling institution.

How can school leaders create 'Good School' cultures that foster well-being in both the classroom and the staffroom? How can schools enable an environment that has virtues embodied both at the institutional level and which foster virtues in students and staff?

Character Strengths in Schools

One approach that has gained credibility, through its scientific backing, is that of character strengths. Benninga et al. (2006) argue that school curriculum can be used to "form the character of the young through experiences affecting their attitudes, knowledge, and behaviours" (p. 449). The character education movement seeks to ensure that a student's academic abilities are developed in unison with his/her character development and the promotion of virtuous behaviours such as respect, fairness, civility, tolerance, fortitude, self-discipline, effort, and perseverance (Berkowitz and Bier 2005; Lickona 1993).

Benninga et al. (2006) found that character education was positively related to academic achievement over a three-year period across 120 elementary schools. Similarly, Bernard and Walton (2011) found that character education was significantly related to learning confidence in primary school students. Leming (2000) reported on the use of literature-based character education in 965 elementary students and found that an emphasis on matters of character throughout the English curriculum contributed greatly to achieving academic outcomes.

However, Leming (2000) argued, "there is a lack of explicit theoretical perspective for … character education" (p. 12) and Berkowitz and Bier (2004) argued, "much of the application of character education is not informed by a scientific knowledge base" (p. 72).

If teachers are to adopt a character education approach then a theoretically informed and evidence-based character framework is required. Here, we can turn to the scientific framework and research done by Peterson and Seligman (2004) on universal human character strengths and virtues. The Values in Action (VIA) framework identifies six overarching virtues and 24 character strengths. The framework is useful because it provides teachers and students with a language to discuss what is good about the people within the school and the school culture at large.

The Strath-Haven Positive Psychology program uses Peterson and Seligman's (2004) VIA framework and was evaluated by Seligman et al. (2009) with 347 Year 9 students who were randomly allocated to Language Arts classes that contained the positive psychology curriculum (Positive Psychology Condition) or did not contain the positive psychology curriculum (Control). Pre-test to post-test comparisons revealed that the students in the positive psychology program reported greater enjoyment and engagement in school at the end of the program. Teacher reports showed that the program improved the strengths in students related to learning and engagement in school such as curiosity, love of learning, and creativity. Teachers and parents reported improvement in social skills for those students who participated in the positive psychology curriculum. However, students in the PPI did not show any changes in their depression and anxiety.

The use of VIA character strengths framework to foster character strengths in school students has been shown to have significant effects on well-being. For example, Proctor et al. (2011) examined the impact of Strengths Gym, a character strengths-based positive psychological program that is based on the VIA framework,

on life satisfaction, positive and negative affect, and self-esteem. Results revealed that adolescents who participated in the character strengths-based exercises experienced significantly increased life satisfaction and positive affect compared to adolescents who did not participate in character strengths-based exercises, controlling for baseline levels of life satisfaction, age, gender, and grade.

Madden et al. (2011) designed and evaluated a strengths-based coaching program for primary school children based upon the VIA character strengths framework and using the youth VIA survey. A within-subject design was used to evaluate the program whereby students were pre-tested on levels of hope and levels of engagement and were given the same survey at the end of the strengths-based coaching program. At post-test, students reported increases in hope and engagement suggesting that the character strengths curriculum was beneficial for students.

Although the VIA is reasonably new in terms of its infusion into school-based character education programs, the peer reviewed research is positive and fits with Peterson's call for 'Good Schools'. Anecdotal teacher feedback supports the claim that the application of the VIA reaffirms good teaching practice and provides a lexicon to thoughts and feelings about teaching and learning. The implications of Peterson's concept of enabling institution and strengths have substantial implications for schools and educators. Peterson's assumption is that schools act as a crucible for young people to develop and learn more about their strengths. The impact of a strengths-based approach is a significant statement on the way that a community views students, staff, and families. Peterson's strengths-based model provides both a conceptual and empirical framework for schools to infuse strengths into their vision, mission, policy, and practice.

As such, St Peter's College decided to be an early adopter, or best-practice school, and embed character strengths into its whole-school change initiative. The remainder of this chapter reports on the initiatives undertaken by St Peter's College to become an enabling institution.

St Peter's College, Adelaide, Australia

St Peter's College was established in 1847 and is a K-12 private, boys' school (enrolment $n = 1384$) in the city of Adelaide, South Australia. The school hosts both day and boarding students, and is a non-selective school that is aligned to its Anglican values. In 2011, the Headmaster, Simon Murray, and the Senior Leadership Team (SLT), in consultation with the Council of Governors, made the decision to adopt positive psychology as a key approach to underpin their new strategic direction. The school aimed to be known as a positive psychology school, and the leadership team, school council, and staff drafted a new strategic plan, with the change process announced to members of the school community.

The long-held culture of this school is focused on unlocking individual strengths and virtues, fostering well-being, as well as building lifelong engagement and

Fig. 6.1 Pivotal to the pastoral care system of St Peter's College has been in the integration of strengths in the traditional House based system

commitment to service along with social justice, with evidence of generations of alumni who have had significant global impact, including three Nobel Laureates and 42 Rhodes Scholars. Focusing on strengths was a key philosophy underpinning the new strategic mission. This focus has assisted the implementation and inclusion of character strengths in six student-focused programs and three strengths-based approaches with staff. Figure 6.1 depicts the character strengths approach adopted by St Peter's College. Table 6.1 shows the timelines and target group for each initiative. The school has conducted wide scale measurement of well-being of all staff and students from fifth to twelfth grade ($n = 514$), and will be continuing this measurement on a biennial basis to evaluate the effects of the character strengths programs.

Table 6.1 St Peter's College positive education program

Year level	Program	Authors
Reception—ELC	Kimochi/St Peter's College developed	Kimochi
Years 1–5	Bounce back!	Toni Noble and Helen McGrath
Year 6	St Peter's College developed program—beyondblue/kidsmatter	St Peter's College
Year 7	Personal well-being lessons for secondary schools: positive psychology in action	Ilona Boniwell
Year 8	Penn resilience program	Seligman et al. (2009)
Year 10	Strath haven positive psychology program	Seligman et al. (2009)

Student-focused Strengths-based Initiatives

To date, character strengths have been woven into six student initiatives. Some of these initiatives include the larger student body (e.g., sport; Religious Instruction and the well-being curriculum) whereas other programs have been used with smaller, specific samples (e.g. eighth, eleventh and twelfth grade English Literature, senior school student leaders and students who seek counselling). Some of the projects have been evaluated at the early stages and others will contribute to the overall well-being metrics that will be tracked annually at St Peter's College (cf. Chap. 5).

Student Strengths-based Initiative 1: Well-being Curriculum

After 18 months planning, consultation, staff training and measurement, the St Peter's College whole school positive education curriculum was launched. Within these numerous strengths-based programs new initiatives have emerged many spontaneously and created by Junior and Senior School staff to create meaningful activities to connect students with character strengths that are explicitly linked to the School's culture. A handful of these initiatives included: strengths-hands where teachers ask students to write their names on a traced version of their hand with each finger representing one of their strengths; strengths trains; strengths stars; strengths trees that formed a forest of strengths in the entrance to the Junior School with trees representing different homerooms; strengths silhouettes to represent the "shadow side" of our strengths or ones that we keep in reserve and call on when adversity strikes; Australian Rules Football shirts that nominate students strengths and form a visual representation of being part of the "team" in class.

Student Strengths-based Initiative 2: A Strengths-based Approach in Sport

Sport is a central and high profile aspect of the culture at St Peter's College. Every student is required to play at least one school sport, training sessions are held at school and all teachers are required to coach a sport. Many boys are in multiple sports teams and sport is used as an activity to form school spirit and to connect positively with teachers outside of the classroom setting.

The emphasis in sport on peak performance, athlete resilience and team flow makes sport an interesting field for the application of positive psychology. A number of influential studies show a significant relationship between sporting performance and optimism (Gordan and Kane 2002; Seligman et al. 1990). Yet the coaching of sport at St Peter's was often occurring from a deficit based approach with coaches

focusing on correcting the weaknesses and errors of the student athletes rather than building up strengths.

In 2011–2012, the school implemented the Positive Sports Coaching (PSC) program as an innovative, evidenced-based way of coaching teams and individuals. The program is built around the science of optimism, positive feedback, process praise and character strengths. All coaching staff were put through the PSC program and student captains of all senior school sporting teams were trained in the PSC program. The focus was on looking for the positives while dealing with the negatives using an optimistic mindset.

The program equipped teacher-coaches and student-captains with strengths-based approaches for building sporting skills, team dynamics, and student well-being. A study of 27 coaches across seven sports (Scholes et al. 2013) found that using the Positive Sports Coaching program assisted the well-being and confidence of the coaches. A within-sample pre-test, post-test design was used to assess changes in positive affect, negative affect, and coaching confidence. Prior to the training, coaches were asked to complete the Positive and Negative Affect Scale (PANAS; Watson et al. 1988) as well as the Coaching Efficacy Scale (CES; Myers et al. 2006) and again five weeks after the training was completed. T-test analysis revealed significant increases in positive affect and coaching confidence at the end of the intervention. No shift in negative affect was found. Qualitative data was collected from the coaches who made observations such as: "PSC provided me with a range of tools and techniques to better manage and encourage my players" and "PSC built my self-esteem, I have confidence in my own abilities as a coach".

A review of the effects of the PSC on student well-being was conducted with students of the First Football squad ($n=25$; Year 10–12) and First Soccer squad ($n=15$; Year 10–12) (Waters et al. 2011). A within group pre-test, post-test design was used to compare differences on the PANAS (Watson et al. 1988). A one-way repeated-measures MANOVA was used to test for pre-test and post-test changes in positive affect and negative affect. A significant effect for time was found ($F_{(2,28)}=3.64$, $p<0.05$). Positive affect was statistically higher post-program than pre-program (pre-program mean=37, post-program mean=41.7; $F_{(1,29)}=6.23$, $p<0.05$). There was no difference in negative affect between pre-program to post-program scores (pre-program mean=19.05, post-program mean=19.23; $F_{(1,29)}=0.51$, $p>0.05$). Qualitative data was collected from the students who made observations such as: "The coaches were more positive with us after being trained" and "I am able to see the strengths of my teammates more easily".

Student Strengths-based Initiative 3: Character Strengths in Religious Instruction

Character strengths now form a major stream of learning in the school's Religious and Values Education (McCall et al. 2012). The school Chaplain has focused upon the Wisdom literature of the Hebrew and Christian Scriptures and is exploring the explicit points of overlap between that literature and the VIA model.

In the context of Religious and Values Education, the wisdom tradition can be used to give students practical knowledge to guide their lives. However, the reality of teaching values in a school context to help students make meaningful connections between some of Jesus' wisdom based commandments and their day-to-day lives is not always easy. This is particularly so, given today's teenagers receive many competing messages from popular culture as to what "wisdom" is and how it can be embodied. Deep knowledge and appreciation of the biblical stories and themes is less widespread amongst young people today than in previous generations. Contemporary Christian educators are asking, "How can we return young people to the wisdom of the Bible?" One potential approach to reconnect students with the wisdom literature is to adopt a more appreciative, strengths-based assessment of the Bible.

A traditional approach has been to focus on the 10 commandments (Exodus 20: 1–17 and Deuteronomy 5: 4–21) and then to refer to Jesus' summary of the commandments in the two great commandments (Mark 12: 30–31; Matthew 19: 19; Luke 10: 27). Certainly, this approach has some merit. However, the 10 commandments, speaking critically from an educational point of view (and in this context only!), consist of two commandments that encourage positive practices, number three: "Remember the Sabbath day and keep it holy" (although even this commandment continues with the instructions *not* to work on the Sabbath) and number four: "Honor your father and your mother", while eight commandments order us to avoid "negative" behaviour such as not to "murder", not to "commit adultery", and not to "steal".

Educationally, the question can be asked whether teaching wisdom should begin by focusing the students on what they should NOT be doing (the emphasis of 8 out of the 10 commandments) or whether there are other teaching strategies that connect students to Christianity by showing them more of the positive behaviours and practices that the Bible has outlined. Wisdom is not simply the absence of negative behaviours. People are not automatically wise simply by following the eight commandments that tell them not to steal, kill etc.). Rather, wisdom is *both* the absence of negative behaviours *combined* with the presence of positive qualities and behaviours such as discipline, respect, obedience, perspective, ethics, and love. The virtues highlighted by Peterson (2006) as making a 'Good School'.

The character strengths framework, although secular, is aligned with the Wisdom literature in Christianity in that both are based on the assumption that wisdom/virtue is desirable and that it can be developed. Using a strengths-based perspective can shift students from fear or merely following the doctrines of wisdom, towards a relationship of love and intimacy with Jesus through serving him and others by using one's unique strengths. It can move students from scriptural study to a practical wisdom that is enacted each day.

As such, the school has adopted a strengths-based approach to Religious Instruction by using three techniques:

1. Students exploring their own character strengths and how it is they can use their character strengths to serve Jesus;
2. The use of positive verse to connect students up with the positive behaviours they can adopt, as preached in the Bible, to become wise, as summarized in Table 6.2;

Table 6.2 Teaching sequence for strengths-based interventions

1.	Analyzing literature: studying characterization before learning about character strengths
2.	Learning about character strengths and completing the VIA strengths survey
3.	Discuss strengths in pairs
4.	Whole-class interactive display to share strengths: discussion
5.	Me at my best: recount paragraph for homework
6.	Application of character strengths to chosen character
7.	Analyzing literature: studying characterization with knowledge of character strengths
8.	Students wrote on another character in the second part of the assessment

3. An analysis of parables using the character strengths model and;
4. Analyzing the actions of Jesus towards others from a strengths-based perspective.

When asked to comment on the use of the VIA with his students, The Reverend Dr. Theodore McCall observed the following:

> The practice of teaching students both this concept of Jesus as the embodiment of divine Wisdom, and his wise words and deeds, has been supported greatly by using strengths-based reflection exercises. The pondering of Jesus' particular strengths, followed by the identification of individual strengths in the students themselves, has led to a greater appreciation both of Jesus' individual strengths and his identity and teachings. Susie Brooke-Smith's class in the Junior School at St Peter's College was a particular success. Using strengths-based verses from the New Testament in this case, the students were able to make links between their own strengths and those of Jesus. In addition, this allowed students to see the relevance of the biblical verses to their own growth in wisdom, or, to use Rahner's phrase, 'self-transcendence'.

Student Strengths-based Initiative 4: Character Strengths in Eighth Grade English Literature

The Acting Head of English Literature at the school, Walter Barbieri, has used the VIA Character Strengths Model in his 8th grade classes to explore whether an understanding of character strengths influences students' analysis of characterization in film and fiction writing. Darren Pitt, Emily FitzSimons and Mathew White used this teaching sequence in Year 11 and 12 English classes. The teaching sequence for strengths-based intervention is outlined in Table 6.3. Firstly, students viewed Tim Burton's film: *Edward Scissorhands* and read Franz Kafka's novella: *The Metamorphosis*, two texts selected because of their artistic merit and due to their thematic congruency. Core elements of the plot, thematic motifs and characters took place in order to secure a good, though basic, understanding of the text. The students were then asked to "Write an analytical paragraph (following the Statement—Evidence—Analysis structure) on how a writer/director presents a character in their work (Fig. 6.3).

After this, the students were presented with character strengths English lessons based upon Peterson and Seligman's (2004) model designed by Walter Barbieri and Professor Lea Waters. Students completed the Youth version of the VIA

Table 6.3 Outline of strengths-based student, staff and parent initiatives

Strengths Projects	Year	Group of focus	Whole group or specific groups
Positive psychology Interest Group	2011, 2012	Staff	Specific to interest group
Positive psychology training for SLT	2011, 2013	Staff	Specific to SLT
AI Summit	2011	Staff	All staff
Positive sports coaching	2011 & 2012	Staff and students	All staff and senior school sports captains
English literature	2012	Students	8th, 11th and 12th grade
Religious instructions	2012	Students	All students in Chapel
School Captain, Vice-Captain, Prefects and House Captains	2011, 2012 2013,2013	Students	School captain, Vice-captain, house captains and prefects
Staff positive psychology training	2012 & 2013	Staff	150 staff
Student leadership summit	2012	Students	45 student leaders
National student leadership summit	2013	Students	70 student leaders
Year 7 student leadership summit	2013	Students	100 students
Staff VIA surveys	2012 & 2013	Staff	All staff
Positive education curriculum	2013	Students	ELC—year 10
Parenting and positive psychology	2013	Parents	200 parents from early learning—year 12
Strengths-based school counselling	2012 & 2013	Students	Students who need counselling services

character strengths survey; the class was given an opportunity to discuss their signature strengths in pairs, encouraged to reflect on whether they would recognize those strengths within themselves. This process was then widened and applied to the whole class. Students were asked to write their names on five stickers, the whole 24 strengths were displayed on the board and then each boy placed their name next to their five signature strengths. This allowed the students to share the process in a social and interactive way, as well as giving them an insight into specific similarities between different boys, and the group's strengths profile as a whole. This class activity was followed by a homework task, which required boys to reflect on an incident in their past which saw them display one or more of their signature character strengths. This memory was then to be recounted in writing for homework.

After these lessons, students were asked to again engage in a character analysis. Those students who had selected a character from *The Metamorphosis* now had to work on *Edward Scissorhands*, and vice versa. The class was asked to consider and list which strengths and virtues applied to their selected character, as well as to provide some evidence from the text, which justified their decisions. The task itself was slightly re-worded, in light on the fact that students were approaching it a second time, thus: "Now that you have experienced and interacted with core virtues,

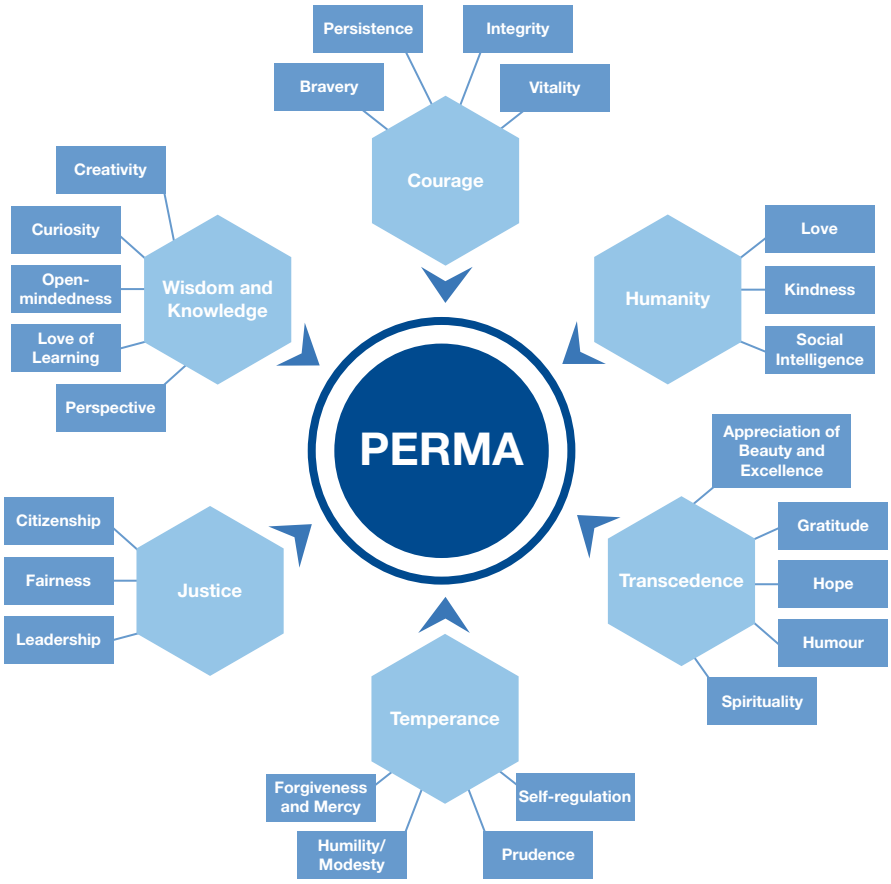

Fig. 6.2 Character strengths and virtues

character strengths, repeat the first step of your learning on characterization. Write an analytical paragraph (following the Statement-Evidence—Analysis structure) on how a writer/director presents a character in their work."

According to blind teacher assessments, the analytical responses based on taught film and narrative texts improved after students were taught the VIA model. Comparing students' pre and post intervention written work, the mean score increased from 13.9 to 15.9/20 when marked against the Australian Curriculum Framework. By teaching students literary skills in context of a strengths-based approach to character development, the teacher found that there was a significant impact on students' achievement.

When asked to comment on the use of the VIA with his students, Mr. Walter Barbieri, observed the following:

> … The application of the character strengths model to the study of characterization in my English class was truly powerful. Firstly, students experienced a significant expansion in their vocabulary. Many of the terms used in the character strengths model were novel to my students. Learning about these terms' meanings and identifying their own strengths profile helped students appreciate the complexity of not only characters, but people. Invariably, responses to character study after learning about the character strengths model were longer, more detailed and accurate, primarily due to the improved language students were able to use when discussing character presentation in literature.
> Of course, learning about the full range of strengths gave students not only the language of emotion, but a mature understanding of numerous character qualities that they may never have considered before. If Saussure is right, then learning the vernacular of character strengths is akin to internalizing the strengths themselves. The process of self-analysis and self-knowledge undertaken when exploring character strengths saw students improve their ability to identify the emotive state of literary characters in their study. Responses once the character strengths model was taught were therefore able to demonstrate far greater complexity, nuance and insight, indicating greater depth in understanding of characterization …

Students noted:

> … When using the 24 character strengths to analyze characters in our English Literature class I found that our view of these characters' personalities has changed from 2D to a 3D perspective in how we can go into a depth, which is far more sufficient.
> I think that you can relate it to your own life. If you take the test and see what your own character strengths are and then you look at any fictional character like King Lear who is such a big and powerful character; but, you can still see that maybe if he finds it hard to express love it makes you think, well where do I fit in expressing love and having love for other people ....

Student Initiative 5: Strengths-based Approach to Student Counselling

Character strengths play an important role in positive youth development as they act as protective factors and help mitigate psychopathology as well as enable conditions that promote flourishing (Park and Paterson 2008). The St Peter's College psychologists Zoë Alford and Dr Mike Oliver have adopted the strengths-based approach. Encouraging the growth of strengths and increasing the amount of time a student spends thinking about positive aspects of themselves and others spend less time spent thinking negative and unhelpful thoughts (Harris et al. 2007). The counsellors have found that a strengths-based approach in counselling helped to build rapport with students and created less resistance in students to seek out counselling at school. The counsellor team have worked hard to 're-language' their counselling practice and expand their vocabulary to highlight student strengths, to frame problems from a strengths perspective as well as helping student to reframe their perceived weaknesses as strengths (e.g. strengths imbedded in problematic defenses) (Harris et al. 2007).

The two school counsellors now seek to listen for strengths more explicitly (e.g. the student is likely to sound more positive, energetic and engaged), and inquire about student-perceived strengths and help the students spot their own strengths (Linley and Burns 2010). As well as this general shift in counselling orientation, the two school counsellors have adopted a number of specific strengths-based practices. When asked to reflect on the impact of a well-being approach on her role as the school's psychologist Zoë Alford noted:

> Traditional assessments require me to consider the severity of threat to self—and others asking questions such as "What is the presenting issue? How are these issues affecting you? Describe your thoughts and feelings? Do you have any dark thoughts, feelings or intentions to harm yourself or others?" Once I have established that this is not a severe or immediate threat, I ask, "What are your goals? Why are you here and what do you want to achieve? What external (friends, information, family) and internal resources (strengths, coping mechanisms) can you draw upon to address this issue/concern and move forward?"

Zoë Alford said, "A well-being approach has encouraged me to consider cognitive restructuring from a strengths-perspective. When a student enters the practice and a clinical session commences, I now use CBT from a positive perspective. Previously sessions addressed what unhelpful and dysfunctional beliefs and thoughts they might have about themselves and others, and now I reframe this from strengths and positive psychology structure and ask What adaptive and helpful thoughts and beliefs do you have about yourself and others?"

She further explained that she often uses the K-10 and DASS-21 as her first step, and the DSM-5. She says, "It is about identifying the strengths with the VIA profile. I ask the student to identify what strengths they already use and what strengths are present when they are at their best. I use the VIA Strengths cards and ask the student to identify which strengths they are using at home and school and with friends. We address any strength that may be over-used and are contributing to the problem. I then ask, "How can you use your strengths in challenging situations. I believe it's about viewing the whole spectrum of mental health and seeing the whole-person. By focusing on what's working well and identifying strengths, those strengths can be used as resources to help people address the issue and move forward."

Zoë Alford highlighted, "Even in their darkest hour, if it were too hard for them to see their strengths, I would ask them to tell me a story about how a person close to them (i.e. their mother or a friend) would describe their strengths. I have been influenced in the way I use assessment tools with students. For example, discussing and identifying the psychosocial and environmental resources is very important and can be used in achieving goals. I now use the DSM to acknowledge areas of weakness or impairment and then add the two questions focusing on what *IS* working and providing a clearer picture of the client (Lopez et al. 2006). I believe that the intervention I now undertake with students combines traditional approaches and is inspired by the work of Dr. Tayyab Rashid. This includes positive introductions, invites the client to identify their strengths, develop a gratitude journal, family tree of strengths, savouring assignment and putting strengths in action plan."

Student Initiative 6: Using Character Strengths with Senior Students who hold Leadership Positions

Building Student leadership capability is central to education. Under the leadership of the School Captain and Vice-Captain, the St Peter's College student leadership group have explored leadership concepts using the VIA character strengths profile. In December 2012, John Vrodos, School Captain, and Tom McNeil, Vice-Captain, invited other student leaders to participate in a half day workshop to complete the VIA survey and used this as the starting point to co-create their leadership vision, mission and goals for the year. The school leaders reflected on their top five strengths, known as their signature strengths, and how these formed the characteristics of the team. The student leaders were invited to reflect on the following questions: (1) When do you feel that you are able to use your strengths? (2) Do you think any of your character strengths will inhibit your role as a leader? (3) How can you use your strengths to spot the strengths in others? The outcome of the student leadership strengths model enabled the team to quickly connect with each other and identify what was right with the team as well as focus on how the dominant strengths of the team could inhibit the group achieving their vision, mission, and goals. This technique enabled the student leaders to acquire vocabulary that enabled deeper self-reflection and the ability to spot strengths in their peers. Students reported that the character strengths survey enabled them to consider their roles quite differently, moving away from the operational to focus on building relationships across year levels. The success of this approach inspired the Captain and Vice-Captain to create a two and a half day National Student Leadership Summit with feedback from Professor Martin Seligman, Professor David Cooperrider, and Associate Professor Lea Waters, held in March 2013. The focus for over half-a-day asked participants to consider their strengths, the strengths of their peers and schools, and the communities they served (cf. Chap. 8).

Strengths-based Initiatives with Staff

The school has conducted three staff-based initiatives that focus on strengths: (1) Senior leadership team positive psychology training, working with VIA model and AI training; (2) an appreciative inquiry summit, and (3) all staff completing the VIA character strengths survey during positive psychology training.

Strengths-based Staff Initiative 1: Senior Leadership Team PP Training

Before training staff in the VIA Strengths model, the St Peter's College Senior Leadership Team completed training in the principles and science of positive

psychology with Professor Lea Waters. This decision was made by the Headmaster in consultation with the SLT to enable the team to lead change across the organisation effectively and to be "ahead of the curve" with staff. Given the significance of this project, the Headmaster invited the Senior Chaplain to join the SLT to complete this training.

Across three full days the SLT completed subjects that examined leading self, leading other and leading change. Each of these units were written from a strengths-based perspective. One of the most powerful exercises the team completed was to anonymously observe a team member for a period of time and write strengths-based appraisal of their peers. This was read to each of the group during one of the training sessions. The success of strengths-based reflection coincided with the SLT developing the new strategic direction for the school and was a catalyst for positive change across the organisation and in the way team members gave each other feedback.

Strengths-based Staff Initiative 2: AI Summit

In Peterson's definition of an enabling institution, virtues are not only cultivated within institution members but are fostered at the *collective level* so that the institution itself has 'moral character'. To this end, St Peter's College has adopted a system-wide strengths approach where the focus is not on changing the behaviour, emotions, and cognitions of a single individual, but rather those of the school staff at large (Magyar-Moe 2009). The school undertook a whole-staff Appreciative Inquiry (AI) summit to develop the new strategic plan. Appreciative inquiry is a macro-intervention designed to create large-scale change by joining strengths across a system.

In November 2011, St Peter's College, Adelaide, Australia, held an AI summit to elicit feedback from all staff ($n = 151$) on the school's draft strategic plan and vision "to be a world-class school where boys flourish" and its mission to provide "exceptional education that brings out the best in every boy".

The AI summit was evaluated as an effective change management technique by school staff and a number of important self-organized groups, and change projects have emerged as a result of the AI summit. Qualitative analysis revealed that staff felt AI was a useful approach and, by tapping into the positive core of the school and their colleagues, staff felt uplifted and optimistic about the school's new strategic agenda (Waters et al. 2012). Analysis identified six key themes suggested by staff about the AI summit: valuing the collaboration process; learning from colleagues; appreciating one's colleagues; connecting with staff around shared values; feeling energized and passionate; and having a clearer vision of the school's future direction.

The SLT has been committed to ensuring that the ground-up change suggestions from the AI summit have been supported as much as possible, including new opportunities for professional development and training, the creation of a new position, measurement of well-being and commitment to becoming an evidence-based institution. St Peter's College used AI in order to encourage staff to participate in a change process that was collaborative, hopeful and optimistic, and culminated in the creation of a Culture and Organisational Development Committee comprising of 8

staff with whole school teaching and support staff representatives. This Committee was Chaired by Annette Cinnamond, Director of Human Resources and represented a macro-level strengths-based intervention that has created positive transformation in the school and fulfilment in institutional members.

Staff Strengths-based Initiative 3: Positive Psychology Training and All Staff Completing the VIA Survey

In July 2012 and January 2013, St Peter's College trained over 150 employees in a six-day positive psychology and resilience program delivered by a team from the Positive Psychology Center at the University of Pennsylvania. Following Council endorsement, in under six months this enabled significant engagement of the majority of employees including over 93% of teaching staff across the school. Over 150 employees at St Peter's College have now completed the VIA character strengths survey. This has enabled the group to understand the dominant strengths of staff and teams throughout the school. The introduction of strengths-based vocabulary has changed the way that employees engage with each other and set team goals. It has encouraged teachers and support staff throughout the school to question their management strategies as line managers, own educational practice as teacher-learners, and spot strengths in their colleagues. The impact on pedagogical discourse and practice has been substantial, as we have seen significant evidence of learning where strengths now cut across the school vertically from ELC—Year 12 and horizontally in year level.

What Does It All Mean?

In order to outline the strengths-based changes that have been undertaken at St Peter's College over the past three years, we have written about each of the initiatives separately so that teachers, school leaders and administrators can gain ideas for how to infuse character strengths in particular areas across the school and to highlight a key message that character strengths are necessary in staff programs as well as student programs. However, what we have seen occur at St Peter's College is that these separate initiatives have combined to create a cultural tipping point and the strengths-based approach is becoming a deeply embedded norm at the school (Fig. 6.2).

Did these strengths already exist in the organisation and people?

In considering these new approaches through the eyes of our students, a typical picture may be as follows: the student learns about their own character strengths, the character strengths of their fellow students and the character strengths of their

Fig. 6.3 Strengths-based approaches at St Peter's College, Adelaide

teachers through explicit well-being curriculum at a number of key year levels across the school. The student then explores the use of his strengths on the sports field as well as having his strengths identified and valued by the coach after the game; he learns about Christianity through a new lens—that of character strengths and considers how he can use his strengths to serve Jesus and the community; if he is in eighth grade he will analyze famous characters in English Literature through the VIA model; if he falls into psychological trouble the school psychologist will use traditional diagnostic models to make clinical assessment but will administer the VIA to help him explore how he can use his signature strengths to cope; if he is a senior student in a leadership position he will deeply explore his own strengths, how these can be deployed in his leadership role and what are the potential shadow side of his strengths. Given that all staff have been trained in the VIA model it is likely that there will be many informal, spontaneous strengths-based conversations in the study hall, in the school yard, drama class, debating or sporting field. Students

will have the opportunity to reflect on the character strengths of particular alumni in the School's history who have had a disproportionate impact on society, including Nobel Laureates Howard Florey, William Bragg, and Robin Warren. It may be that staff share their own profiles with students (this occurred with the eighth grade English literature class, homegroup settings, leadership development programs and well-being lessons), which creates a rapport and bonding between students and teachers. This kind of culture is highly transformational.

Beyond the student experience, the whole-school approach has emphasized the creation of an enabling institution for staff. A strengths-based approach is being modelled and supported throughout the entire fabric of the school. When teachers and school staff have high levels of social and emotional well-being, this has a positive influence on the students (Jennings and Greenberg 2009).

Measuring Well-being in Students and Staff

In Australia, measurement has now become a reality of the educational landscape. However, this discourse has primarily focused on the measurement of academic accomplishment. At St Peter's College, in order to assess the effectiveness of the above initiatives, the school has developed a multi-dimensional, whole school framework for measuring well-being, which integrates Peterson and Seligman's (2004) character strengths scale into a battery of scales that assess Seligman's (2011) PERMA model of flourishing (Waters and White 2012; White et al. 2013). Five hundred and fourteen students and 143 staff completed the St Peter's College well-being questionnaire in 2011 and 2012. The surveys will be re-administered every two years. By directly assessing subjective perspectives of well-being across multiple domains, and by incorporating both student and staff perspectives, there is potential to change the focus and conversation toward wellness promotion at all levels of the school.

Suggestion for Future Practice in Schools

Given the natural alignment between strengths-based approaches and good teaching, and learning the most common questions teachers ask us about positive psychology is "where and how do I start?" Peterson's character strengths and virtues is an excellent way to engage teachers and students alike. Since 2009 there has been growing interest in strengths from a strategic intent level in schools. At the macro-level, a character strengths audit of staff will enable school leaders to talk about individual and team dynamics and engage in enabling conversations that celebrate team diversity.

Until educational policy writers and administrator realize what great teachers instinctively know, that a child's character is as important as his/her intellect, we argue that character strengths should be systematically adopted across the school to

bridge the gap between home and school. For example, teachers can set a family tree assignment that focuses upon character strengths. If schools encourage students to discuss family character strengths over successive generations this simple conversation could act as the vehicle to greater connection with the world of the classroom. From an organisational level, we believe that strengths-based approaches in schools could be used for:

- Student-teacher feedback on quality of teaching
- Assessment of student academic work
- The development of practices
- A method to capture the strengths of pastoral care groups
- Implicit teaching for humanities and the arts
- A vehicle for goal setting for students accomplishment
- A way to foster great positive relationships across year levels
- Individual and team appraisals and feedback
- Institutional progress against identified visions, mission and values
- Broadening and building student and staff team leadership capability
- Foster collaboration across school captains and leaders from different schools to build a strengths-based-student-leadership-movement

Conclusions and Further Questions

Christopher Peterson played a foundational role in the development of positive psychology and positive education. The application of the character strengths profile across many youth samples is testament to the scientific undertaking he led to create a system that classified what was right with human beings. Characteristically humble, in our conversations with Chris, he always delighted in hearing stories of young people who developed greater depths of self-efficacy upon learning about their strengths. The hope that schools, their staff and students could reimagine their futures as enabling institutions through a strengths-based approach energized him and reaffirmed his mission to help us appreciate that other people matter. His part in the creation of this fledgling science and its long-term applied impact cannot be underestimated. We hope that this chapter is an adequate legacy to Professor Peterson, we know that his legacy lives on in the lives of hundreds of students and staff at St Peters' College and we hope that this chapter inspires other schools to take a strengths-based approach so that Peterson's work spreads as a positive virus amongst all students.

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Chapter 7
Character Education: A Role for Literature in Cultivating Character Strengths in Adolescence

Emily FitzSimons

Introduction

The aim of this chapter is to explore the possible application of character strengths in a school's well-being program, not through discrete personal development subjects or pastoral time, but within the school's existing literature program. This chapter provides an empirical imperative for schools' attention to what is often, nebulously, referred to as "good character". Rather than merely reflecting a kind of social affability or cultural preparation for life beyond school, character education can and *should* be re-drawn to focus on developing individual students' awareness and use of their own character strengths. This chapter culminates in arguing for the need to bring such character education into the traditional curriculum; English literature is one potentially powerful avenue for the cultivation of character strengths. This chapter brings together the teaching of literature and the cultivation of character strengths.

According to Aristotle (2000) happiness or well-being (*eudaimonia*) is a product of living and acting in accordance with a virtuous life. Rather than the popular hedonistic philosophies on happiness of his day, Aristotle argued for the pursuit of excellence in *virtue* (2000). Being true to the inner self, or *daimon*, entails identifying and cultivating one's virtues and then, importantly, living in accordance with them (Peterson et al. 2007). Great achievements and positive feelings, according to Aristotle, are ephemeral and empty in the absence of the highest good and our greatest quality of the soul: virtue (2000). Rather than being lofty, intangible concepts, virtues actually drive our *character*, concretely manifested in our behaviour and actions. In education, we strive to prepare young people for adult life. It is not surprising, then, that notions of "character" feature heavily. We tell students that activities, however difficult, are "character-building". Schools talk of producing men and women "of good character". Perhaps, in the wake of the burgeoning field

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of positive psychology, we might finally have a way to operationalize, quantify and develop "character" within a workable framework. The recent work on character strengths (for example, Peterson and Seligman 2004; Biswas-Diener 2006; Buschor et al. 2013; Dahlsgaard et al. 2005; Park 2004a), now well-published and internationally recognized, is our starting point.

What Could Character Education Look Like?

Schools are changing. Educational institutions are being challenged by the need to prepare students for an increasingly globalised, technological and skills-driven world. As a result, the very fabric of many school environments and their curricula is changing. At the same time, though, many are drawing attention to the psychological distress facing our youth (for example Waters 2011; Seligman et al. 2009). There is, then, a call for a focus on psychological well-being alongside the traditional academic education. It suggests that parents and communities are looking to schools to provide something more than past generations. There is a growing appreciation of the need to teach "good character". We need only look at the websites of high schools around the world to see the prevalence of words like "values", "character" and, more recently, "well-being". As early as 1924, educational literature acknowledged that, "school achievement involves other factors than those measured by means of the intelligence test … [such as] character traits" (Poffenberger and Carpenter 1924, p. 67). Though, where the character education of centuries past seemed to focus on good manners, social outreach and leadership, what we might mean by "character" in education is now expanding. Character education might be defined, variously, as a form of moral education that aims to teach young people about virtues (Park 2004a) and develop socio-moral competencies, whereby students can act as moral agents in the world (Berkowitz and Bier 2004). There is much more to this agenda than has perhaps been realised and, as such, this sort of education has, traditionally, be more of a practice than a science (Berkowitz and Bier 2004). Producing young men and women of "good character" has seemed a nebulous goal, measured often in the calibre of student behaviour at the school, or students' affability and community spirit upon graduating. The rapid growth in positive psychology and its research on character strengths as pathways to values means that educators now have an empirical platform on which to build, measure and promote their programs. As a result, our understanding and cultivation of "character" in education can and is taking on a new look. Fostering an individual's sense of self, cultivating character strengths and promoting resilience are among the developing aims of positive education.

It is important to highlight that character education in no way diminishes or supersedes the traditional goals of education, such as the accumulation of knowledge and development of practical and intellectual skills. On the contrary, the benefits of character education are not only seen in the psychological well-being of citizens but, substantially, in academic outcomes too. That is, the development of character

serves not only itself, but contributes to a variety of vocational and achievement outcomes. At the intersection of two different but interrelated agendas—promoting well-being *and* enhancing academic outcomes—lies the potential of character education. Character strengths are a significant enabling factor of flourishing at school. It is not all about psychological well-being; indeed, the use of character strengths has been linked to academic success (Weber and Ruch 2012); positive emotions that facilitate creativity (Fredrickson 2009); academic self-efficacy (Weber and Ruch 2012); a love of learning (Knoop 2011); and positive classroom behaviour (Weber and Ruch 2012).

A recent study by Weber and Ruch (2012) found that love of learning, zest, gratitude, perseverance and creativity were associated with school-related satisfaction among children. More specifically, hope, love of learning, perseverance and prudence were positively associated with academic self-efficacy; and hope, self-regulation, perspective and teamwork distinguished between those students who demonstrated improved, as opposed to decreased, grades during the school year (Weber and Ruch 2012). Additionally, another study found that temperance and perseverance predict academic achievement (Peterson and Park 2009). Success at work is also predicted by character strengths. For example;

- The strength of love predicts performance among West Point military cadets (Peterson and Park 2009);
- Teaching effectiveness is predicted by the teacher's levels of zest, humour and social intelligence (Peterson and Park 2009);
- People who use their strengths are more likely to achieve their set goals (Linley et al. 2010);
- And the strengths of zest, persistence, hope and curiosity play a key role in healthy and ambitious work behaviour (Gander et al. 2012).

It is clear from the science that education on character strengths and their development should be an integral part of a student's academic program, rather than being in competition with it. What is now, therefore, termed *positive education* is defined as education for both traditional skills and, alongside that, for happiness (Seligman et al. 2009).

To achieve these aims, though, positive education does require a re-aligning of educational theory, pedagogy and practice. Changing an entire institution or system is hardly an expeditious process but some schools, like St Peter's College, Adelaide, have begun. Beyond much-needed changes within school psychology and a zealous determination to change our classrooms for the better, the world of education is unsure on how best to bring together the theory, research and assessment tools at our disposal. Positive psychology research is spawning interventions but there are now some challenges in aligning the research and practice (Biswas-Diener et al. 2011). In some ways the relationship between positive psychology and education is at something of an impasse. Firstly, many of the existing programs, such the seminal Penn Resiliency Program (see Gillham et al. 2007) or the Strath Haven Positive Psychology Program (see Seligman et al. 2009 for an overview), are very effective, but usually as a result of having been delivered by their psychologist authors, or

at least by field staff who have had extensive training. For example, staff at both Geelong Grammar School and St Peter's College, Adelaide in Australia were well trained by specialists from the University of Pennsylvania, using a train-the-trainer model. Such institutions are now blessed with highly-trained staff and on-going access to leaders in the scientific field, so they are well placed to deliver positive education. Clearly though, the demand for school-based programs will very soon out-strip the availability of the trained personnel and costly rights-protected curricula. Bringing the positive education movement to scale, then, is a key goal. Many schools do not have the human or financial resources to access, or even replicate for themselves, the effective programs. So a first challenge is to *empower* and *equip* regular classroom teachers in schools.

In the process of doing this, a second challenge is for positive psychology to maintain its status and integrity as a science. If many in the applied fields struggle to access or use the science then they rely on other, less scientifically rigorous means. Over time, this will dilute the rigor of positive psychology and spawn a new generation of published materials purporting to be "a positive psychology approach" to teaching and learning, for example. So how can we unite the much-needed *research* in positive psychology and the classroom-based *practice*?

A third challenge relates to the daily implementation of programs in schools. Many schools and regions can cite examples of other programs introduced over the years, often driven by governments or local imperatives. New-fangled approaches to literacy and numeracy, emotional competencies, healthy eating, digital literacy and multicultural awareness are some examples. Schools know that we cannot teach any of these in isolation from other learning. Literacy and numeracy, for example, is the job of *all* teachers, not merely the English or Mathematics staff. Multiculturalism transforms *every* classroom, not only the History or Citizenship syllabi. So, too, with positive psychology and character education. How can we take the principles of positive education, such as character strengths, and promote robust, inter-disciplinary learning and practice across all facets of school life for students? Thus, there are a number of challenges lying before positive psychology and educational systems. There are no simple answers, but plenty of potential strategies. What follows is one such strategy.

The field of positive psychology is starting to show us that character can, in fact, be taught. So what sorts of programs might schools implement? A canvasing of recent research and practice can assist in generating guidelines for the shaping of effective school-based interventions on character. Below is a summary of some of the features of existing positive education programs and recommendations from researchers (see Table 7.1 for a concise overview, clustered by theme);

- Interventions *can* be incorporated into routine educational practices taught by school personnel (Durlak et al. 2011).
- Indeed, programs implemented by regular classroom teachers may be *more* effective due to the existing relationships they have with the students (Waters et al. 2011).
- The earlier the interventions the better the longer-term gains (Peterson & Seligman, 2004).

Table 7.1 Overview of key recommendations from positive psychology research, theory and interventions

Study or title	Author(s)	Finding and/or recommendation	Theme
Character strengths among youth	Steen et al. 2003	Failure to work within the school context may result in attention being drawn to conflicting moral messages and values	Specific to school context
Character strengths and positive youth development	Park 2004a	Consider cultural factors, such as religion, school context and age of the students, when promoting character strengths	Specific to school context
The role of subjective well-being in positive youth development	Park 2004b	Supportive parenting and high-quality connections with significant others may enrich the development of strengths in the program	Community engagement
Enhancing well-being and alleviating depressive symptoms with positive psychology interventions	Sin and Lyubomirsky 2009	Longer-term interventions are more likely to produce greater gains	Program timing
Character strengths and virtues: A handbook and classification	Peterson and Seligman 2004	The earlier the interventions the better the longer-term gains	Program timing
Research-based character education	Berkowitz and Bier 2004	Well-integrated programs, taught across several areas at school are more effective than isolated lessons	Program structure
A dynamic approach to psychological strength development and intervention	Biswas-Diener et al. 2011	A scaffolded approach, allowing for skill development rather than mere awareness of strengths, is likely to be highly effective	Program structure
Strengths gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents	Proctor et al. 2011	There are benefits of multiple exercises across time	Pedagogy & program structure
Strengths gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents	Proctor et al. 2011	Benefits to having students working collaboratively on character strengths	Pedagogy & program structure
The positive youth development perspective: Theoretical and empirical bases of a strengths-based approaches to adolescent development	Lerner 2009	Alignment with the existing interest of youth in strengths and capitalising on existing strengths profiles among adolescence, is likely to effectively promote positive youth development	Pedagogy
Strengths of character in schools	Park and Peterson 2009	Capitalising on the strengths youth already possess is desirable; to this end, individualised programs may be better than generic ones	Pedagogy

Table 7.1 (continued)

Study or title	Author(s)	Finding and/or recommendation	Theme
Strengths of character in schools	Park and Peterson 2009	Programs should teach specific activities of strengths, then encourage daily use	Pedagogy
Does the positive psychology movement have legs for children in schools?	Scott-Huebner and Hills 2011	It is important to offer daily opportunities for students to practise behaviours and newly-acquired skills within the school environment	Pedagogy
Character strengths among youth	Steen et al. 2003	Life experience is a powerful teacher in character strengths as youth learn through doing, viewing and modelling	Program content
Character strengths and positive youth development	Park 2004a	Positive role models play an important role in the development of character strengths	Program content
Character strengths among youth	Steen et al. 2003		
The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions	Durlak et al. 2011	Interventions can be incorporated into routine educational practices and delivered by classroom teachers	Role of the classroom teacher
A review of school-based positive psychology interventions	Waters 2011	Programs implemented by regular classroom teachers may be more effective due to the existing teacher-student relationships	Role of the classroom teacher

- There are benefits of a shot-gun approach, that is, multiple exercises across time (Proctor et al. 2011).
- Having students working together on character strengths enables them to learn that others have different, but equally valued, strengths (Proctor et al. 2011).
- Longer interventions, rather than a one-off program, or a "flavour of the week" approach, are likely to produce greater gains (Sin and Lyubomirsky 2009; Peterson and Seligman 2004; Steen et al. 2003).
- A sequenced, step-by-step approach allowing for adequate skill development, rather than mere awareness of strengths, is likely to be highly effective (Durlak et al. 2011; Biswas-Diener et al. 2011).
- It is important to consider cultural factors, such as religion, school context and age of the students, when promoting character strengths, addressing both internal and external factors (Park 2004a, b; Peterson and Seligman 2004).
- Failure to work within the school context may result in attention being drawn to conflicting moral messages and values (Steen et al. 2003).
- Life experience is a powerful teacher in character strengths as youth learn through doing, viewing and modelling (Steen et al. 2003).
- Positive role models play an important role in the development of character strengths, rather than prescriptive programs on what students should and should

not do (Park 2004a; Park and Peterson 2009; Proctor et al. 2011; Steen et al. 2003).
- If schools, families and communities can align themselves with the existing interest in strengths and seek to capitalise on existing strengths profiles among adolescence, we are more likely to effectively promote positive youth development (Lerner 2009; Knoop 2011).
- Trying to capitalise on the strengths youth already possess is desirable (Park and Peterson 2009); to this end, individualised programs may be better than generic ones (Park and Peterson 2009).
- Well-integrated programs, taught across several areas at school and even reinforced at home, are more effective than isolated lessons (Berkowitz and Bier 2004; Noble and McGrath 2005; Peterson and Seligman 2004).
- Programs should teach specific activities of strengths, then encourage daily use (Park and Peterson 2009).
- It is important to offer daily opportunities for students to practise behaviours and newly-acquired skills within the school environment (Clonan et al. 2004; Scott-Huebner and Hills 2011).
- Supportive parenting and high-quality connections with significant others, as a result of their correlation with life satisfaction (Park 2004b), may enrich the development of strengths in the program.

Many of the above recommendations point to the real potential of the classroom. Schools and the world of positive psychology now have an unprecedented opportunity to bring character strengths into schools through the *regular* classroom, even in schools with little access to expensive curricula and positive psychology experts. In fact, there is something to be said for the strengths of regular teachers. Classroom teachers are undoubtedly experts in their field. For example, they are highly skilled at engaging with young people, experienced at generating units of work to inspire, and at have a wealth of knowledge at their fingertips on pedagogy, assessment, classroom design and community engagement. I would argue that they are the as-yet unrealised champions of positive education. Years of attending educational conferences and teacher workshops, both in Australia and internationally, reveals that, perhaps more than anything else, teachers are hungry for new ideas, better ways to help their students and innovative resources. If you have ever seen the book stalls in foyers at teacher conferences being picked over, like a restaurant buffet, then you start to appreciate the un-tapped potential here. Teachers of both primary and secondary students are always searching for new, easily-implemented materials. Now, in the wake of rising attention on positive psychology, any teacher materials that purport to use positive psychology concepts will be in high demand. As such, we need to be careful. And clever. If readily available resources existed that bring together the science of positive psychology *and* traditional curriculum areas in which teachers are already authoritative, then we could capitalise on the skills of the classroom experts and apply the science at the same time. Teachers would not only be *empowered* they would be *equipped* to take the science of well-being into their classrooms. Thus, if positive psychology is to be rapidly scaled, whilst

still maintaining its empirical and theoretical integrity, then there is a need for the publishing of accessible and dynamic teaching materials. Empirically-based curriculum materials on character strengths, in the hands of the classroom experts, can lead well-integrated, practical, culturally-sensitive, long-term programs for schools.

Positive Psychology and Literature

Why literature? English literature is one curriculum area that, by virtue of its creative, personal, discussion-rich pedagogy and its curricular focus on the lives and emotions of others, is a natural fit with positive psychology. Let us begin by exploring what literature has to offer to the study and cultivation of well-being, before returning to character strengths particularly. By way of introduction, the insights proffered by literature help form a picture of the meaningful life and what it means to flourish. Literature is very much concerned with the human condition and the great writers, from William Shakespeare, through Charles Dickens to George Orwell, Arthur Miller and Margaret Atwood show concern for fellow humans, in whatever circumstances they find themselves. In fact, literature has the power to make us reflect on *ourselves* through the lives of *others*. Involvement in and sympathy for literary characters renders greater understanding of the human condition. We come to see, in the end, how circumstances *shape* lives (Nussbaum 1998).

Firstly, literature assists us to understand the concept of *eudaimonia*: well-being through living in accordance with virtue. Martha Nussbaum argues that "… the novel is itself a moral achievement, and the well-lived life is a work of literary art" (1990, p. 148). She is suggesting that human lives and works of literature are not so different from each other. Both are the product of crafting virtuous character. So, what does the flourishing life look like? How can we achieve it? Literature enables us to explore some answers. This is one reason we ought to embrace what is being called the *eudaimonic turn* in the humanities (Pawelski and Moores 2013). By applying a well-being lens to our study of literature, we might see something entirely new. For example, "happiness" may of course come from a positive experience of affirmation or transcendence, such as through loving relationships. There are many works of literature about that. But equally, it could be argued that stories of loss connect us to the good things in life more so than the happy ones. They focus our attention on what is truly valuable; after all, our consciousness of well-being is often at its height when it is threatened (Potkay 2013a; Pawelski and Moores 2013). To this end, the eudaimonic turn in literature allows us to see that happiness may be something transformative that occurs through suffering and adversity (Pawelski and Moores 2013; Kephart 2013). As a literary illustration, consider one of Shakespeare's greatest tragedies, *King Lear* (1607). In a scene of reconciliation, the ailing King Lear is reunited with his daughter, Cordelia, in the emotional climax to the drama. As the tragic hero though, Lear suffers greatly, losing Cordelia only two scenes later. Literature vitally demonstrates to us the centrality of *human agency* throughout life's narrative and that human beings contribute to their own well-being

(Kephart 2013; Nussbaum 1998). Shakespeare's humanist themes set fatalism, in the characters of Gloucester and Edgar, against those who believe in authoring their *own* destiny, like Edmund and Kent. The final scene is one of redemption where the fallen monarch realises, albeit superficially, the ways in which he has authored his own suffering and ultimate demise. As he clutches Cordelia's lifeless body, Lear experiences a kind of epiphany or re-birth, making him what Kephart (2013) might call "twice born" (p. 230). The recurring imagery associated with the breath, being rescued from the grave and birds flying are used by Shakespeare to convey this re-birth, whilst at the same time capturing the love between Lear and his daughter. There is a deeper awareness of and regret for Lear's own mistakes such as in banishing those who loved him most, namely Kent and Cordelia. However, in the spirit of the Greek tragedy that Shakespeare adapted so well, there is little suggestion that the King truly acknowledges his own character flaws of vanity and rashness. In all of this, as in many other great works of literature, the drama suggests that the eudaimonic life *may* be filled with positive emotions but, even more importantly, is one of self-awareness, human agency, and ultimately, transformation.

Excitingly, a eudaimonic turn in the humanities means that even dark and heavy tragedies can have their place in the annals of "positive literature". An existing problem with privileging dark narratives, which we so often do in studying literature, is that they do not always fully represent the human experience as simultaneously challenging and positive. Too much artistic tragedy gives us an imbalanced view of life (Pawelski and Moores 2013). Whilst this may be true, and a new interpretive lens will help to re-balance the focus, stories of loss can, indeed, hold great delight and relevance for the study of human well-being and virtues. Works can be very much about *virtue* and strength in humanity even whilst employing more scathing techniques, as do satirists like Jonathan Swift and Ben Johnson (Potkay 2013a) *or* presenting a bleak landscape, apparently void of hope such as Holocaust fiction or the works of Cormac McCarthy. Even if literary characters seem far too sentimental, too barren, or too evil to be realistic, they still serve as a "placeholder" for what a life bereft of well-being might look like (Pawelski 2013). Not all texts offer a positive redemption, either. Many portray characters as victims who suffer greatly and whose suffering has little meaning (Pawelski and Moores 2013), like the death of Cordelia at the end of *King Lear*. Such conclusions do not leave readers feeling inspired but are disturbing because they, "shake our naïve belief in the essential benevolence of the universe" (Pawelski and Moores 2013, p. 43). It is in these times, paradoxically, that literature *still* contributes to our well-being by working on our moral and cognitive imagination. How can we derive happiness from loss? One suggestion is that through the higher faculties of human reason and imagination readers create a harmony; a right mind, says Adam Potkay (2013a), can create apparent order from chaos. At the end of *King Lear*, then, readers are encouraged to see a divine harmony that underlines the apparent disorder. Lear's decline befits that of a tragic hero. Although suffering is awful, the order of the realm is finally restored in Edgar and Albany's rule. We judge there to be coherence and harmony where there would otherwise be none. In this way literature, whether dark

or cheerful, can play a vital role in cultivating powers of imagination, capacities of judgment and sensitivity (Nussbaum 1998).

Literature does not just explore different paths to happiness, but it offers guidance on what a *meaningful* life might be and how we attain it (Potkay 2013a). For example, stories challenge conventional human wisdom and values (Nussbaum 1998) by showing the consequences of decisions, such as spending a life pursuing power and public recognition. To cite the Shakespearean tragedy once more, King Lear's pride consumes him, so much so that he is figuratively blind to the motivations of those around him. This is powerfully explored via the motif of eyesight throughout the play. The drama questions the human value placed on duty. Although a society such as Shakespeare's hailed duty as important, he asks of them, should that "duty" prevent us speaking honestly to a leader for fear of reprisals? Is our "duty" given unconditionally, regardless of how we are treated? These are the kinds of challenges literature may throw up against human values and, in so doing, help us to explore how one finds meaning in life. Our meaningful life may lie, then, in the answers to some of the questions literature asks (Pawelski 2013).

A method of epistemological importance in literature is the interaction of form and meaning. Meaning is construed through the marrying of form, the readers' experience *and* the content of a text; this is something the study of English literature holds dear and something teachers of high school English impart to their students. It explains, to a great extent, the penchant for the analytical approach to literary techniques in so many high schools' literature curricula. It is here, under the eudaimonic lens, that such an approach to the literature can remain central and, in so doing, maintain the academic rigor and outcomes-focused approach in senior classroom. Rather than suggest that the world of examinations and assessments are incompatible with positive education, here is just one way for the two to work to each other's advantage. For example, *King Lear* is structured in Acts 3 and 4 to alternate between, on the one hand, Lear and his loyal supporters as they wander the barren heath and, on the other hand, the manipulative, brutal behaviour of Regan and Goneril within the castle walls. The juxtaposition highlights an irony. Those living within supposedly civilized walls are more bestial and depraved than those living like animals in the wilderness. Those living exposed to the open air are, ironically, the more civilized humans as the action progresses. The message here is that, despite all the trappings of civilization and regal power, immoral humans are little more than wild beasts. The symbolism of clothing throughout the play reinforces the theme. Thus, dramatic structure, staging *and* symbolism combine to reveal a truth of human behaviour. Such a technique-focused response would delight examiners.

Literature serves as a useful tool in positive education by helping to give meaning, texture and application to the nomenclature and constructs of the scientific field. The science of well-being defines constructs such as life satisfaction, joy or hope, often fairly thinly, in order to accurately measure those constructs. The humanities, particularly literature, can assist with the development of more robust constructs, where science needs to carefully simplify. Literature can help us to both unpack and then build on constructs to aid in their cultivation. For example, is the

kind of "joy" measured in a psychology survey representative of the fullness of joy that we understand it to be (Pawelski 2013)? Literature, rather than measuring its narrow existence, asks other things of "joy" to help develop the construct. For example, what do we *mean* by joy? Is the kind of joy explored in Fitzgerald's *The Great Gatsby* similar or different from Barbara Fredrickson's construct (Potkay 2013a)? When Shakespeare repeats "joy" to refer to familial relationships in *King Lear* (I, i) he does so ironically. For Shakespeare's time "joy" was a heavenly gift, bestowed upon those who served dutifully and loved accordingly. Thus, when Lear and Regan declare their joyous love, it is undercut by their vanity and duplicitous behaviour. Joy in the twenty-first century is not, according to Adam Potkay, teleological; joys are of the here and now, not yoked to some heavenly master or narrative of progress or growth (2013b). So, literature allows us to see all manner of *different* joys: in the planet, in eroticism, in faith, joy in ethical deeds, and so forth. Thus the humanities like literature enable us to explore the fluidity, complexity and dynamism of a term like joy.

Can literature aid in the *cultivation* of well-being and character, hence playing an important role in positive education? Literature's function, it should be said, is more akin to a "green pill" (Pawelski and Moores 2013). That is, rather than something which directly alleviates *suffering*, in the medicinal sense, literature works by promoting what is *good* (Potkay 2013a). Literature offers a range of cognitive and emotive benefits to readers. To this end, literature can and should be a linchpin of a well-integrated positive education program. Firstly, immersing oneself in a good story opens us up to the diverse world of positive emotions. There is so much to admire in noble characters, stories of unlikely triumph or heart-warming relationships. We know that an increase in positive affect contributes to our creativity through opening our hearts and minds, allows us to build new skills, expands our range of vision, alters how we connect with others and connects us to our full humanity (Fredrickson 2009). Secondly, literature provides us with valuable perspective, giving us distance from local issues and our own lives to educate us on moral or global concerns and, in doing so, inspires a mind in harmony with wider man (Potkay 2013a). If positive education is to be rooted in the promoting of, among other things, good character, then this education on moral concerns and citizenship is an important element. Martha Nussbaum (1998) argues that the arts play a vital role in cultivating an imagination that is essential to citizenship. She says that stories promote judgment and sensitivity and so, in a curriculum for world citizenship, literature's ability to represent the lives and cultures of many different people makes it an important part of any education (1998). Literary interpretation shows readers that experience and culture shape many aspects of what lies "under the skin" in humankind. It does this by expanding our sympathies for others in a way that real life cannot cultivate sufficiently (Nussbaum 1998). Finally, literature functions as a promoter of the good through its calming effect on our mind. John Stuart Mill writes in his autobiography (1909–1914) about poetry as "medicine" for his mind (paragraph 12). He writes of Wordsworth's poems: "in them I seemed to draw from a source of inward joy, of sympathetic and imaginative pleasure, which could be shared in by all human beings … And I felt myself at once better and happier as I came under their influence"

(paragraph 12). So, at least according to Mill, literature both connects us to other humans and is a balm for our own mind and spirit.

Character Strengths Through Literature

Let us return for a moment to the impetus for this chapter. For the future application of the science of positive psychology, and for the integrity and effectiveness of positive education, it is important that accessible and empirically-sound curricula now make it into every classroom. Given that English literature is so wonderfully placed to enrich our understanding and cultivation of well-being, the English classroom seems a natural starting point for positive education in the curriculum. Taught in every school around the world by skilled and passionate teachers, literature as a subject transcends culture and socio-economic backgrounds. All high school students study narratives, poetry and films at some stage in their schooling. The goal now is to publish a book of curriculum materials for high school English teachers, focusing on the pivotal role of character strengths in well-being.

I believe there is a strong need, too, to tackle the more senior years in literature study. Well-being through literature does not need to exclusively target younger children and early adolescence. Firstly, in Australia and many other countries there is a mountain of existing material for middle school classrooms, under the assumption that it is in these years that the fun can be had. The perceptions, often, is that once students move into the more senior years, the agenda changes from integrated, thematic, creative units, to more sophisticated, rigorous literary study, perhaps in preparation for examinations and final assessments. Secondly, the later adolescent years come with their own social and emotional challenges but also great cognitive benefits. A curriculum that marries their changing pastoral needs with increasing cognitive maturity is a new way to conceive of character education. I would argue that, both pastorally and intellectually, some of the best work on character strengths can be done in the upper high school years. As such, a rich focus on well-being in literature need not come at the expense of academic rigor, deep ethical and emotional competencies or analytical essay writing.

Suggested Activities for the English Classroom

Among the innovative programs, the English Faculty at St Peter's College, Adelaide has done preliminary work fusing character strengths and literature (Barbieri et al. 2012). Presenting their findings at the *2012 Australian Positive Psychology and Well-being Conference*, the Faculty found that explicit teaching on character strengths, using the VIA, strengths survey greatly enhanced the ability of students in both Year 8 and Year 11 to sympathise with and analyse the construction of character. Students were taught an introduction to character strengths, completed the VIA

to receive their own strengths profile, familiarised themselves with the language and structure of the strengths model and then approach a variety of literary analysis tasks. More specifically, the sessions enhanced the students' vocabulary for discussing literary characters in works such as Kafka's *Metamorphosis*, the film *Edward Scissorhands* and Doris Lessing's short story, *Flight*. Student writing consequently showed greater depth of understanding of motivation in human behaviour which, in turn, produced more robust and analytical responses on the construction of character (Barbieri et al. 2012).

Even in the absence of completing the VIA themselves, students can easily embark upon strengths-spotting in literary and media texts. More than merely naming strengths in action, though, such an approach can lead to robust classroom discussion on questions. These include;

- Do character strengths, such as courage or kindness, manifest in different ways in different settings or cultures?
- Do some strengths develop with age? As such, do coming-of-age novels and adolescent fiction often have characters developing certain strengths on the path to maturity? A comparative text study could be interesting here.
- Can we have too much of a strength? If so, what might that look like and how might it cease to be helpful in excess?
- How do different strengths complement each other when individuals come together, such as in relationships or teams or communities?

To offer a more detailed example of how curriculum might unite positive psychology topics and the English classroom, the study of *one* particular strength or construct provides opportunity for bringing students to understand it and to cultivate it. Hope is one such strength that the science tells us *can* be built. Recent work on hope is arguing that the explicit teaching of hope should be considered a pivotal element in any intervention aimed at enhancing happiness and life satisfaction in youth (Toner et al. 2012). Further, there are both enabling and inhibiting factors when it comes to the development of hope (Peterson and Seligman 2004). For example *goal setting* is a key component of hope (Peterson and Seligman 2004; Snyder 1999; Green et al. 2007) and so teaching students about setting, clearly articulating and working towards goals, engenders hopeful thinking. Other examples of interventions shown to enhance hope include using narrative-based examples and paragons of hope (cited in Peterson and Seligman 2004) and cognitive-behavioural problem solving skills (Reivich and Shatte 2002; Snyder 1999, 2000). If classrooms were to use such research on hope from positive psychology, then we could shape programs of work that not only teach literary texts, but do so with a focus on: student reflection on hopeful people in their own lives; setting and monitoring of students' own goals; and an understanding the cognitive and emotional components of hope. Weaving together literary texts on hope or its absence (from *Death of a Salesman* to *Twelfth Night*, from *The Handmaid's Tale* to *Schindler's List*) and combining that study with interventions to boost hope can be a powerful combination.

Conclusions

Education's new focus on promoting psychological well-being alongside that of traditional academic learning is changing the face of schools. To bring to scale the work of positive psychology, promote well-integrated and robust learning in our students, and to better equip regular classroom teachers for the task, accessible programs are needed. Embedding principles of positive psychology, such as learning about and cultivating character strengths, in traditional curriculum areas is one promising solution. English literature is one curriculum area that naturally lends itself to the task of integrating positive psychology. Not only can we use the classroom to bolster the well-being of students, but positive psychology's theory and science provides a rich lens through which to study and to contribute to academic learning. It can enrich the process, leading to outcomes such as a greater appreciation of character, the relationship between form and meaning and a deep exploration of the nuances of theme.

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Chapter 8
Student Leadership, Well-Being and Service: Integrating Appreciative Inquiry, Strengths and Leadership

Mathew A. White, John Vrodos and Tom McNeil

The Opportunity

Following the introduction of well-being as a strategic goal for St. Peter's College and Martin Seligman's residency at the school, an early ground-up and student-lead project emerged. This was the natural evolution towards a strengths-based leadership approach for students in the school. Based on a small-scale leadership conference held at St. Peter's College in June of 2012, which Tom and I participated in, we started to dream about a more ambitious program. The plan sought to galvanize as many school student leaders as possible across Australia.

With the support of Mr. Simon Murray, Headmaster, and Mr. Sam McKinney, Head of Senior School, our ambitious project for a National Student Leadership Summit was born. Mr. Murray and Mr. McKinney told us about their experience in leading an Appreciative Inquiry Summit with staff; we had experienced a smaller version of a similar approach first hand when we were in our final year at school. We felt that this method would work well with students (cf. Chap. 3).

Our aim was to establish an informal network of student leaders who could collaborate and seek advice and feedback from each other throughout the year to harness the creativity and energy of student leaders across the state, learn from each other, document the hopes and dreams we have for the communities we serve, and commit to action, reporting back outcomes from our Leadership Summit.

We acknowledge this chapter was written with the support of with Dr Mathew A. White, Professor Lea Waters, Mr. Sam McKinney, and Mr. Simon Murray. We thank Professor Martin Seligman, Professor David Cooperrider and Michelle McQuaid for their feedback on our plans.

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Table 8.1 Leadership opportunities at St Peter's College

Leadership opportunity	Description
Formal	School captain, vice-captain, house captains and leadership teams, sports and co-curricular Captains
Distributed	Collaborative opportunities within an open discussion
Informal	Ongoing peer-to-peer relationships to look after younger students and help them to develop the strategies to feel more a part of the school

We realized early on that a major challenge school leaders experience is being able to communicate with peers across systems (independent, government, and Catholic schools). Preparing for the National Student Leadership Summit was a significant undertaking. We were able to consult and seek feedback from a number of leaders in the field. Central to the final structure and approach we created for the summit was an early scoping meeting with Professor Lea Waters and Dr. Mathew White. In discussing our ambitions with Professor Waters, she challenged our understanding of leadership and the role of schooling aligned with positive psychology (Elmore 2000; Seligman and Csikszentmihalyi 2000). In particular, we discussed an older "hero" approach to leadership and reflected on the existing leadership structure at the school, summarised in Table 8.1. In our initial scoping meeting with Professor Waters in Term 4 of 2012, we discussed the opportunities for 2013 and highlighted three areas we wanted to tackle:

- Finding meaning for, and with, student leadership roles in the School
- Finding ways to make a difference within and outside of the School
- Finding balance between leadership opportunities and studies

We discussed the difference between a "hero" view of leadership and the one that emerged in the 1980s and 1990s from challenges in the business world with the rise of the "authentic" leader, and we considered the formal, information, and distributed opportunities that already exist at the School that we could enrich. Tom and I quickly related to both models. We considered examples from sport and history. However, Professor Waters outlined the capabilities demonstrated by an authentic leader. This, we could see, fitted with our larger plans to hold an appreciative inquiry summit at the school.

Outlined in Table 8.2, Tom and I had the opportunity to experience the energizing power of a smaller student conference held at St. Peter's College in June 2012. Our experience from this process showed us that it was possible to bring a group of diverse people together and form a clear vision, mission, and goals to help measure our success throughout the year. We decided to integrate the advice Professor Waters gave us about authentic leadership, with a reflection on Martin Seligman's and

Table 8.2 Leadership training 2012–2013

Date	Step
June 2012	South Australian Leadership Appreciate Inquiry Summit
December 2012	Internal School Leaders Appreciate Inquiry Summit
March 2013	National Student Leadership Appreciate Inquiry Summit

Christopher Peterson's character strengths, to build our team (Peterson and Seligman 2004). Professor Waters outlined four qualities of an authentic leader: maintaining self-awareness, building clear relationships, practicing balanced decision-making, and sustaining aligned moral leadership. Out of these four capabilities, we decided to focus systematically on two. Tom and I felt that by enhancing our self-awareness and building good relations across the school, we could strengthen our school's culture (Peterson 2006; White and Waters 2014).

At the end of 2012, we held a half-day appreciative inquiry summit for new school prefects and other house leaders. The aim was to develop a program that focused on leadership styles, decision-making processes, and problem solving. We invited the school prefects to complete the character strengths questionnaire to commence our discussions on building our team's leadership capability. From this day we discovered that the top five character strengths of the group were: capacity to love and be loved, gratitude, forgiveness and mercy, fairness and equity, and citizenship and teamwork. Following six appreciative questions, we collated our peers' feedback (Cooperrider and Srivastva 1987). We asked them:

- "What are the greatest strengths of our school?"
- "What does our school care about?"
- "As students, what do we care about?"
- "What do our peers care about?"
- "What do we want to achieve as prefects?"
- "What three aspects will we focus our effort on?"

As a team, we developed the following vision, mission, and goals:

St. Peter's College 2013 Prefect Vision
To be a united and committed prefect body serving St. Peter's College, and fostering mutual respect through the development of relationships.

St. Peter's College 2013 Prefect Mission
To uphold our values as role models to influence those around us.

St. Peter's College 2013 Prefect Our goals
- To create supportive relationships
- To unlock strengths within our community
- To serve selflessly

Leadership and Seligman's PERMA Theory

During our time as school leaders, we were very fortunate that Professor Martin Seligman, the founder of positive psychology, was resident at the school. This meant that we were able to discuss our ideas and seek feedback from Professor Seligman. His advice was simple and direct. It worked with the three opportunities for leadership we had identified with Professor Waters, in conversation with Dr. White.

Table 8.3 Seligman's PERMA theory. (Adapted from Seligman 2011, pp. 12–20)

	Description	Leadership Strategy
P	Positive emotion	Foster positive experiences across the school for students. In particular focusing on events that promote a sense of belonging and team. Help students to find their passion and interests
E	Engagement	Challenge boys to find engagement in their co-curricular activities studies and align these with their character strengths
R	Relationships	Discuss and foster good relations across year levels
M	Meaning	Challenge our peers to seek and find opportunities to service something greater than themselves
A	Accomplishment	Celebrate student academic and co-curricular achievement with particular emphasis on perseverance in the face of adversity

In early February 2013, when Tom and I met with Professor Seligman, he pointed out that one of the most important things a leader could do was to elevate the level of PERMA (well-being) in the people around him or her. This conversation with Professor Seligman influenced the way that Tom and I considered the year and planted a seed that grew into the vision for a National School Summit. In our weekly school assemblies and meetings with school prefects, we focused on relationships across the school. When we had the opportunity to speak to the whole senior school, we explored PERMA. We explored with Professor Seligman's (2011) theory of PERMA (Positive emotion, Engagement, Relationships, Meaning, and Accomplishment), which could be applied to aspects of leadership, during the school year. In our discussion with school leaders, we asked them to "name and discuss when they fostered good relations amongst their peers?" "How they could continue to do this?", "What stops them from doing this?", and "What were the barriers?" This determined a timeline, system, and set of skills that we wanted to develop over the course of the year to help foster the well-being of other students in the School (Peterson, 2006, Table 8.3).

We asked our team of school prefects and leaders to consider their capabilities, map these against the PERMA theory, and reflect on their own emerging leadership styles. We linked this back to a presentation that Professor Martin Seligman made to our senior school students in 2012. Professor Seligman addressed all 800 students in the senior school at the installation, and in particular, spoke to our student leadership team:

> … I want to tell you something that may touch your careers; when I look in the front row at your school captain, house captain, and behind, one thing that I see is that many of you will want to be leaders in your profession, in the school, leaders in the nation … I work on leadership and predicting who will become the highest leaders. I'm interested in human strengths and predicting who will become the highest leaders including faith, love and kindness. Your Chaplain has just read to your of faith, hope and love—what could it mean that love is the highest strength. It turns out that of the twenty-four strengths the greatest

> predictor of high leadership is the capacity to love and be loved, it is the one strength you want to nurture …. (Seligman 2012)

Professor Seligman's speech had an impact. We strongly remember how we were surprised at its simplicity. Building on Professor Seligman's lecture in a discussion with Professor Lea Waters, Mr. Murray, and Mr. McKinney, Tom and I decided that we really wanted to focus on the R(elationships) and M(eaning) in PERMA in our new roles as Captain and Vice-Captain of the School. With Professor Seligman, back in 2013, we commenced our plan for a National Student Leadership Summit and actively sought his input. In my opening speech for the year, I decided to expand on my views on PERMA. As School Captain, my aim in doing this was to highlight the best of what already existed at Saints, and then envisage what might be our reality. At the induction service, I said:

> In my eyes, the most significant aspect of my job here at Saints is the opportunity that I have to form relationships. When you think about what you really are part of, it is important to stand back from the basic perception of school and see St. Peter's College as a community where you can make a conscious decision to serve or remain idle.
> This realization often comes late in one's time at the school, though the second of the central values in my vision for 2013 is service to others and the community. This can be so perfectly summarized by President John F. Kennedy's famous quote: "Ask not what your country can do for you, but what you can do for your country." Here is another point for this realization: St. Peter's College, in itself, is an invitation to be a part of something greater than yourself. I turn to another historical figure in Isaac Newton, who said of his pursuit of knowledge that he would stand on the shoulders of giants by using those before him to propel modern science forward.
> You, as students and contributors to our society here at Saints, are invited to use the rich culture of self-improvement and all-rounded pursuits to not only develop your own character, but to find your niche and excel. A few years ago, Rufus Black said at Year 12 valedictory that our generations' greatest challenge is to overcome our personal comforts and complacency and to embrace an attitude of unshakable perseverance. Your duty is to go against the grain. To explore the unfamiliar and to do more than is asked of you within the comfortable niche that you might acquire. In doing this, I urge you to encourage and support others to take similar risks. Enable people to question, embrace the challenge, and in doing so, allow yourself to help develop an atmosphere of open-mindedness, which will remain as the mark of our great institution.
> By overcoming adversity with perseverance, understanding what you are part of by the relationships that you form, and tirelessly serving something greater than yourself, you will look back on your time here with absolute pride and memories that will last a lifetime. Finally, as Professor Seligman, our guest today, is known to say, do not be drawn back by your the past but rather be pulled forward by the opportunities that lie in the future. (Vrodos 2013a)

A National Student Leadership Summit

We recognize that we had great ground on which to build our previous Summit in June 2012. The Captain and Vice-Captain, Oliver van Ruth and Isaac Aitken, worked hard to start the first one. This was our launch pad for a larger Summit. We commenced a larger project using appreciative inquiry as the central method

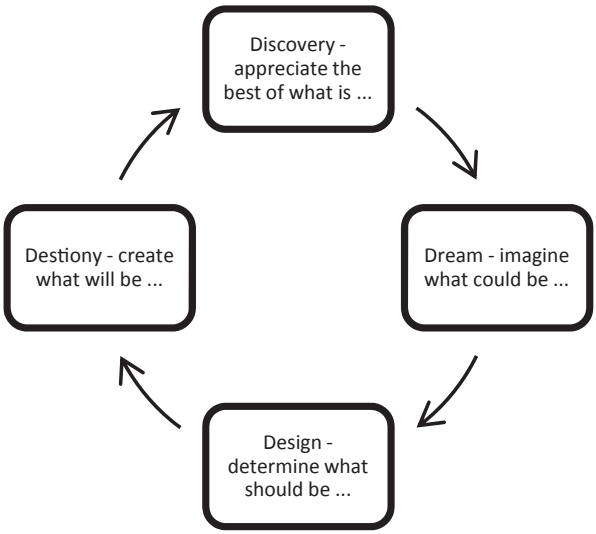

Fig. 8.1 Appreciative inquiry. (Cooperrider and Srivastva 1987)

(Barrett and Fry 2005). Over 70 school leaders from all sectors of education were invited to participate, with representatives coming from all over the country. Our aim in hosting the Summit was to provide other school leaders with a set of practical skills to use in their schools. We concluded with trying to bring our vision, mission, and goals to reality that we had opportunities for formal, distributed, and informal leadership across the school. How do we engage student leaders from a diversity of schools? Throughout January and February 2013, we worked to structure the National Student Leadership Summit based on David Cooperrider's appreciative inquiry approach (Cooperrider and Srivastva 1987, Fig. 8.1).

As Professor Waters explained to us, appreciative inquiry aligned with our goals in that it focused on what goes right in systems and organisations. Through the workshop format, we unlocked energizing reflections of participants to have them leave the Summit with a clearer sense of their own personal vision, mission, and goals for their leadership during the year.

David Cooperrider believes that by approaching leadership with an appreciative perspective, we would be able to unlock a system's future potential. We wanted to tap into an approach that helped other student leaders (including us) focus on what we are doing right already. We wanted to focus on what needed to be improved or fixed. By allowing people to unite on a central theme, the appreciative inquiry process allows people who share related objectives to construct a shared future based on the strengths of their past. It is a process each person feels free to be heard, free to dream together, free to choose to contribute, and free to act with support. The appreciative inquiry process is grounded in five fundamental principles:

1. The first step acknowledges that the seeds of change are implicit in the first questions asked;

2. The second step recognises that inquiry and change are not truly separate moments; they can and should be simultaneous;
3. The third step understands that our pasts, presents, and futures are endless sources of learning, inspiration, and interpretation;
4. The fourth step values that collective imagination and discourse about the future is a mobilising agent;
5. The fifth step states that the momentum for change requires large amounts of positive energy, emotion, social bonding, hope, inspiration, and the joy of mutual creation.

It was our hope that the Summit participants would create a community of like-minded individuals who are able to keep in contact throughout the year. However, we mainly wanted to activate a group of leaders across a number of schools who would systematically consider the possibilities for their communities. The appreciative approach asked participants to define examples of what they felt success should be. We structured the day so that all participants were seated within their school-leadership groups, and then at the end of the Summit, we mixed individuals at different tables (Cooperrider and Srivastva 1987).

As outlined in Table 8.2, we used an appreciative inquiry into leadership and were able to illustrate examples of this quickly from our small-scale day, where we discussed our focus topics. We were interested to realize that what we chose to focus on can actually became real. We can establish clear, measurable goals, and focus on the behaviours that foster them. We were keen to ask questions to the group to energize the leaders at the school about their thoughts, feelings, and behaviour. In structuring the Student Leadership Summit, we carefully considered the questions we wanted to ask participants over the 2.5 days, and how these could link with Seligman's PERMA theory (Seligman 2012). Professor Seligman kindly contacted Professor Cooperrider and told him about our plans for the National Student Leadership Summit and the way that we planned to incorporate Cooperrider's 4-D model.

We shared our plans and the structure of the summit with Professor Cooperrider. He wrote back to Professor Seligman of our plans, stating, "Marty, this does have truly important implications—for young leader development; for action learning; for management of our schools (where young people are truly involved); and for a complete approach to positive education in the classroom and in the joint leadership of the school system! As a positive institution" (D. Cooperrider, personal communication, Wednesday 6 February 2013). This was an important step in the planning process. It established the foundations for the remainder of the conference. From here, Professor Cooperrider generously shared with us some of his writing and journal articles, chosen for a pre-conference reading package and sent to all conference delegates (cf. Chap. 3).

To compliment the natural energy and ideas of the group, Tom and I invited two leaders to speak to our Summit participants. We established a list and started to contact people. For both of us, two names kept reappearing: Matthew Cowdrey, OAM Australia's greatest Paralympian, and His Excellency, Rear Admiral Kevin

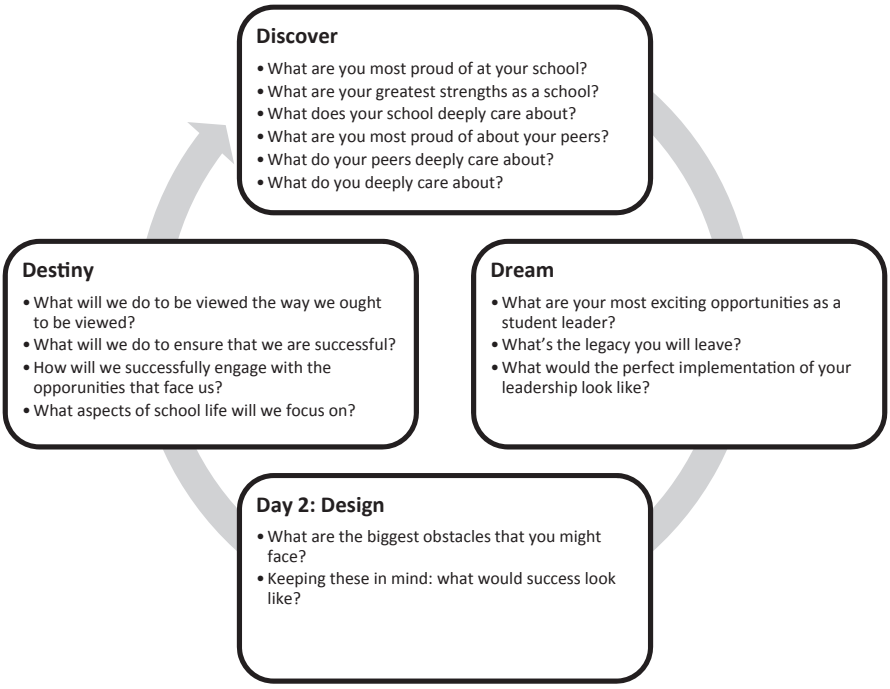

Fig. 8.2 St Peter's College national student leadership summit AI questions

Scarce, AC CSC RANR, the Governor of South Australia. We wrote to these great Australians and outlined our vision for the day.

We were delighted when both agreed to speak at the conference. The governor of South Australia opened the National Leadership Summit on the first day and met with all participants. He exchanged his views about leadership and the lessons he has learnt through service to others during his significant maritime and defense career. Then, on Saturday night, Matthew Cowdrey spoke. Mr. Cowdrey's powerful message focused on the important role of grit in leadership, the significance of working as a team, and the necessity of having clear and measurable goals. Mr. Cowdrey's message about his personal journey and determination was an inspiration to each of us. It set the bar high for the final day of our conference that focused on developing the strengths of all student leaders present.

As conference delegates completed their tasks for the day, the output of the Summit was significant. It was clear that the creativity of the student leaders who were present was unleashed (Cooperrider 2012). When we asked the group what they hoped to achieve from the meeting, regular themes emerged. Some of these included a national perspective on student leadership, new ideas and systems to promote student leadership, ways to improve student relationships, goals to achieve in teamwork, and developing a common vision. The questions that we chose through

the 2.5 days of the Summit were based on focusing on the best of what was already happening in schools.

The aim here was to help student leaders focus on what was working well within their school context rather than falling into the trap of focusing on areas that need to be addressed. We then moved into the next stage of the process that focused on what might be in the future, dreaming freely and letting thoughts and ambitions run wild with future possibilities. The third step was about translating what we have discovered about ourselves and dreamt about future possibilities of designing the main goals and measuring the outline of what should be (Cooperrider et al. 2012).

Finally, our last step was to outline what we will do, commit to moving forward, and plan to incorporate Cooperrider and Srivastva's (1987) view that institutions (including schools) have elements that are organic and are to be embraced—as opposed to being problems that are to be solved. We wrote to David Cooperrider who generously made a video-recorded message for the conference delegates. During his 10 min message to the Summit, Professor Cooperrider made a number of points; however, we would like to highlight one key part of his speech where he said:

> … I want to first thank John Vrodos and Tom McNeil for inviting me to share a few thoughts with you as you bring together students from nearly every Australian state. What an amazing opportunity. I love the questions you have all framed and posed. Questions that will help us dig deep in terms of what leadership is all about: What do you and your school deeply care about at this time? What are the opportunities available to our generations and to you as a leader? What would successful engagement of your leadership skills look like? Yours, honestly, is a path-breaking summit. It is the very first of its kind, and let me underscore that it is the very first. We have always had many of the best summits' young leaders participate, but this is the very first AI summit that I know of anywhere in the world that has been designed by young leaders, initiated by young leaders, and led by young leaders. (Cooperrider 2013)

How did we integrate David Cooperrider's appreciative inquiry technique over the 2.5 days of the summit? Tom and I decided to structure the summit around the 4-D model of discovery, dream, design, and destiny. Summarised in Fig. 8.3, Character Strengths of National Student Leadership Summit Participants, we asked all conference delegates to complete the Values in Action for Young People and the Strengths

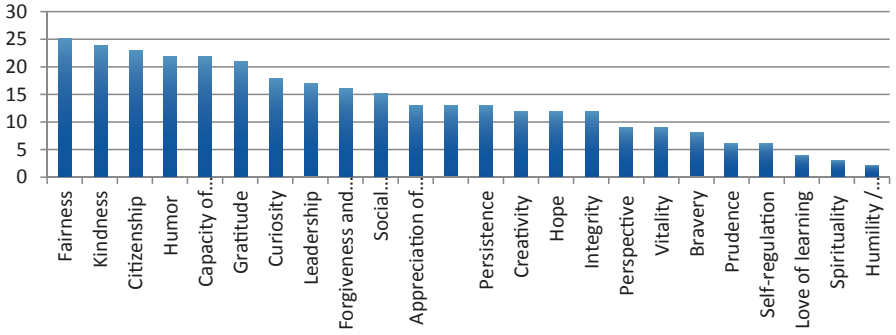

Fig. 8.3 Character strengths of national student leadership summit participants

Use Scale. This framed discussion focused on how participants could engage in the year's challenges from a strengths-based perspective.

We felt that the questions we created under each of these headings would enable conference participants to consider their school settings and their own personal leadership journey. The objective of this day was to invite school leaders to consider what works well in their schools. In particular, we wanted to ask participants how they felt about their school and which aspects of school life they felt are the strongest. We wanted participants to reflect on and link to their individual values as leaders and reflect on the values of their schools.

The questions asked included:

Day One

Session One

- What are your greatest strengths as a school?
- What does your school deeply care about?
- What are you most proud of your school?

Session Two

- What are you most proud of about your peers?
- What do your peers deeply care about?
- What do you deeply care about?
- What are your most exciting opportunities as a student leader?

Session Three

- What would the perfect implementation of your leadership look like?
- What is the legacy that you hope to leave?
- What does success look like?

Day Two

Session Four: Character Strengths Think about a person in your personal or school life whom you would describe as a great leader.

- Discuss a time you used character strengths in a challenge in your own life.
- Discuss how you use character strengths in your style of leadership.
- How can you as a leader identify and cultivate the character strengths of those you lead?
- As a leader, how can a focus on character strengths make your team more effective?
- How can a focus on character strengths make your life with family and friends more meaningful?

- How can you ensure that you bring your signature character strengths to your role as a leader when the situation calls for it?

Session Five

- What aspects of school life will we focus on?

Our vision is to.
Our mission is to.
Our goals as student leaders are …

In many ways, Session Five was the most challenging part of the Summit. We wanted participants to consider what success would be and how they would measure their goals and determine success. In this last stage, after participants had considered their character strengths and how those strengths would enhance and hinder their efficacy as a leader, we asked participants to develop their own pathway to determine what they would do next. Throughout the process, the group developed individual visions for their leadership, including some examples of areas for focus, such as being role models, inspiring, supporting, acting, being approachable, being responsible, and being able to make a difference. The mission focused on actions that student leaders were able to undertake to promote their vision. Some of the examples included organizing a diversity of events, being positive and engaging leaders who connect with students, promoting unity, and leading by example. Other examples developed by the group include:

To remain a coherent group who, when faced with adversity, identifies strengths to overcome weaknesses and in doing so, achieves our goals for our school;

- To promote unity and engagement by encouraging confidence and individuality throughout the school community;
- To encourage participation in all aspects of school life, creating a close-knit community, free from judgment, allowing adolescent minds to flourish.
- From these, students developed goals to achieve their vision and mission by focusing on the actions they could promote as leaders. Some of the examples from the group included:
- provide recognition of student achievements and actions in assembly;
- Inform the school so they know what we are doing with regular communication;
- Create team spirit throughout the whole school; increase co-curricular involvement;
- Make it a place where people want to be, not have to be;
- Become an approachable, easy-to-talk-to student leadership body by being open-minded and integrating with younger years, hence giving them the confidence to have their say;
- Have a positive school culture by encouraging enthusiastic involvement in all aspects of school life;

- Understanding students and knowing names;
- Learning everyone's name at school.

Our aim in hosting the National Student Leadership Summit was to create a community of student leaders across Australia. We desired for these leaders to be united in unlocking the potential of their student followers. Throughout our leadership journey, we learnt a great deal about the importance of personal organisation and careful planning. We pondered the necessity of devoting time to organisational matters to ensure that a conference of this nature ran well. Looking back on the process, we are really proud that for the 72 h we spent together, student leaders were able to put aside their rivalries and focus on building what is good and right in their communities by responding to a number of questions structured around Cooperrider's 4-D model as highlighted in Fig. 8.2. Following the consultative process of the National Student Leadership Summit, we recommend the following:

- The creation of an online communication platform for the connection throughout Australia
- That regular summits be held so that student leaders are able to define their vision, mission, and goals clearly aligned with their communities' strengths.
- Widespread training in appreciative inquiry techniques to harvest student ideas and leadership potential.
- That student leaders have an unofficial network of support from previous years of leaders. This will enable newly appointed leaders to capture the ideas, vision and momentum of departing leaders and help them to engage with the school community without hesitation and a clearly defined concept of their role from the outset.
- We explicitly recommend the approach to student leadership be taken through an appreciation of relationships, rather than a superficial desire for outcome based results.

The privilege to host the National Student Leadership Summit had a substantial impact on our year. It opened many doors and inspired Tom and I to visit other schools and to learn from our peers across Australia. Throughout the remainder of our year, Tom and I focused on opportunities to connect our community with the m(eaning) part of Professor Seligman's PERMA theory. One project that we were particularly proud to focus on was an ANZAC Service of Commemoration focusing on gratitude as an act of remembrance for those old scholars who made the ultimate sacrifice in the theatre of war.

> At the induction of new school leaders during the end of 2013, Tom McNeil (school vice-captain) said the following:
>
> … As house captains, you have a unique experience that cannot be compared to those before you or those to follow. No one will ever have the capacity to influence the same group of people at the same point in time that you will in 2014. Therefore, why should you settle for the expectation and standards that have occurred before you? You have the opportunity to carve and define your name on the bedrock of your house's culture. This is no time to desire the luxury of cooling off, but rather a moment in time where you must strive to engage with the people around you, to form strong relationships and to appreciate

> that your success will be measured not by what you attain but rather by what you give to your own sub-community. The goals that you set yourselves, as leaders, will require the full cooperation of your peers. You will be required to stand alongside your house members and encourage them to come with you and to share your vision and mission. As said in scripture, Romans 12:2, "Do not change yourselves to be like the people of this world, but be changed within by a new way of thinking." (McNeil 2013)

Our final Speech Day and Valedictory Service were the epitome in our expression of gratitude for the journey we'd enjoyed at Saints. Having learnt to embrace the strengths of our community and our personal character traits, we have belonged to, and enhanced a culture of growth, shown unity in moments of mastery and celebrated those times that defined our community spirit. Having led with unity, with positive engagement and accomplishment in mind, it was thrilling to see such from the Year 12s, such a unanimous sense of pride and ownership over the year that had been. At the point to commence our life outside of school, we could leave knowing that moving forward as men of saints, we've grown, we've been challenged and we've overcome trials to a point where we're ready to move forward, with new strategies, enlightenment and strength unlocked by our school. I was confident to pledge on the final day to close my Valedictorian address:

> so here's to the class of 2013 and a future of success. To a group of gentlemen that will go on to display an unshakable resolve of developed strength in character, that will commit to making a disproportionate and unpredictable difference. (Vrodos 2013b)

The appreciative inquiry approach worked for us. It highlighted what was working in our communities, and we certainly unleashed this in the amount that the group contributed. We learned the importance of fun and play along the way as we captured these ideas and tried to make sense of them all. However, we want to leave the final word on our year's experience to Professor David Cooperider's wonderful welcome to our Summit, as he reminded each of us that "… you are unique, and in the entire world there is no other young person exactly like you. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything! (Cooperrider 2013)."

Acknowledgements We had the support of a lot of people to make the National Student Leadership Summit happen and we would like to recognize the support of Simon Murray, (Headmaster), Sam McKinney (Head of Senior School), David Scott (Assistant Head of Senior School), Tracy McNamara (Marketing and Communications Manager), Paul Brown (Head of Boarding), Dr Mathew White (Director of Well-being and Positive Education), Fiona Gallan, Kelly Bray, Associate Professor Lea Waters (Melbourne Graduate School of Education), Jane Hogarth, Jason Haseldine, Professor Martin Seligman and Professor David Cooperrider. Since writing this chapter the National Student Leadership Summit has continued to grow. In 2015 the 4th Summit welcomed 113 student leaders from 33 schools and was facilitated by Samuel Beer (Captain 2015) and Alasdair McCall (Vice-Captain 2015).

Appendix A: Letter to School Leaders

National Student Leadership Summit 2013

In 2013, St Peter's College will host a National Student Leadership Summit for students from Government, Catholic and Independent schools across Australia, inspired by the mission and vision of the inaugural South Australian event in 2012.

In saying this, we would like to invite your School Captain and Vice-Captain to attend this conference, to be held at St Peter's College from Saturday 9 March until Monday 11 March 2013. We ask you to consider sending your School Leaders and include the dates as part of your 2013 planning. We will be writing to you in mid-January with confirmation of all logistics.

The Summit will be a Year 12 led initiative and designed to unlock the energy of young Australian Leaders. We believe that empowering student voice is an essential part of great leadership. The objectives of the Summit are:

- to harness the creativity and energy of student leaders across the nation
- to learn from each other and document the aspirations we have for the communities we serve

The Summit will be based around a series of questions including:

- What are you most proud of about your School?
- What are your greatest strengths?
- What are you most exciting opportunities as a student leader in 2013?
- What would successful implementation of these opportunities look like?

The outcomes from this National Student Leadership Summit will include:

- The ability for your school leaders to be able to undertake a similar program
- A conference package of resources
- Increased level of self-awareness
- Strategies for student leaders to reinforce positive relationships in your school community
- Training in methods for critical decision making
- A heightened awareness of each participant's "moral compass"

The output of the Summit will be a overview summarising the views of the participants and will be delivered to key leaders throughout the Australia. As part of the Summit, there will be a dinner held on the Sunday evening at St Peter's College. For this function, we are fortunate to have Matthew Cowdrey OAM, one of Australia's greatest Olympians, as a guest speaker.

Yours sincerely

John Vrodos	Tom McNeil
School Captain	**School Vice-Captain**

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Chapter 9
Well-being as Freedom: Future Directions in Well-Being

Mathew A. White and A. Simon Murray

Introduction

> Kids need to be educated at school, when they are young, so that when problems arise they can talk about them openly instead of keeping them to themselves. I didn't know what to look for. Signs that I took for being adolescence were signs of his depression. For years he suffered on his own. (National Mental Health Commission 2013, p. 7)

According to Dr Michelle Blanchard from the Young and Well Cooperative Research Centre in Melbourne young people tell us that they want to know what to do to be able to support their peers when they are struggling with mental ill-health. Young people want to learn skills of resilience and hear about stories of people who have navigated mental ill-health successfully. They want to have access to skills, programs and online resources for support (Blanchard et al. 2013).

Family, friends, community and culture are essential factors in maintaining well-being in young people. We want a country where every child believes that well-being is as much of a right as knowing how to read, write and add up. Well-being is a big problem and there is no silver bullet. Social scientists have demonstrated the hidden effects of individuals who are languishing on the productivity of our economies; mental health professionals continue to call on governments for greater funding and more proactive approaches to mental health management (Degney et al. 2012).

In Australia mental health problems will affect nearly half of the adult population at some point in their lifetime. In Australia, 44 people suicide each week. This is

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now higher than our national road toll. Our government allocated 6.5% of its health budget to mental well-being. As a country we can continue to treat the symptoms; or we can attack the cause and in particular the well-being of Aboriginal and Torres Straight Islander peoples. There is an increasingly body of evidence to support community awareness campaigns for mental well-being; but the long-term impact of these approaches are unknown (ABS 2013; Wright et al. 2006).

There is little doubt that education is understood as a key driver in the future of our world by governments and policy makers. Nevertheless, well-being is not the only topic vying for attention and if researchers and advocates of the positive education movement want to be taken seriously they must commit to publishing and widely sharing their learnings. The case for the inclusion of well-being as a key part of education policy is heading for choppy water. Now more than ever is a scientifically informed approach to well-being in schools essential. Central to education's part to play in this development is equipping young people with capabilities that will enable them to navigate society's opportunities and challenges; moreover, to have the skills that will enable them to flourish. But getting well-being onto the agenda is not as straightforward as it may seem. For example, consider the media's response to Australia's recent performance against educational indicators published by the OECD. Certainly, these highlight that there are areas for concern. There has been a steady decline in Australia's test results in reading, science and mathematics and it shows that Australian education appears to be back peddling when compared with other nations globally (Collicelli 2013).

In the results for the 2012 Programme for International Student Assessment (PISA) data there were alarming trends with decrease numeracy and literacy scores for a country like Australia. As Australia's digest that 42% of Australian 15-year-olds fail to meet the national minimum standard in mathematics and similar results for literacy there was another measure emerges captured in the PISA data that highlighting concern in the level of student engagement at school more generally.

Even though over half of the population will experience a mental illness during their lifetime, discrimination and lack of understanding is deeply entrenched. Up to 49% of adults treat people differently if they have a mental illness. This must change. Education is one avenue to improve people's understanding of well-being; however, it is not enough—we need to look at the policies, practices and behaviours in our schools, families and homes to build communities that encourage greater meaning and participation.

Why is education critical?

We believe education plays an vital role. What positive education sets out to achieve is empirically validated interventions and programs that have an shown to have impact on student well-being, providing young people with the skills for resilience before they need it. Around 50% of mental illness and anxiety emerge

by the age of sixteen and moreover 75 % by the age of 25. Consequently, teenagers and adults will often establish barriers or coping mechanisms to mask how they are coping, or not. This at a point in their development when they should be engaging fully in all that life has to offer. We support the advocates for early intervention for young people at risk. However, we support well-being as a right for all children just as we expect they can read, write and add up (Kauer et al. 2014).

What is obvious is that the quality of teacher pre-service education is starting to become an important issue in the translation of educational policy into action. Training teachers with these skills before they enter schools is vital. Nevertheless, many education projects have the potential to fail at the implementation phase due to the view that the hard work has been done when either a policy is written or training complete. Hence, we support strategic focus on well-being at an institutional level. It is commendable that the *Australian Curriculum* has recognised that personal and social learning are important goals to build good school cultures and courses.

On first glance a sceptic could dismiss positive education as a fad—or that it is simply old wine in new bottles as discussed by Kristjánsson (2012). However, social and emotional learning has been an important area for educational research for well over one hundred years. Previous researchers have enriched our understanding of the role emotion plays in the lives of students substantially. It has only been recent investigations that have been able to demonstrate how individuals are able to improve their personal and social capability and that this can help all students' access content to promote learning and promote self-respect (Layard 2005, 2006, 2007).

It is the privilege of a quiet life that it is not until tragedy; crisis, adversity or disaster occurs that we pause and take stock about our well-being. For example in the light of widespread riots in the United Kingdom the Jubilee Centre for Character and Virtues at the University of Birmingham was established. The purpose of the Centre is to focus strengthening character and values in Britain and consider "issues among the British public''. The scope of the Centre is significant and it will foster research across "family, school, community, university, profession, voluntary organisations and the wider employment scene in Britain" (p. 3). The Centre will investigate three major questions: (1) How does the power of good character transform and shape the future of society? (2) What personal virtues should ground public service? (3) How might morally significant gratitude be promoted in British society? Schools are the nexus of well-being in our communities. Increasingly school leaders and teachers are being asked to manage competing demands with vested interests. Managing these complex stakeholders means that some students will fall between the cracks. This cannot happen. We must equip pre-service teachers with greater skills to foster well-being and school leaders must have the determination to place well-being at the core of school life.

Like childhood immunisation programs we support systematically building young people's wellbeing from the earliest years. We support systematic education for resilience for every child, we support teaching young children the capability to articulate their thoughts and feelings, capture the strengths of their peers and be

aware of the emotions of others. This is a long-term goal. One intervention program does not inoculate a generation. It requires the partnership of parents, educators, psychologists and students working together (Whiteford and Groves 2009; Seligman 2013).

Measurement matters. But it, should not hinder progress. It is by measuring well-being that school leaders can make a difference, can help to form clear policy developments and implementation when faced with challenge. We see that from the widespread discussion about the PISA data that when we have great understanding of the scale of literacy and numeracy trends. Governments will respond. We propose that more educational leaders need to develop great levels of systems coherence to develop well-being policy, curriculum and programs that focus on enabling all students to flourish (Seligman 2013; White 2014).

In 2012 the United Nations Secretary-General Ban Ki-moon convened a meeting to discuss alternate measures of economic progress beyond the traditional yardstick of Gross Domestic Product. The meeting convened economists, religious leaders, psychologists and policy makers from around the globe to develop a social and economic index that captured the complexity of life. The forum focused on the topic "Happiness and Well-being: Defining a New Economic Paradigm".

We believe that education is a fundamental human right, it is the way to develop life-long human engagement and it is the key to developing a peaceful world. Over the past 15 years we have seen unprecedented economic change with the Global Financial Crisis, the growth of the Internet, population growth and increased urbanization. During this period the division between e-literate work forces and developing countries appears to be exponential (McDaid 2011).

At the end of 2012 that United Nations Literacy Decade concluded with the slogan "Literacy as Freedom". The focus of policy centred on building literacy across a number of agencies and agendas. Since 1999 there have been great advancement in goals to provide young people with access to universal primary education now seeing widespread increase demand for secondary education. In the United Nations global survey "a good education" was voted the key priority in building human capital above governance and health care. UNESCO and UNICEF identified as one of the methods to achieve a more equitable society and as the theme "Equitable, quality education, and life-long learning for all" for the Global Thematic Consultation on Education post-2015 Development Agenda. Globally education is recognized as an urgent outcome following the Rio+20 in public policy as a key driver in building human capital.

Education provides people with choice and agency. It was recognized that education provides people with skills. Education builds self-efficacy. An effective education system is everything. While the majority of readers would agree aspects of these statements, if we were to adopt the perspective of an economist the cost-benefit return on investment for many education reforms can remain unclear.

When we considered the World Health Organisation's predictions for 2030 there is no shying away from the "pointy" end of data that supports the observation that there are substantial mental health challenges on the horizon for the next generation. These data should galvanize school leaders to seriously engage with the well-being of their students in the same way they have strategies for numeracy and literacy.

When surveying educational policy it is clear that measurement plays a crucial part in acting as a catalyst for educational improvement. Some argue that once you state that you will measure and outcome that people all around you will invent creative ways to improve efficiencies and improve results (WHO 2013).

As the integration of scientifically informed positive education programs find its way into education it is clear schools play a pivotal role in equipping young people with the skills to navigate the challenges that lie ahead. The Melbourne Graduate School of Education's (2013) green paper *Focusing on the learner: Charting a way forward for Australian education* identifies a number of opportunities for collaboration to build the teaching profession. The report recommends an integrated approach within educational systems rather policy continuing to focus on unrelated "pockets of excellence" (2013, p. 4). The MGSE focuses on what has the greatest impact—quality of teaching. In this draft policy paper a roadmap is outlined for truly clinical approach to teaching to have demonstrable impact on student learning.

This approach is: data-driven, holistic and evidence-based. For a clinical teacher factors including socio-economic background do not drive the choice of intervention rather than it is a source to make sense of differences in accomplishment. This is an evolution in pre-service teacher training. The role played by teachers is to "deliberately intervene to ensure that every student achieved their highest possible learning outcome" where the teacher can survey student feedback about the quality of learning based on data and determine a strategy to enrich student's learning experiences. Student growth, that is how much a student learns over any given period, is the yard stick in clinical practice. Melbourne Graduate School of Education (MGSE) highlights four areas: (1) pre-service teacher training, (2) professional development, (3) professional leadership and (4) professional governance as key drivers when defining success in education.

The MGSE recognize that "education is a vital part of young children's well-being and development". As demonstrate by summarizing Hanushek et al. (1998); Rowe (2004) and Hattie's (2003) research teaching as the critical driver in student outcomes. As Fig. 9.1 shows this discussion lies at the intersection of well-being, quality of learning and teaching and the skills of teachers to create classrooms that support a well-being approach.

Fig. 9.1 The intersection of pre-service teacher training and the profession

The great Australian Headmaster Wilson Hogg argued that no school can rise above its staff. There is increasing body of evidence that outlines the considerable impact teachers and staff have on the evidence of student learning and outcome. We need another way to recruit the right people in a professional that requires empathy and subject knowledge. When we consider the PISA data and how the best systems educate and recruit their teachers they set the bar very high academically (in the top third of graduates) and offer teacher training as a graduate degree. However, to evolve education towards a more holistic approach and methodology it is critical that during pre-service teacher training, teachers are educated in how to interpret data and intervene to foster student learning and well-being (MGSE 2014).

Too often in teacher training the focus is on the development of how to become a maths or science teacher rather than focus on being an educator who considers the child from a holistic lens or their character development. It is apparent that there is a gap between pre-service teacher training and the system schools create to truly create the evolution towards positive education. The Melbourne Graduate School of Educations review focused upon student's academic growth; however fell short of schools being responsible for student well-being growth. Why? Is there an ideological barrier here at the centre of discussion of educations purpose? The transformation we propose is urgent and requires bold reform. It is not simple, but when we consider that school systems, architecture and curriculum can so often be a 1950s experience with a 1960s curriculum delivering 1970s outcomes it is clear that the system must change (Hoy and Tarter 2011).

Recent graduate attributes in Australia have focused on developing the pedagogical skills of students. With the evolution of teaching degrees in Australia there has been an increase in undergraduate generalist teachers; however, education systems in so many States support subject specialists who focus on knowledge content in mathematics, services and humanities. Preparing teachers for the reality and cut and thrust of the classroom is not straightforward. Increasingly researchers including John Hattie and Stephen Dinham have made substantial progress in helping educators understand what great teachers do, and what exceptional teachers do differently to have impact on student outcomes (Hattie 2003, 2009).

We admire Hattie's (2003, 2009) evidence based approach and encourage teachers to understand how to make the pedagogy they practice more visible. Nevertheless, Hattie and Dinham's work does not look at the whole child's well-being development. Education in its pre-service sense is not about creating students who complete tests but building educated minds, healthy bodies and nurturing the spirit. We believe that teacher training should focus on the development of students' academic progress *and* their well-being together and do not see their role in education as either one way or the other.

We suggest that schools should be able to train teachers directly in well-being and not just leave the outcome of student well-being to policy documentation and analysis. *Well-being must be taught in context*. This will help emerging teachers to realise that the role they play in fostering positive attitudes towards student well-being is critical. With pre-service teacher training we argue that teachers should be taught

skills to foster their own resilience so that they are well equipped to manage their own emotions during their time in schools. The increase in teacher drop out and burn out in the profession is a global trend and so often pre-service teacher training does not mentor graduates to understand themselves well enough before they commence the human enterprise of education.

Based on the research of Reivich and Shatté (2003) and others we propose that pre service teacher training should equip educators with the skills of:

- Self-awareness
- Self-regulation
- Optimism
- Mental agility
- Strengths of character
- Connection

These cognitive skills are essential elements of resiliency required to help teachers manage their emotions and focus on their well-being. How can teachers focus on the well-being of the students they teach if they are not flourishing themselves? (Reivich and Shatté 2003; Gillham et al. n.d.).

The implications of the above question are significant for the way we recruit, attract and retain the best educators into the teaching profession. It is clear that given the percentage of teachers who do leave the profession that the approach where grade point average determines if the candidate will be admitted to a course provides only one very simplistic view of what makes a great teacher. We need to acknowledge that like many other professions in the human domain including medicine and psychology, that an interview and testing can provide a much richer picture of a teacher's potential contribution to learning (MGSE 2014).

To articulate a vision for well-being in schools we believe should school leaders put aside differences and focus on well-being for all children. We argue that school leaders must be tenacious in their ambition and demonstrate that brave leadership required to execute well-being as a goal and then implement it relentlessly. Finally, we argue that evaluation of a well-being policy must be put into action.

Given education is a national concern educators must transcend old and focus on how to make this happen for all children. National education policies can have widespread influence at the grass-roots level on school improvement, good quality of classroom teaching and learning, student performance, creating confident and creative individuals, active and informed citizens; but, not necessarily on the preventative skills for life-long well-being (WHO 2013).

We support the need for an evolution in education policy to include the fourth ***R*** of resilience (Waters 2013). First, we argue that applications of cross-cultural evidence-based positive psychology interventions can provide pathways to help school leaders and governance manage the pending crisis millennial students will face. Second, we outline a cross-cultural model designed to influence education policy and improve students and staff levels of flourishing. Third, we propose to bolster education systems with bottom-up reform and top-down re-definition of good gov-

ernance and schooling by (1) getting the right people to teach in pre-service teacher training, (2) developing effective instruction and professional development for teachers 3) enhancing professional leadership and management skills, (3) professional governance for both well-being and academic growth.

On the horizon we believe there is hope that education systems are evolving to understand that well-being is essential for young people to flourish in schools. As we gather more empirical evidence to support the systematic integration of well-being into schools and tackle the challenges of the mental ill-ness head-on we must act now, or as Aristotle warns, educating the mind without educating the heart is no education at all.

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