

Creating Flourishing Kids

Using Positive Psychology Principles to Build Student Wellbeing and Resilience

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The sabbatical reports of my principal colleagues have been a wonderful reference source with my inquiry. A special thank you to Petrina Eastwood, Ros McQuillan-Mains and Debbie Smith for sharing your sabbatical learning journeys with us.

Finally thank you to Kirsten Holm and my other Danish friends who introduced me to 'hugge' and the hauora benefits of cycling in Copenhagen, pickled herrings and an evening with a beer by the canal.

Background and Rationale

"Only 25% of the New Zealand population is mentally flourishing. 75% of us have an elevated risk of mental illness. Our children, like others in the western world, suffer from depression and anxiety at ten times the rate of 50 years ago. Our youth suicide rate is the highest in the developed world."

Dr Lucy Hone presented her audience with these challenging facts when she opened the second annual New Zealand Positive Education Conference in Christchurch in April 2018.

- 29% of our 16-24 year olds reported having a mental health disorder (NZ Mental Health Survey, 2004)

- More than half of all adults diagnosed with mental health problems were diagnosed in childhood (Oakley and Brown et al 2006)
- There has been a 10% increase in mood-stabilising for children 5 years and over, compared to 5 years ago (Pharmac)
- A new breed of 'fragile thoroughbred' students is emerging
- Depression is predicted to be the second leading cause of disability by 2020 ((W.H.O.)
- Student wellbeing is strongly linked to learning (Noble et al 2008, p 30)
- New Zealand Primary School Principals' Occupational Health and Wellbeing Survey,(Institute for Positive Psychology and Education- Australian Catholic University 2017), found school leaders report 1.7 times the rate of burnout compared to the general population. Stress is reported at 1.8 times the general population rate. Sleeping troubles is reported at 2.4 times the general population rate. Chronic sleep deprivation predicts a number of long-term health issues, including memory difficulties, obesity and depression. School leaders report 1.8 times the rate of Cognitive Stress compared to the general population

It is apparent that a significant proportion of the children and adults in our schools are not mentally flourishing. This includes the more obvious cases of our traumatised children as well as less obvious groups that quietly suffer anxiety and high achievers or who have little resilience when faced with a setback, sometimes termed our 'fragile thoroughbreds'.

For teachers the best analogy I have seen on how we are doing collectively with wellbeing is taking a class for a water safety lesson in the pool. When asked to tread water some are naturally buoyant and don't require much effort to keep their head above water. Some may appear to be successfully doing so but are paddling frantically beneath the surface, and there are the sinkers who despite their best efforts sink below the surface and require assistance to stay afloat. Sometimes an adverse event turns all of us in to sinkers but if we are taught how to cope with setbacks and have a good understanding of our own strengths we are more likely live flourishing lives on the surface.

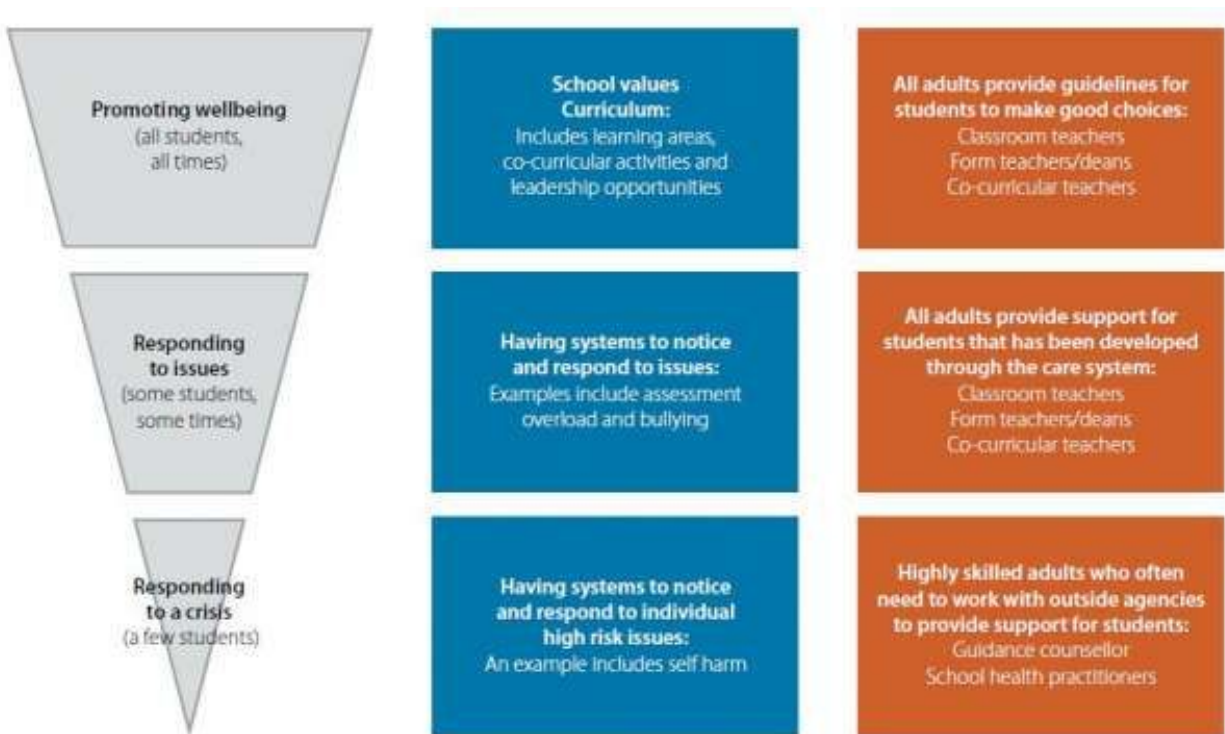
Research has shown us that Wellbeing and Resilience can be taught and it is strongly linked to learning. We can teach strategies to children to 'keep their head above the surface' most of the time.

I have set out to review research on positive psychology, examine examples of good practice in positive education in primary and secondary schools that have demonstrated how to keep people on the positive side of the wellbeing balance sheet, and finally I had took an inside look at the secrets the world's wellbeing champion, Denmark.

The diagram below from the E.R.O. report *Wellbeing for Success- A Resource for Schools 2012* illustrates the importance of promoting wellbeing, or working on the positive side of the wellbeing balance sheet. Can a school wide commitment to positive psychology principles in a school reduce the need for the reactive dimensions of this diagram, namely Responding to Issues and Responding to a Crisis?

Pastoral care strategies commonly focus on addressing deficits in student wellbeing and behaviour. It focuses on the negative side of the wellbeing balance sheet and emphasises therapeutic and restorative practices.

Positive psychology provides a model for building on the character strengths to enhance wellbeing and resilience. To enable people to flourish.



Student Wellbeing and Learning-

Research tells us that wellbeing, or lack of it, has a clear influence on student learning. When our young people feel safe and supported in their school environment they are more engaged and ready to learn."

Iona Holstead, Secretary for Education , New Zealand 2017

“Wellbeing is vital for student success.

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social- emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.²”

“The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion.

Support for a focus on students' wellbeing exists in professional frameworks including The Code of Ethics for Registered Teachers, Registered Teacher Criteria, the National Administration Guidelines, United Nations Convention on the Rights of the Child and the Vulnerable Children Act. Student wellbeing is not only an ethical and moral obligation for teachers, leaders and trustees but also a legal responsibility.”

Education Review Office 2012

<http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/introduction/#fn:1>

Positive Psychology and PERMA

Psychology has, until recently, focused primarily on ‘curing’ the mentally unwell, those on the negative side of the wellbeing balance sheet.

In 1998 Martin Seligman from The University of Pennsylvania took up the presidency of the U.S Psychological Association and urged his colleagues to explore a new goal: To explore what makes life worth living and what builds enabling conditions of a life worth living, to enable people to flourish. He challenged fellow psychologists to examine the positive side of mental health as he had found that ‘Positive Psychology’ had considerable potential to promote wellbeing.

Seligman identified five elements in wellbeing theory. Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. (PERMA).

He observed that depression among young people is shockingly high. Some estimates suggest depression is 50 times more prevalent than it was 50 years ago. The reasons behind this are the subject of many research studies and it beyond the scope of this

report. He concluded 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*”. (pg 80 ‘Flourish’ Seligman 2011)

What is Positive Education?

He oranga ngākau he pikinga waiora: Positive feelings in your heart will enhance your sense of self-worth

Positive Education is best described by the teachers and researchers at Geelong Grammar School, who worked with Martin Seligman to first introduce positive psychology into a school setting.

<https://www.ggs.vic.edu.au/School/Positive-Education/What-is-Positive-Education>

Positive Education is about applying the research of positive psychology to an educational setting to build our children’s psychological fitness.

Seligman polled thousands of parents and asked what do they most want for their children? They responded with “happiness”, “contentment”, “fulfillment”, “balance”, “kindness”, “health”, “love”, “meaning”.

It was evident that their child’s wellbeing was their main priority.

He then asked parents what do schools teach?

List was quite different.

They responded with “achievement”, “thinking skills”, “success”, “conformity”, “literacy”, “math”, “work”, “test taking”, “work”, “discipline”. In summary the skills needed to succeed in the workplace.

Seligman wants a revolution in world education. He observes that workplace skills have been the subject matter of the education system for two hundred years. We need to now also teach the skills of wellbeing, of how to have positive emotion, more meaning, better relationships and positive accomplishment. The aim is for our young people to flourish.

The Penn Resiliency Programme- Seeking evidence of the effectiveness of Positive Education approaches in schools.

Colleagues of Martin Seligman, Karen Reivich and Jane Gillham, devoted twenty years of research to establish an evidence base to ascertain whether wellbeing can be taught in schools.

The goal of the Penn Resiliency programme’s goal is to increase students ability to handle day to day problems. It actively teaches flexible problem solving, creative brainstorming, decision making, relaxation and other coping skills.

Two examples of the exercises that were used included;

The Three Good things Exercise - Students wrote three good things that happened each day. They then asked why this good thing happened?, What does it mean to you? And how can you have more of this good thing in the future? In a primary school setting this could be the basis of a class discussion at the end of the day.

Signature Strengths- Students took the Values in Action Signature Strengths test www.authenichappiness.org .Several sessions in the curriculum focus on identifying character strengths in themselves, their friends, and the literary figures they read about, and using these strengths to overcome challenges.

The researchers found that the Penn Resiliency programme at Strath Haven High School near Philadelphia:

- Reduced and prevented depression and prevented clinical levels of anxiety
- Reduced the feeling of hopelessness
- Worked equally well for children of different ethnic backgrounds
- Reduced conduct issues with adolescents
- Improved an individual's general health indicators
- Improved the strengths of curiosity, love of learning and creativity.
- Improved the social skills of empathy, cooperation assertiveness and self control

Positive Education in Australian and New Zealand Schools

"My work focuses on enabling people to feel good and function well. Faced with unprecedented rates of youth mental illness, and soaring levels of stress, self-harm and suicide, it is vital we equip New Zealand youth with the strategies to be the best they can be, and an understanding of the thinking and behavioural habits that threaten their healthy functioning. Equipped with a growing body of knowledge regarding what constitutes resilience and creates flourishing lives, it makes total sense to use our school system to disseminate these tools. (Dr Lucy Hone)

The positive education journeys of Australian and New Zealand schools provides information and inspiration for other schools.

Geelong Grammar School, an elite Australian school that pioneered implementation of positive education with Martin Seligman, has shared valuable case studies, rich details of activities, and insights from staff and students in the story of its decade-long journey (Norrish 2015).

See Positive Education: Teaching Wellbeing on this youtube link.

<https://www.youtube.com/watch?v=9GPss6swg88>

Secondary Schools such as Knox Grammar in Sydney and Christs College in Christchurch promote an open dialogue on mental health and wellbeing with staff and their young men. Knox has implemented a Knox Total Fitness programme that has physical, emotional, social and academic components. Christs College has introduced PERMA into their Health and P.E. programmes.

Positive Education work in New Zealand worth examination includes the long term work of Dr Denise Quinlan with a cluster of six schools in South Dunedin. The South Dunedin Schools Wellbeing Cluster implemented a strengths approach in schools for students and staff wellbeing. This collaboration has helped build cohesive staff teams, supported leadership development, and enhanced student and teacher well-being.

Dr Lucy Hone's work with schools in the Bays Cluster Wellbeing Project in eastern Christchurch after the earthquake in 2011 will also be examined in more detail.

'Positive Schools' <http://www.positiveschools.com.au> emerged ten years ago in Australia to promote positive psychology in a school setting. Annual conferences at state and national level are often over subscribed.

An annual New Zealand Positive Education two day Conference was initiated in 2017, hosted by Christ College in Christchurch and a second successful conference was held in April 2018. It brought together researchers and educators across all school sectors with an interest on wellbeing and resilience.

The South Dunedin Wellbeing Cluster

Increasing numbers of Dunedin children with anxiety, depression and other mental health issues are causing concern for schools around the city.

Otago Primary Principals' Association president Debbie Smith said children's mental health was "definitely" an issue for schools in the city, and there was a noticeable increase in children needing support.

Otago Daily Times 14th May 2017

From 2006 to 2009 a South Dunedin cluster of schools worked together to implement Circle Time in their schools to foster the emotional wellbeing of their children. During the final year of the three year contract a group of South Dunedin principals, with Dr Denise Quinlan from the University of Otago, visited schools in Melbourne who had implemented positive psychology through the strengths approach. At the time Dr Quinlan was studying for her PhD through the University of Pennsylvania under Martin Seligman. From this visit grew a commitment by these schools to implement Positive Education in their schools. This was the first time a cluster of principals from a group of schools had worked together to apply positive psychology principles to their practice.

Dr Quinlan summarised her work in the article *Wellbeing in Education- Making Time for Wellbeing in NZ Schools*.

New Zealand Principals magazine December 2017

http://nzprincipal.co.nz/wp-content/uploads/2017/08/NZP_T3_2017-web.pdf

Ros McQuillan-Mains, Principal of Tainui School, documents the South Dunedin Schools journey from a principal's point of view in her sabbatical report *Positive Psychology in Education: Strengths Programmes in Primary Schools 2011*

The Value of Identifying and Making Explicit an Individuals Strengths

“Everybody is a genius, but if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid” (attributed to Albert Einstein)

“Teachers have to be strength spotting. People who are aware of their strengths are much more likely to flourish.”

Dr Denise Quinlan- New Zealand Positive Education Conference. April 2018

Dr Quinlan, reporting on the South Dunedin Study, said that the classroom strengths programme taught all members of the school community to recognise and use their own strengths, spot strengths in their peers, and to develop a mindset of strength spotting with teachers. Teachers and students learnt about their strengths through discussion, activities, surveys and games. Strengths spotting was found to build connections, particularly the student teacher relationship which has such a significant effect size on learning. *‘The oil of learning is connection’*

Dr Lucy Hone found in a study of New Zealand workers that those that knew their strengths were nine times to be classified in a top wellbeing grouping.

If they not only knew their strengths but also applied their strengths they were 18 times more likely to be in the top wellbeing grouping.

How Can I Discover My Character Strengths?

The VIA character strengths test can be done online at:

<http://www.viacharacter.org/www/Character-Strengths-Survey> and is a good starting point for strength identification for teachers and their children. Sumner School, in the Bays Schools Cluster Christchurch, have all their Year 7 and 8 learners do the test. The teachers then use this strengths language and strength spotting to help their children overcome life's obstacles.

The Bays Cluster Wellbeing Pilot Project

Dr Lucy Hone talks to a parent meeting at Sumner School about Wellbeing and the importance of identifying character strengths on this Youtube item.

<https://www.youtube.com/watch?v=yYVIQho-45k>

While Dr Hone was studying Positive Psychology under Martin Seligman she found a pressing need to apply positive psychology principles to develop wellness and resilience after the 2011 earthquake in her local community of schools in the eastern bays of Christchurch.

The project found the character strengths approach enhanced psychological well being, the ability to overcome challenges and it nurtured relationships and reduced depression. A summary of Dr Hone's work can be found at

<http://www.growwaitaha.co.nz/our-stories/the-bays-cluster-developing-wellbeing/>

Jill Pears, formerly Deputy Principal of Sumner School, reported on the Bays Cluster Pilot Project at the 2017 New Zealand Positive Education Conference...

The pilot project introduced [Positive Education](#) to support the initiative. This approach brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools, and communities to flourish. Jill outlines the importance of this approach:

"To be able to teach Positive Education we need to, as a whole staff, look after ourselves and practise it in our own lives. A phrase used in the field is 'Learn It, Live It, Teach It and Embed It.' This is really important because Positive Education is not just about things we teach, but it is part of the school culture the 'how we do things around here'. So before we try to include it in our classrooms and engage students in Positive Education it is important that teachers model a Positive Education approach."

Wellbeing models that underpinned the pilot project included:

- [Te Whare Tapa Wha](#) – Mason Durie's* model of physical, social, mental, mental and emotional wellbeing.
- [The PERMA Model](#) – supports a wellbeing theory that positive emotions, engagement, positive relationships, meaning, and accomplishment are key.

Jill Pears

* Hauora

Mason Durie describes four dimensions of hauora in the development of his widely used model of Maori health, Te Whare Tapa Wha. [2](#)

Te Whare Tapa Wha is represented by the four walls of a whareniui, [3](#) or meeting house, where each wall symbolises the elements necessary to sustain hauora or health and wellbeing. These dimensions or elements are taha hinengaro, taha wairua, taha tinana, and taha whanau. Taha hinengaro focuses on mental health and emotions. taha wairua focuses on spiritual health. Taha tinana focuses on physical health and taha whanau focuses on the epicentre of one's wellbeing:whānau.



Sumner School is continuing on the wellbeing journey by..

- developing a school action plan for wellbeing;
- attending the Positive Education conference for professional learning and building connections;
- starting 'wellbeing books' with new entrant students which will follow the students through school. These books feature learning stories of how the students show different character strengths and develop wellbeing strategies;

- a strengths profile for each student;
- learning conference tracking sheets which track character strengths and provide discussion points with whānau;
- using an [appreciative inquiry model](#) for Teaching as Inquiry – “Change occurs when we recognise our strengths”;
- hosting a ‘staff wellness week’ with a range of activities that promote wellbeing and mindfulness.

The future direction for Sumner School will involve them refining the number of character strengths to those that are a key focus for the school. These will then be integrated with the school values. They are planning to consult with their local community around a school wellbeing model. There will be student leadership opportunities for development of student wellbeing champions.

NZCER Surveys <https://www.nzcersurvey.org.nz/>

For some years at Clyde School has used the NZCER online student surveys ‘Me and My School’ and ‘Wellbeing @ School’ to monitor the wellbeing of our children. We have found the Teacher Workplace survey equally valuable as an indicator of our teachers’ wellbeing. The survey reports are shared with our staff and board. It has been useful to identify any changes over time that could be linked to school initiatives such as our ‘Spirit of Clyde’ awards scheme which we implemented in 2013

<https://sites.google.com/a/clyde.school.nz/ruru-learning-zone-2018/spirit-of-clyde>

The information from these surveys informs us with our strategic planning and will be used to ascertain the effectiveness of future positive wellbeing education initiatives.

Bounce Back www.bounceback.co.au

Bounce back is a positive education approach to wellbeing, resilience and social-emotional learning. This Australian whole school social and emotional learning curriculum programme has been developed to support schools and teachers in their efforts to promote positive mental health and wellbeing in their students and, in particular, to enable to act resiliently when faced with challenges and adversity.

The New Zealand Institute for Wellbeing and Resilience <http://nziwr.co.nz/>

NZIWB offers to assist schools to identify their wellbeing strengths and priorities, then guide them through the process of becoming a wellbeing school. Dr Denise Quinlan and Dr Lucy Hone have worked extensively with schools and school clusters on wellbeing in a number of settings.

The New Zealand Mental Health Foundation Five Pillars of Wellbeing

<https://www.mentalhealth.org.nz/home/ways-to-wellbeing/>

The New Zealand Mental Health Foundation has a range of useful resources for schools to promote wellbeing.

This simple poster displayed prominently around a school is a very effective reminder to us of the 5 key requirements for the people in our schools to flourish.



Planned Actions

At the conclusion of the 2018 of the 2018 New Zealand Positive Education conference Lucy Hone made the following suggestions to those present regarding 'where to next'? in our schools.

She suggested there needed to be a school leadership commitment to the concept of positive education.

There was no template and each school's approach will be unique.

Schools needed to agree on their own definition of wellbeing and how a flourishing child should think feel and act.

We needed to identify our motivation to do this work

We needed to make our work evidence based.

It is important to have a good understanding of the science of wellbeing.

The most successful models of implementing positive psychology principles in schools have started with an evidence and research base which is well understood by school management and teachers.

The recent upsurge of interest, particularly within education, about wellbeing is fuelled by two trends. We have increasing numbers of students suffering from anxiety, depression, and other mental health issue but robust evidence is now accumulating to show that wellbeing strategies can facilitate learning and protect mental health.

We are fortunate here in New Zealand that we have access to highly regarded researchers in this field through the NZIWB who are able to support schools with these first steps.

The Wellbeing World Champion Lessons from the Danes



Denmark's long 'tradition' of happiness

Back in 1973, the European Commission decided to set up a 'Eurobarometer' to find out about issues affecting its citizens. Since then member states have been surveyed about well-being and happiness. Amazingly Denmark has topped the table every year since 1973.

Professor of Economics Christian Bjørnskov from Aarhus Business School knows all about happiness, he even wrote his PhD on the subject. "The happiness surveys normally ask people to evaluate their lives. Research show what makes the Danes so happy is that they are very trusting of other people they don't know. Trust helps make people happy. Also just as importantly, Danes feel empowered to be able to change something in their life if they don't like it," he says.

"The great thing about Danish society is that it doesn't judge other people's lives. It allows them to choose the kind of life they want to live, which is sometimes not always possible in other countries, so this helps add to the overall satisfaction of people living here," he adds.

It also seems the Danes attitude to money is refreshing different from other countries. "Money is not as important in the social life here, as for example Britain and America. We probably spend our money differently here. We don't buy big houses or big cars, we like to spend our money on socialising with others," concludes the Professor.

The Wellbeing of Danish Children-Conversations in Copenhagen

These themes emerged on the wellbeing of Danish children during my visit to Copenhagen in September 2018.

Danes seem to place less emphasis on compliance with their parenting. There seems to be an element of choice and negotiation when children are asked to do a task.

Discipline seems restorative rather than punitive.

Compared to New Zealand there are more men working in early and primary education and there is a desire for more gender balance in the teaching workforce in schools and ECE.

Very few children get driven by car to school. School drop off zones commonly feature an equal balance of mums and dads and plenty of bikes, some with large carriers to accommodate a family.



There are concerns about the effect of unlimited access to cellphones at school. Cyberbullying and children lacking authentic connections with others are cited as reasons for following the lead of France which implemented a cell phone ban in schools in September 2018.

Danish children commonly have the same teacher for up to six years at school. They believe in the importance of a 'home teacher' relationship for at least some of the school day. Formal schooling does not start until six years old.

Inclusion is important to Danes. If their child has a birthday party all the class is invited. There is a lot of discussion in Denmark about the stress and pressure being felt by young people. There is a trend towards less assessment and grades and more on group 'project based' tasks where the learning is integrated around a topic such as global warming and where teamwork is emphasised.

The Danes have an enviable support system for children, including access to child psychologists, funded by high personal taxes.

Danish children commonly live at home until they are 20. During their 10th year at school, when 16 or 17, they will commonly attend a boarding school to pursue their particular interest before continuing free tertiary study, often not completing this until their mid twenties.

Physical activity is important to Danes. They incorporate exercise into their day through walking or cycling and their town planning actively promotes this.

In Denmark the emphasis is on wellbeing through interdependence. Children start school aged six, and until the age of 10 finish the day at two o'clock, with the afternoon

dedicated to free play. The curriculum prioritises teamwork and building empathy rather than individual achievement. And it's not just education: the health system, too, does simple but effective things such as link new mothers up with others in their area for support in the crucial first few months.

Danish parents accentuate the positive aspects of negative experiences: the child says they played football badly; you tell them they'll do better next time. They avoid labelling children with negative traits by separating the behaviour and the child – so rather than calling little Walter lazy, they tell him he is “affected by laziness”. “No ultimatums” is maintaining a calm and authoritative manner, without shouting or hitting.

“Togetherness”, or the very on-trend concept of “*hygge*”, is making time for families to do nice things together – such as lighting candles, playing games and singing.

The Story of Two Mothers

Two Danish and English journalists and mothers decided to live in each others shoes to see whether there would be anything worth learning about wellbeing from their experiences.

Did the Danish really have the secret to creating a flourishing child?

The English mother was surprised at Danish mum's willingness to have their children play in public places. Safety of children in public was not such a concern as it is in England. She was surprised, and a little unsettled, at the number of men in early childhood education and the lack of emphasis on formal learning until six years old in Denmark. The Danish mother was surprised at the academic expectations of four year olds in England. She noted the high state funding of childcare in Denmark compared to England and the expectation that Danish mothers will return to the workforce comparatively soon after having their child. Stay at home motherhood was a rarity. Employers were seemingly family friendly however.

An education researcher noted that in Denmark “There's less stress on testing, the class sizes are smaller and the teachers look at the development of the child – emotionally, aesthetically and socially.”

Denmark's more egalitarian society was apparent with the norm being children from all backgrounds attending the local Danish state school, which featured less ethnic diversity than the English school.

Their experiences are documented in this article in The Guardian.

<https://www.theguardian.com/lifeandstyle/2011/jan/01/uk-denmark-children-family-swap>

Living Danishly

In her book 'Living Danishly' English author Helen Russell, who also lived for a time in Denmark identified these wellbeing secrets.

- Danes trust the people around them and it often becomes a self fulfilling prophecy
- They enjoy simple pleasures, the concept of 'hygge' or cosiness.
- Danes are physically active despite their long dark winters.
- They make their environment as beautiful as possible with a respect for art and design.
- Danes live simply and do not place a lot of value on wealth and material assets.
- They are proud of their country.
- They place equal value on types work, all jobs are important.
- Family is important
- Play is valued, particularly if it is creative.
- Sharing is part of the social fabric. Danes do not begrudge their very high taxes as they get high quality social services in return.

Activities Undertaken and References

Attended New Zealand Positive Education Conference- Christs College, Christchurch .
April 2018

Reviewed The Bays Cluster Wellbeing Project

<http://www.growwaitaha.co.nz/our-stories/the-bays-cluster-developing-wellbeing/>

Reviewed The South Dunedin Wellness Project

<http://drdenisequinlan.co.nz/blog/>

Read 'Flourish'- Martin Seligman

William Heinemann- Australia 2012

Reviewed the following Principal Sabbatical Reports at

<http://www.educationalleaders.govt.nz/>

- **Petrina Eastwood 2017** *Investigate ways to build resilience in students, especially priority and targeted students and those with on going behavioural issues either as the victim or wrong doer.*
- **Rosalind McQuillan-Mains 2011**-*To investigate and experience strengths programmes in school and educational organisations that are based on positive psychology.*

- **Deborah Smith 2016** *Investigate the impact that mental health and wellbeing has on engagement of and learning for traumatised and vulnerable students; explore effective strategies and techniques that will help these students to thrive, achieve, and belong.*

Reviewed ERO Report 'Indicators for Student Wellbeing' 2013 and Wellbeing for Success

Interviewed Kirsten Holm, a Danish psychologist from Copenhagen

Conducted and analysed NZCER Surveys 'Wellbeing @School' and 'Me and My School' with Clyde School students

Reviewed PISA Report on New Zealand's Students Wellbeing 2015

Trialled the VIA Institute Character Strengths survey

Read 'A Year of Living Danishly- *Uncovering the secrets of the worlds happiest country*' by Helen Russell . *Icon Books- London 2015*

I visited the capital city of world's happiest country-Copenhagen, Denmark in September 2018