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HIGH SCHOOL  
*Not for ourselves alone*

# 'The Ripple Effect'

***How positive education has transformed  
Mount Barker High School and become  
part of the schools DNA.***



# Presentation Overview

School Context  
Culture Improvement  
How we implemented  
What we implemented  
Questions



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**Arguably the first Public High School in South Australia**



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Located 32 km from Adelaide in the Adelaide Hills



# Mount Barker High School

## Context

Yr 8 to 12 Public High School Campus

Co-educational

ICSEA 972

Alternative Offsite Campus (100 students)

Disability Unit (28 students)

Trade Training Centre

Agriculture Centre



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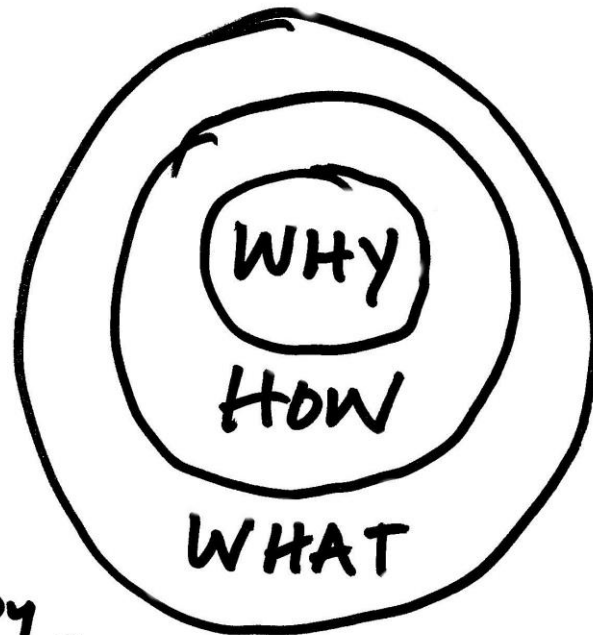
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	2018
<b>Enrolment</b>	<b>618</b>
<b>School Card</b>	<b>205</b>
<b>Indigenous Students</b>	<b>22</b>
<b>NSEB</b>	<b>24</b>
<b>Students with disabilities (not including the unit)</b>	<b>65</b>



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# THE GOLDEN CIRCLE



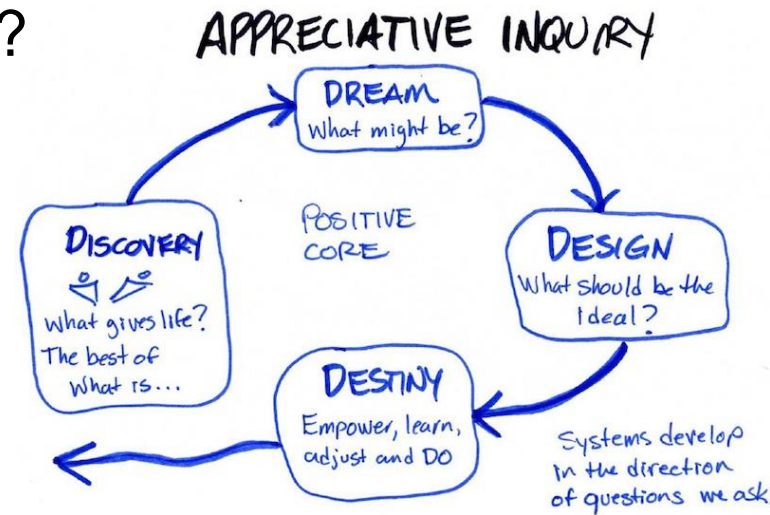
by  
**SIMON SINEK**

# Appreciative Inquiry



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- What are we most proud of at Mount Barker High School? (Discovery)
- What do we care most deeply about? (Discovery/Dream)
- What are our most exciting opportunities? (Dream)
- How would we know that we are succeeding? (Design)
- What would success look like for students, staff and parents? (Destiny)



Source: Cooperrider et.al

# Staff Strength Conversations



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- Describe a time when you were most engaged, alive & energised in your work at Mount Barker High School?
- Who or what makes this a successful place of employment for you?
- Describe the strengths of someone who's strengths best compliment yours?
- How can we utilise your skills and knowledge more effectively?
- If you had 3 wishes to improve the health and vitality of the relationships within Mount Barker High School what would they be?
- How does the leadership at Mount Barker High School enable your practice?
- What areas would you like us/school to focus on? Why?



# Dr Alejandro Adler

Director of International Education at the Positive Psychology Center at the University of Pennsylvania



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- Positive Education must start with staff
- Teach the teachers first – Learn it! Live it! Teach it!
- Staff training and development must be ongoing



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**Learn it**  
**Live it**  
**Teach it**



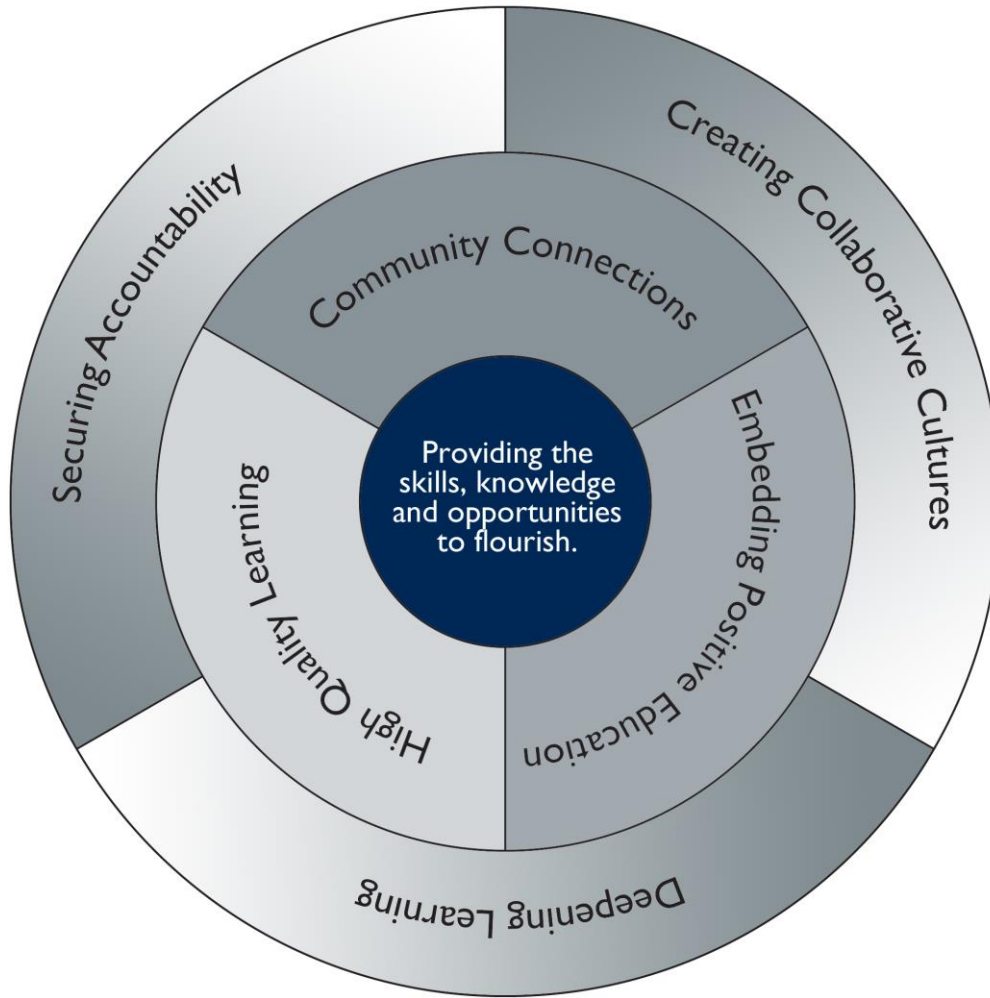
# Collaboration



# Site Improvement Plan 2017 - 2019



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# Embedding Positive Education



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Strategy	Targets
<p>Staff design and implement units of work guided by the use of Positive Education approaches.</p> <p>Staff explicitly teach and apply PB4L practices throughout the school.</p> <p>Staff embed the common language of Positive Education across the school.</p> <p>Through the use of data, courses are developed to improve the wellbeing of students in a range of contexts and cohorts.</p> <p>Courses are designed to connect learning to students' lives and aspirations.</p> <p>Staff develop and use skills in obtaining authentic student voice throughout the school.</p> <p>School delivers a range of teacher training programs to develop Positive Education practices.</p> <p>Staff use Positive Education approaches to improve student attendance.</p> <p>The Positive Education curriculum is mapped and evaluated across the school.</p> <p>Community training provided in the area of Positive Education.</p>	<p>100% Positive Education lessons written in accordance with PERMA plus.</p> <p>100% of all staff undertaken Positive Education Training.</p> <p>100 non-MTBHS staff trained in Pos Ed annually.</p> <p>70% of all curriculum taught using a Pos Ed approach.</p> <p>Annual review of school policies using a Pos Ed perspective.</p> <p>100% of students complete the Melbourne University Wellbeing Profiler.</p> <p>2% increase student attendance rate.</p> <p>100% of staff use PB4L procedures in all school activities/classes.</p> <p>100% of staff use EI to access student feedback on practice.</p> <p>70% of courses are connected to a students learning/aspirations.</p> <p>20 Community members undertake Pos Ed training.</p>

# Learning Area Improvement



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Site Improvement Plan Priority:	Site Improvement Plan Targets:	Learning Area Strategies: Using the whole school strategies as a guide, focus on the strategies that suit your learning area and expand the strategy to what you intend to do.
<b>Embedding Positive Education</b>	<ul style="list-style-type: none"> <li>• 70% of all curriculum taught using a Positive Education approach</li> <li>• Courses are designed to connect learning to student's loves and aspirations</li> <li>• 100% of staff use PB4L procedures in all school activities/classes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff design and implement units of work guided by the use of Positive Education approaches</li> <li>• Share methods of using positive education approaches in each unit at each year level</li> <li>• Staff embed the common language of Positive Education across the school</li> <li>• Ensure One Plan goals for transition and health/wellbeing goals for students are negotiated with families and support student post school pathway skill development</li> <li>• Collate a list of Positive Education approaches to support relationship building with students</li> <li>• Showcase links to Positive Education at meetings, classroom displays, newsletter articles</li> </ul>



# MOUNT BARKER

## HIGH SCHOOL

Monday	Tuesday	Wednesday	Thursday	Friday
Care Group 8.45 (10mins)	Care Group 8.45 (10mins)	Lesson 1 8.45 (55 mins) Line 3	Care Group 8.45 (10mins)	Care Group 8.45 (10mins)
Lesson 1 8.55 (90 mins) Line 1	Lesson 1 8.55 (90 mins) Line 5	Lesson 2 9.40 (55 mins) Line 4	Lesson 1 8.55 (90 mins) Line 6	Lesson 1 8.55 (90 mins) Line 7
Recess 10.25 (20 mins)	Recess 10.25 (20 mins)	Recess 10.35 (20 mins)	Recess 10.25 (20 mins)	Recess 10.25 (20 mins)
Lesson 2 10.45 (70 mins) Line 2	Lesson 2 10.45 (70 mins) Line 6	Lesson 3 Positive Education 10.55 (55 mins)	Lesson 2 10.45 (70 mins) Line 4	Lesson 2 10.45 (70 mins) Line 5
Lesson 3 11.55 (70 mins) Line 3	Lesson 3 11.55 (70 mins) Line 7	Lesson 4 11.50 (55 mins) Line 5	Lesson 3 11.55 (70 mins) Line 1	Lesson 3 11.55 (55 mins) Line 2
Lunch 1.05 (40 mins)	Lunch 1.05 (40 mins)	Lunch 12.45 (30 mins)	Lunch 1.05 (40 mins)	Lunch 12.50 (40 mins)
Lesson 4 1.45 (90 mins) Line 4	Lesson 4 1.45 (90 mins) Line 2	Lesson 5 1.15 (55 mins) Line 7	Lesson 4 1.45 (90 mins) Line 3	Lesson 4 1.30 (55 mins) Line 1
Finish 3.15pm	Finish 3.15pm	Finish 2.10 pm	Finish 3.15pm	Lesson 5 2.25 (50 mins) Line 6
				Finish 3.15pm



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# Character Strengths

## Year 10 History

Identify and recognise in others so that we can recognise them in ourselves

- What strengths would survivors of the Holocaust have displayed?
- What positive self-talk would they have used to get through their experience?



# Example Task



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## WHAT STRENGTHS DO PEOPLE USE TO OVERCOME ADVERSITY?

*“The one thing you can’t take away from me is the way I choose to respond to what you do to me. The last of one’s freedoms is to choose one’s attitude in any given circumstance.” – Viktor Frankl*

To survive the horrors of the Holocaust, the Jewish prisoners displayed incredible resilience. How did they do this? Choose 3 character strengths, and give detailed examples of how a survivor could have demonstrated these qualities.

Think about the positive self-talk statements that these survivors would have used to cope with their situation. Can you give me 3 examples that would be suitable under these conditions?



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# Example responses:

**Hope:** that they would see their family again

**Bravery:** the survivors of the Holocaust showed incredible bravery. In order to remain alive, Jewish people had to stand up for themselves and others. They also used this strength to keep optimistic about the future, despite everything being done to them.

**Fairness:** In the holocaust, Jewish prisoners were fair to each other. Often, older prisoners would give their food and supplies to the young.

**Prudence:** to try and not spark the attention of the guards by doing something risky.

**Perseverance:** to keep going on day after day of hard work and terrible conditions.

**Leadership:** if one person is brave and starts arguing against Nazi orders, others will do the same and then more will follow. They know the risks but they choose to try to make a difference.

**Social-intelligence:** not saying the wrong thing and being aware of what the Nazis were doing.

**Teamwork:** the prisoners needed to work together

**Courage:** they would have had courage when facing what was coming, probably knowing that they would be dead in a matter of minutes.

**Love:** the Jews showed love to each other, by giving each other food and supplies so they could survive.

# Outdoor Education



## RELATIONSHIPS

Everyone acts different in than out of school, so being outdoors in this camp gave everyone a chance to get to know each other in a different scenario.

For me, throughout the camp, some relationships changed. People who I wouldn't usually talk to, started talking to me and had a good convocation about anything and everything. People came together when playing card games and we talked, smiled and laughed.

X probably surprise me most, before camp we never really talk at all but on camp we talked a few times and he actually nice and fun to hang out with, considering some rumors that he was kind of a rude to some people. And now at school we still talk.

# Dance



## Review of Performance

Congratulations on a very successful performance. It is now time to reflect back on the journey from the very beginning of the semester to now. What went well? What were challenges? What have you learnt for next time? You are to write a written reflection about the performance.

You are to write to these points, 50 words (preferably more) each

- What went well #1
- What went well #2
- What went well #3
- Challenge #1
- Challenge #2
- Challenge #3
- What have you learnt for next time? If you are not planning to take a dance class resulting in a performance again how can you apply what you have learnt to another aspect of your life?
- What would you like to do next time? Do you have any ideas for another performance or creative project?
- What Character Strength did you demonstrate? How?
- What Character Strength did you notice in someone else?

# Student Voice



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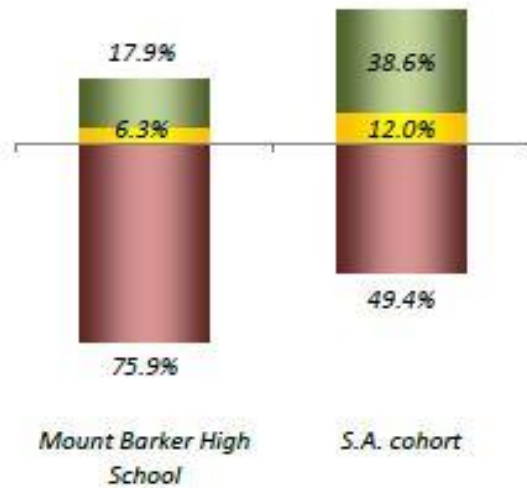


# Connectedness with Adults



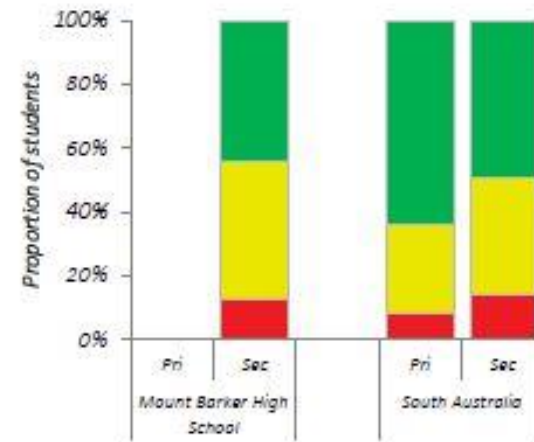
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2013



2017

**Connectedness with adults at school**

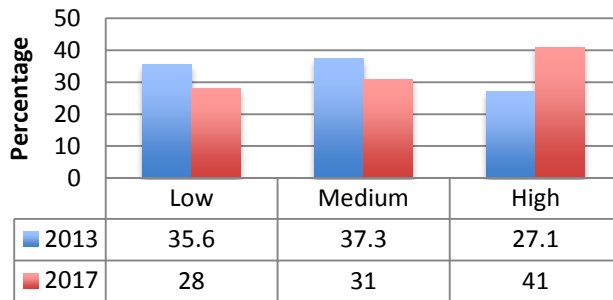


# Wellbeing Improvement

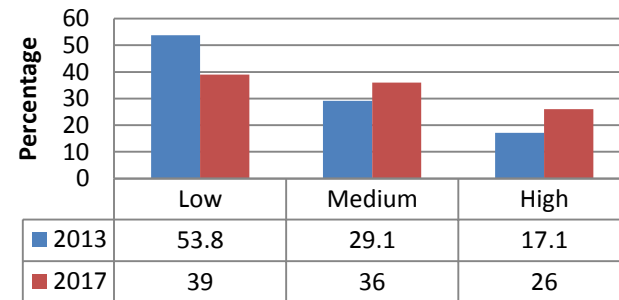


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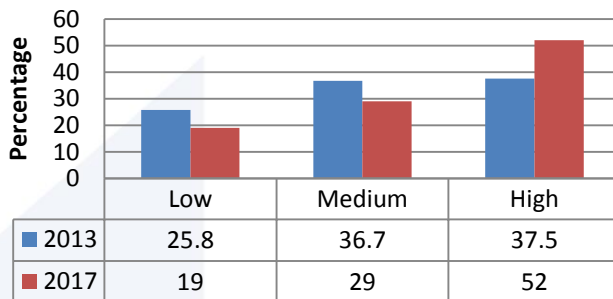
## Happiness



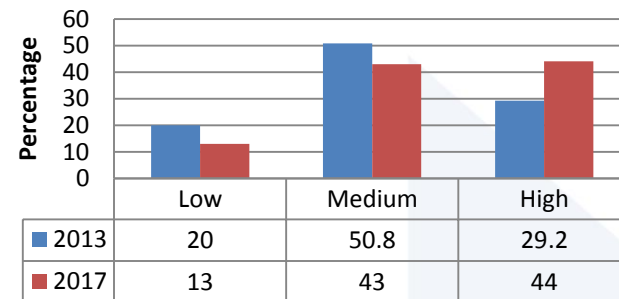
## Perserverance



## Belonging



## Connectedness



# Student Perspective



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‘Positive education has helped me strive as an individual, by giving me many opportunities to understand who I am. When I came to Mount Barker High School I didn't really try in class and it wasn't a place where I wanted to be. When positive education was introduced to our school when I was in year 10, my grades began to improve and I was becoming more involved in extra curricular activities. At this stage I felt a sense of belonging and school soon became a place that I was eager to go to each day.’





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# Staff Perspective

“Although I was taken by the idea of positive psychology .....and have been keen to take up every opportunity to develop my understanding..... it has been with the catch cry ‘give me strategies to implement this in my classroom’ .....training changed my focus.

To effectively implement this in our school we as teachers need to live it.

Its most powerful use is in our daily interactions and conversations with our students, and with each other.

*Amanda Clark MtBHS*



# Case Study

Hear our student's talk

<http://www.all-learning.org.au/resources/case-study-positive-education-%E2%80%93-using-data-bring-joy>

Video and case study about the benefits of Positive Education and how this is seen in the data.



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