

AGENDA

4:15 PM	Arrival and light refreshments
4:30 - 5:10 PM	Keynote: Wellbeing Science/Positive Education in Schools - what is it, why is it important and how can you do it? Presented by Jenni Cook
5:10 - 5:30 PM	Spotlight On: Embedding Wellbeing Science into Health and PE Presented by George Bryant, Christian Brothers College
5:30 - 5:50 PM	Spotlight On: Trauma-Informed Strategies for Enhancing Student Wellbeing Presented by Judy Hilton, Berry Street
5:50 - 6:10 PM	The Why, What, When and Where of Brain Breaks Presented by Sean Inman, Head of Wellbeing Programs, St Peter's College, Adelaide.
6:10 - 6:15 PM	Wrap up & Close

KEYNOTE



Wellbeing Science/Positive Education in Schools - what is it, why is it important and how can you do it?

Presented by Jenni Cook

TBC

This presentation will briefly address the politics of terminology when it comes to wellbeing in schools and why the term “Positive Education” can be problematic. More importantly it will look at why addressing wellbeing in schools is critical before going on to provide some quick, easy to implement strategies that are guaranteed to make a difference, be it in the classroom or across a whole school.

SPOTLIGHT SESSIONS



Embedding Wellbeing Science into Health and PE

Presented by George Bryant

Head of Treacy House, Christian Brothers College (CBC) and a member of the PESA SA Chapter Committee

Q & A session with PE teachers from CBC. This will explore how to embed well-being science into practical and theory lessons. There will be tips and useful strategies that can be applied in lessons, and sometimes without the students even realising that they are deepening their understanding and appreciation of their own well-being! You will leave this session with ideas to promote wellbeing not only in PE lessons but across all teaching areas.



Trauma-Informed Strategies for Enhancing Student Wellbeing

Presented by Judi Hilton

SA/WA State Lead for BSEM and a member of the PESA SA Chapter Committee

Berry Street Education Model takes a trauma-informed lens to understanding and supporting student wellbeing at school. When considering how to best meet the needs of students, we focus on building self-regulatory ability, relational capacity, and then nurture willingness to engage in learning. In this session Judy will underscore the importance of consistent and predictable routines to support student regulation. We will explore some practical strategies to support students to get ready to learn, and increase self-awareness and self-regulation in the classroom.



The Why, What, When and Where of Brain Breaks

Presented by Sean Inman

Head of Wellbeing Programs, St Peter's College, Adelaide and member of the PESA SA Chapter Committee

The learning intentions of this session are to:

- Explain the reasons for embracing Brain Breaks and including them in our teaching pedagogy.
- Explain what a brain break is and when & where we use them.
- Build confidence with brain breaks and provide good examples to use.
- Focus upon all 6 strands of PERMA+
- Embed wellbeing practice into our classrooms.
- Connect with the 10 best teaching practice observable behaviours.
- Embrace how positive emotions build classroom relationships and so enhance focus and achievement.