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Positive emotion

**Vitality
eat, sleep,
move**

Engagement

Relationships

Meaning & purpose

Achievements

Components of wellbeing

PERMA-V

(Adapted from Seligman, 2011)


Learning Intention:

- Understand how can we use the PERMA framework to impact on student well-being in the classroom?

Success criteria:

- You will have clarity around how the PERMA framework can provide inspiration for the things that impact on student well-being.
- You will focus on student well-being in both the appraisal process and professional learning inquiries.

- Student well-being directly refers to the *will* and *thrill* of learning.
- Learning is social, affective and cognitive. The social and affective elements of teaching and learning impact on the cognitive.
- PERMA is a framework that provides evidence based research for things in our practice that will make an impact to student well-being; and achievement.



positive Emotion

...fly!

It is literally neurobiologically impossible to build memories, engage complex thoughts, or make meaningful decisions without emotion.

This insight — that we only think deeply about things we care about — has important implications for education and pedagogy. It suggests that for school-based learning to have a hope of motivating students, of producing deep understanding, or of transferring into real-world skills — we need to find ways to leverage the emotional aspects of learning in education.

(Mary Immordino-Yang, 2016)

Emotions matter.

- Emotion is where learning begins, or is often the case, where it ends.
- Emotions influence our **focus** and attention.
- Meaningful learning occurs when teachers create an emotional connection with concepts, ideas and skills.
- Emotions influence our brain function.
- **Emotional climate** impacts student learning.

Engagement



Engagement

- Flow is a state of absorption or concentration. It is the optimal state of *intrinsic motivation*.
- Our character strengths influence engagement.
- Psychological research focuses on engagement and motivation.

Challenge and ***relevance*** are associated with students' concentration, interest, and attention.

Perceptions of high ***competence*** and ***autonomy*** are associated with significant increases in mood, enjoyment, esteem, and ***intrinsic motivation***.

They all appear to be an integral part of optimal engagement in classrooms (Csikszentmihalyi, 2003).



relationships

Relationships

- *The brain is a social organ (Especially, the teenage brain).*

Humans exist within a paradox: we conceive of ourselves as individuals yet we spend our lives embedded in relationships that build, shape, and influence our brains. While we are busy cherishing our individuality, our brains and minds are being stimulated, influenced, regulated by those around us.

(De Vries et al, 2003).

Embed video: fMRI scans and inspiration

<https://www.youtube.com/watch?v=6iL9mnInPI8>

*Our brains require stimulation and connection to survive and thrive. A brain without connection to other brains and without sufficient challenge will shrink and eventually die— **close supportive relationships** promote positive emotions, neuroplasticity, and learning.*

*That's why it pays for teachers to create **positive social experiences** in the classroom. From a neurobiological perspective, the position of the teacher is very similar to that of the parent in building the child's brain. Optimism and encouragement have been shown to positively impact performance.*

Cozolino, I. (2014) *The Neuroscience of Human Relationships*. W.W Norton & Company, New York.

Relationships

- Collaborative approaches are foundational to effective pedagogy in education.
- Project Aristotle: Google- What factors influence effective collaboration?
- Collective teacher efficacy (CTE) is ranked the number one factor influencing student achievement. (Hattie, 2016)

A child with a round head and a red and white striped shirt stands in a dark blue night sky, looking up at several white stars. The child is positioned in the center of the frame. The sky is filled with stars of various sizes. In the foreground, there are several thin, dark poles with circular tops, some of which are illuminated from within, casting a soft glow. The overall scene is a simple, stylized illustration of a child gazing at the stars.

Meaning

Once there was a boy

and the boy loved stars very much.

If you want to build a ship,
don't drum up the men
to gather wood, divide the
work & give orders.
Instead teach them to
yearn for the VAST &
endless sea.

- Antoine de
St. Exupery

Meaning

- Why gives purpose. Relevance. Why inspires.
- **Learner agency** creates meaning and purpose in the classroom.
- How can we support students to learn through **authentic, relevant**, real-world contexts, where their interests, skills, and the issues and opportunities within their own **communities** can form the basis for learning?

★ HOW TO FIND
YOUR WAY
Whenever you
GET LOST

Accomplishment

The POLE STAR

The
Little
Dipper

The
BIG
Dipper

This is
NORTH



Accomplishment

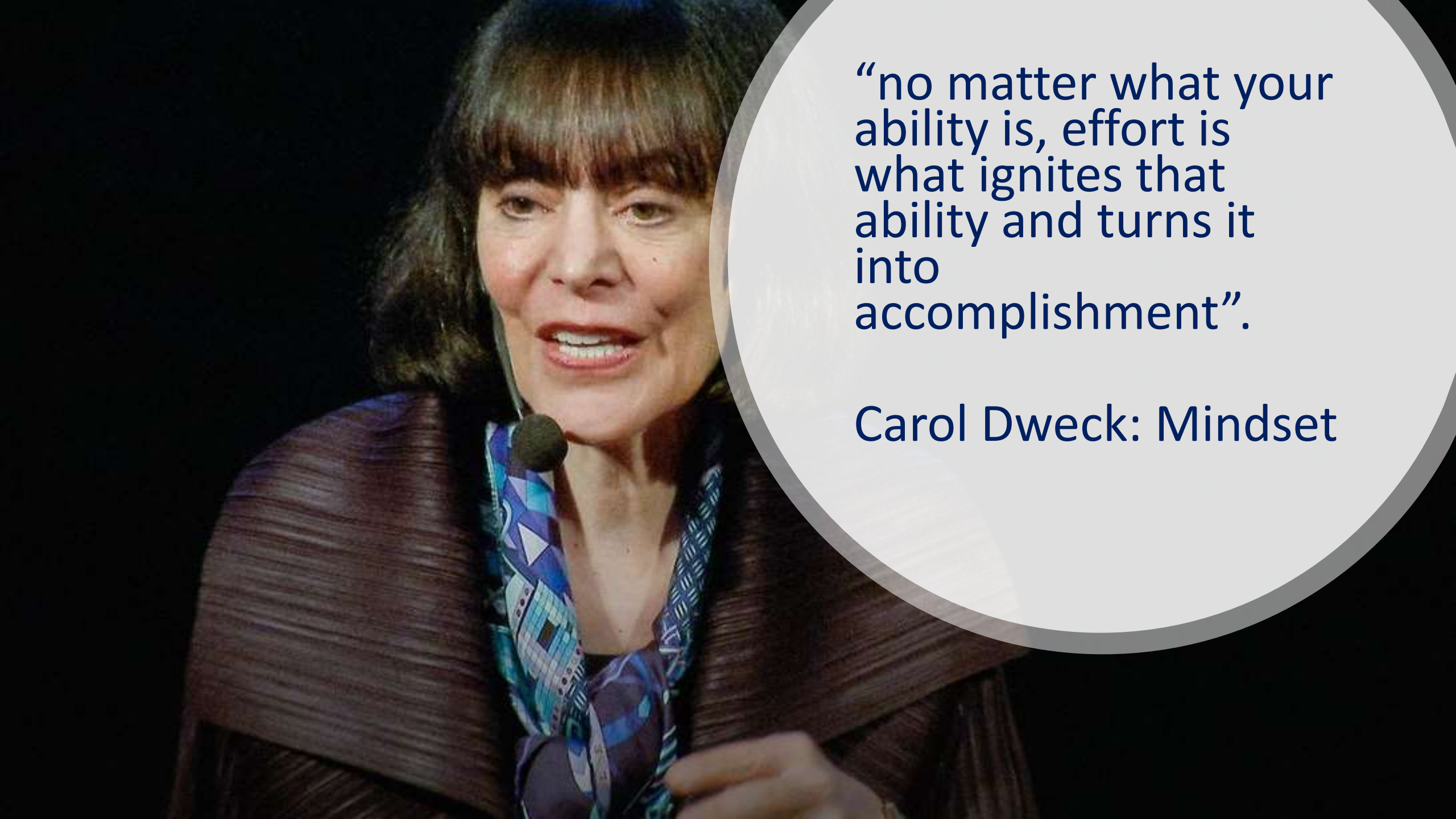
- It is human nature to want to grow. All our students want to feel they are making progress and accomplishing their goals.
- For our students this is true, in the short term (a lesson) and over the course of a year.
- Effort should be valued over talent.

“Our potential is one thing. What we do with it is quite another.”

“as much as talent counts, effort counts twice”.

Angela Duckworth: Grit



A photograph of Carol Dweck, a woman with dark hair and bangs, wearing a purple textured jacket and a blue patterned scarf. She is speaking into a microphone. The background is dark.

“no matter what your ability is, effort is what ignites that ability and turns it into accomplishment”.

Carol Dweck: Mindset

Accomplishment

- Teachers convey explicit and implicit messages about accomplishment. This influences student achievement.
- Teachers need to *model* a growth mindset and demonstrate by their actions that they truly believe people can learn to learn. Their commitment is to *growth*, and growth takes plenty of time, effort and mutual support.
- *Feedback* influences student self efficacy and achievement.
 - Where am I going?
 - How am I going?
 - Where to next?

Accomplishment

Four key beliefs that, when embraced by students, seem to contribute to well-being and their tendency to persevere and accomplish in the classroom.

1. I belong in this academic community
2. My ability and competence grow with effort
3. I can succeed at this.
4. This work has value for me.

(Farrington, 2013)