

Positive education

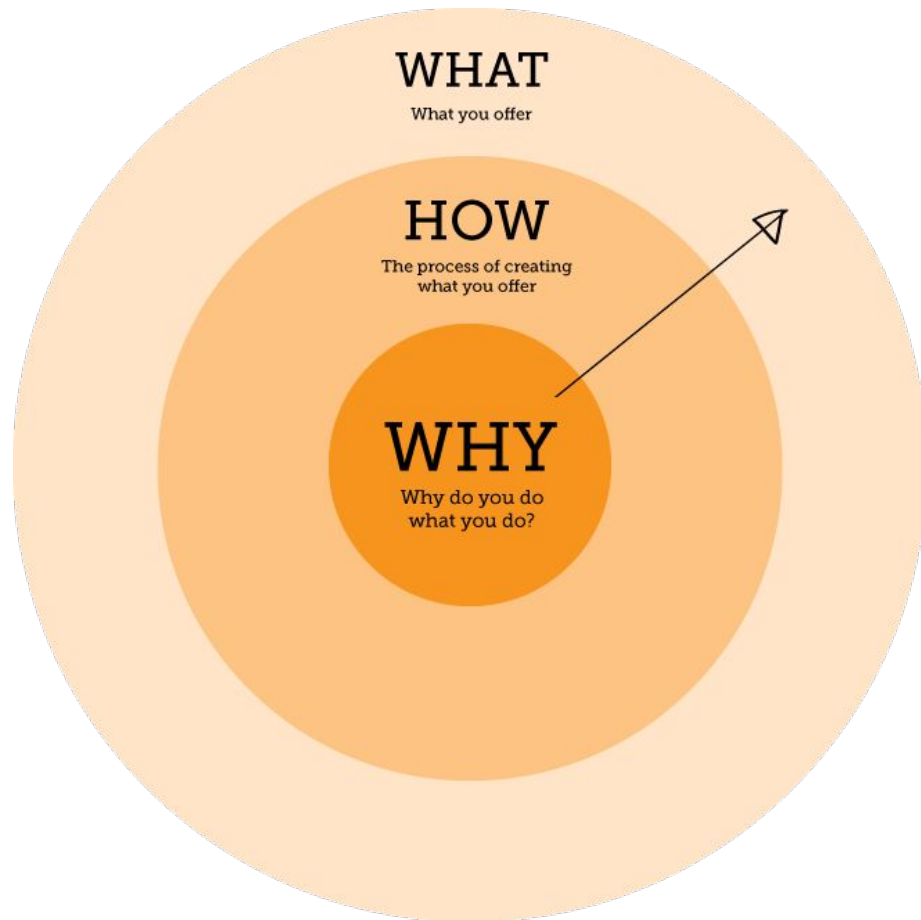


Gloria Chan Leung Suk-ching

正向教育

正向教育是建基於正向心理學，透過特定的技巧，幫助學生認識個人性格強項，加強正向關係，建立正向情緒，改善個人抗逆力，實踐靜觀，鼓勵健康生活模式，更能強化有效學習的能量，在待人處事和學習上不斷成長，以達至豐盛人生。

Inside out



WHY

Why schooling?

- Students' future: then exam, quiz, dictation, homework, discipline, rules, routines.....
- School survival
- Parent choice & responsibilities
- Our aspirations & job.....

What is education? What is child-centred quality education?

How do we nurture our students?

If you have to choose a primary school for your child, what kind of school will you prefer?

HOW

How to be a quality teacher?

- A reflective practitioner
- A passionate lifelong learner with growth mindset
- Loving and professional
- Understand the needs, abilities and interests of students

Our school

- Passionate and dedicated to the overall wellbeing of stakeholders: teachers, students and their families
- Focus on professionalism
- Positive school culture, policies and practices
- "Less is more" mentality: quality-focussed, less of us but more of our students
- Relationships building

WHAT

What observations in Siberia?

Learning dispositions:

Love of learning, inquiring, communication, collaboration, creativity, critical thinking

Personal qualities:

Positive, confident, caring, energetic, active, happy, self-managed, empathetic, punctual, polite and grateful



Change model





1 Struggles of students



Seeking for a good life 2



3 PosEd experiences at KYS

4 Meaningful engagement
of students

Moving towards a
growth mindset school

5

6 Lessons learnt from
Geelong Grammar School



GEE LONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

Struggles of Students



Students' struggles



Stress and fears
無力感 無助感



Internet makes life
harder



Globalization
Fast-changing world



Family
disconnection



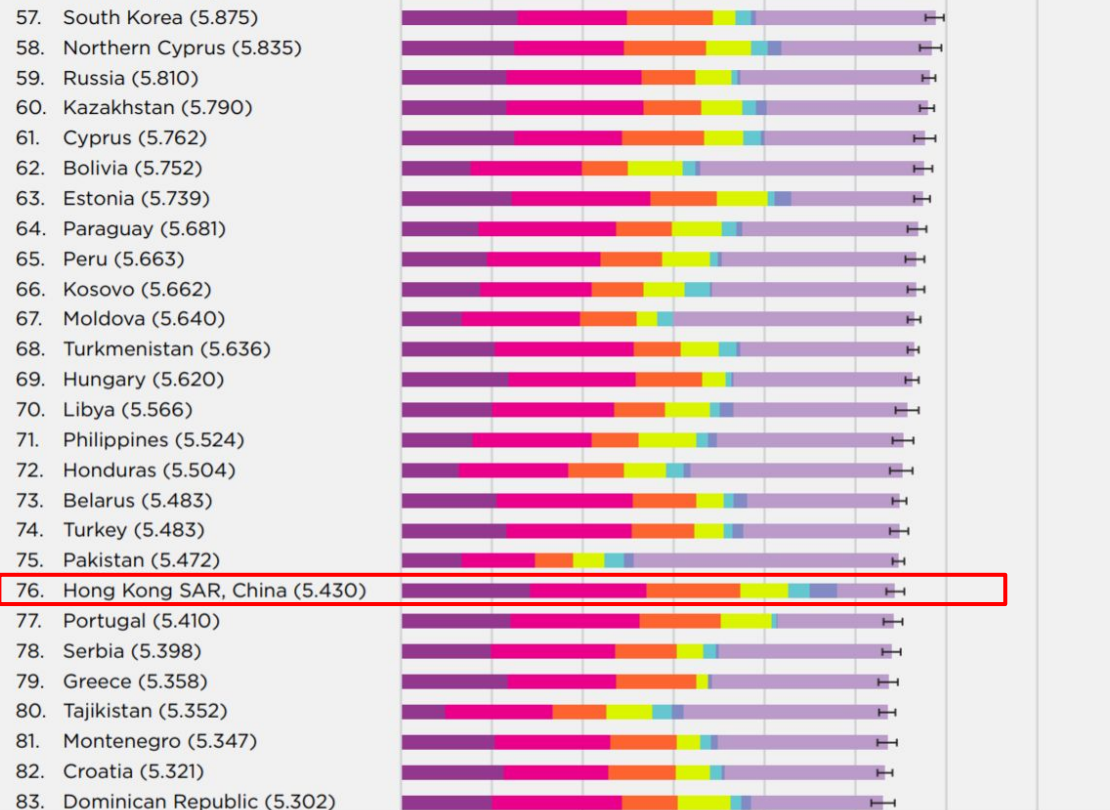
Pressurized by
exam & HW



Inadequate
school support

According to WHO, by 2030, **depression** will be the leading burden of disease, one person commits suicide every 40 s — more than all the yearly victims of wars and natural disasters.

World Happiness Report 2018



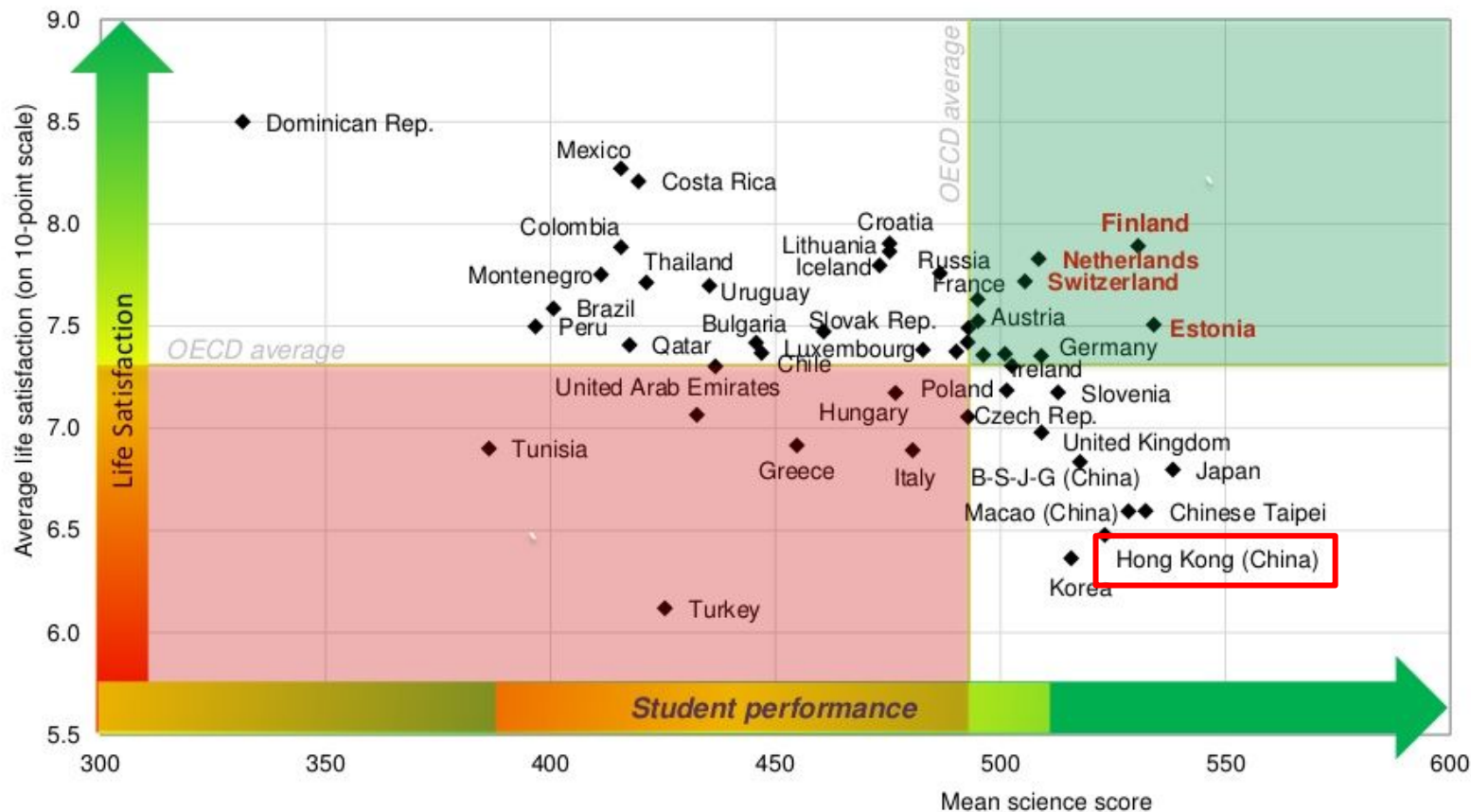
■ Explained by: GDP per capita
■ Explained by: social support
■ Explained by: healthy life expectancy
■ Explained by: freedom to make life choices

■ Explained by: generosity
■ Explained by: perceptions of corruption
■ Dystopia (1.92) + residual
┊ 95% confidence interval

Life satisfaction and student performance can go together

PISA 2015

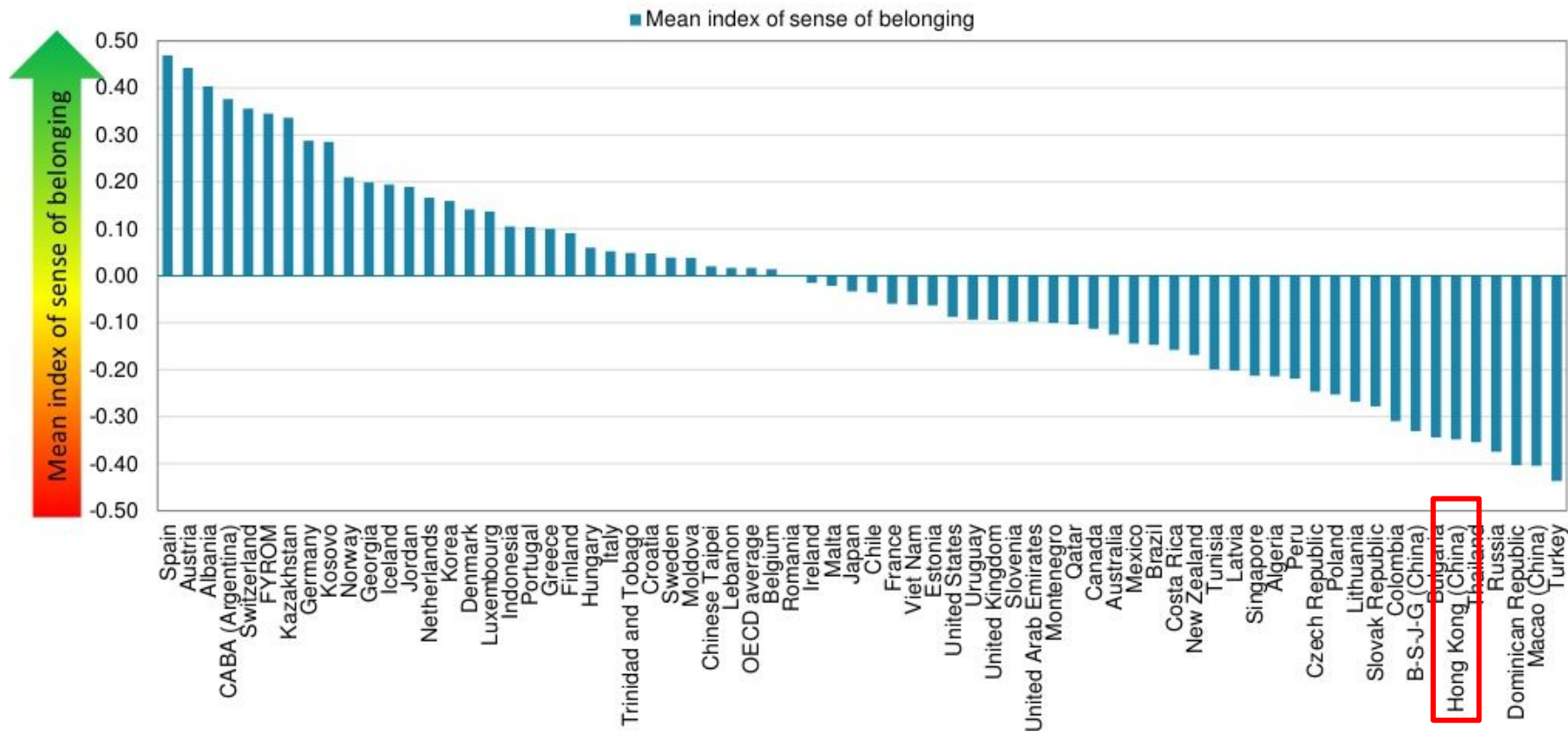
Students' Well-Being



Student sense of belonging at school

PISA 2015

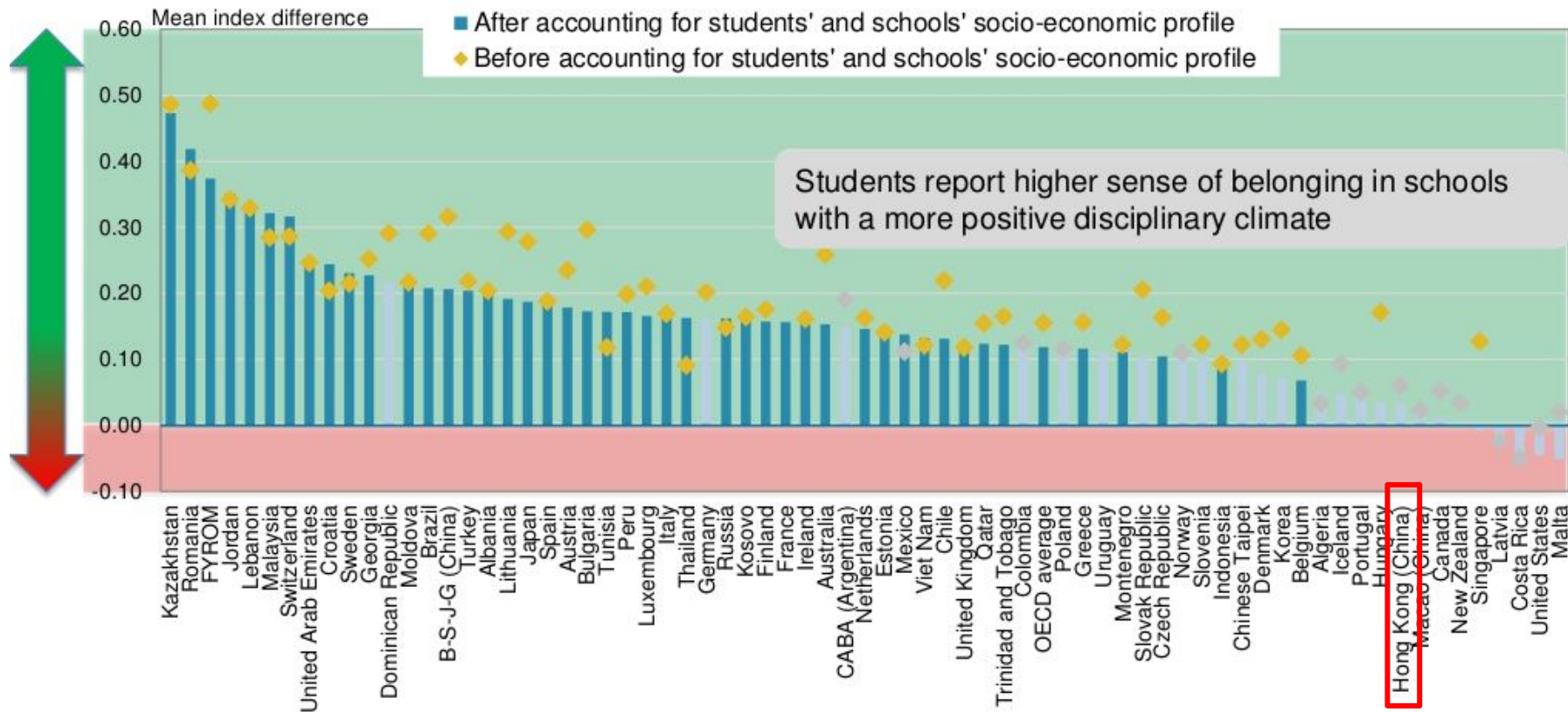
Students' Well-Being

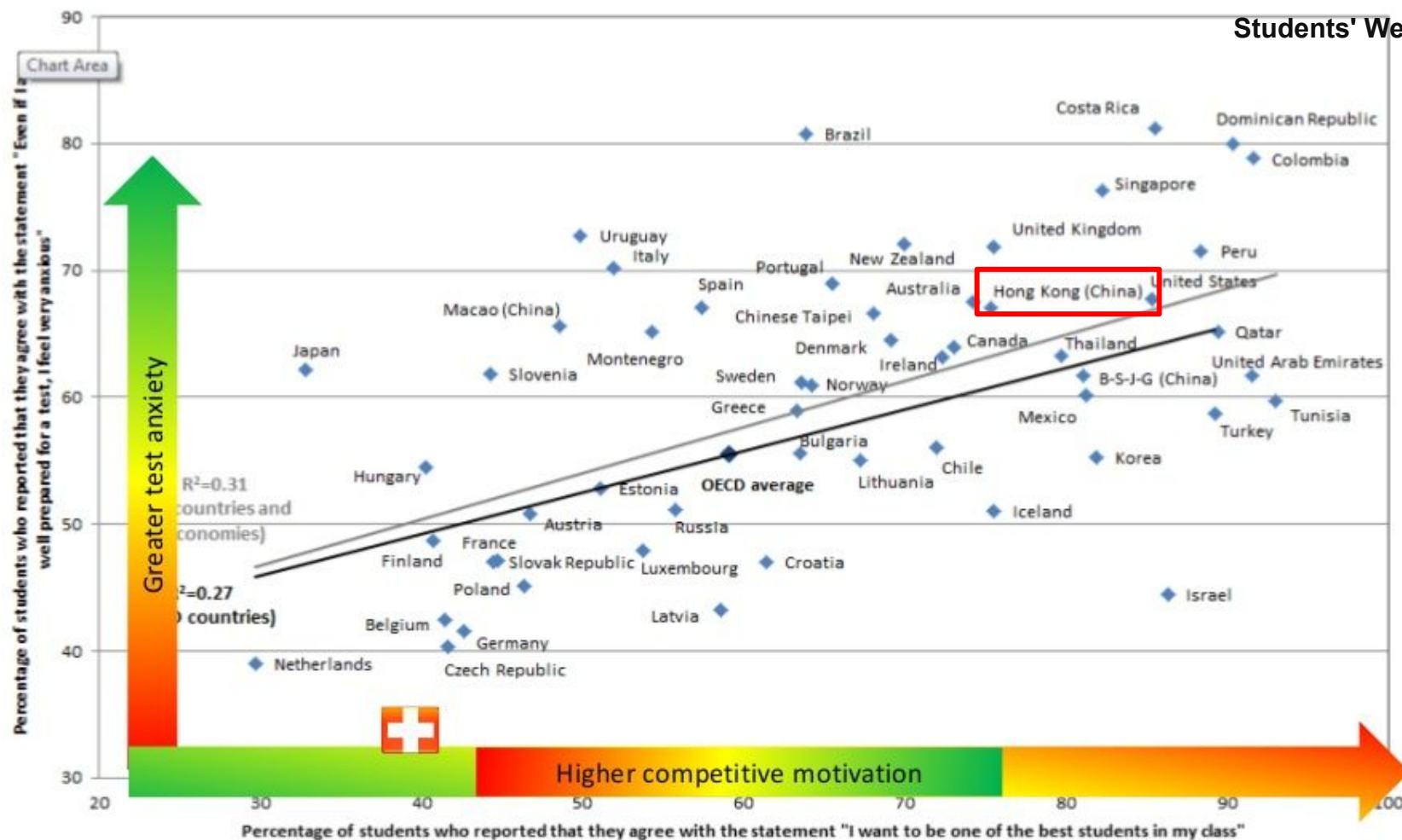


Sense of belonging relates to disciplinary climate

PISA 2015

Students' Well-Being

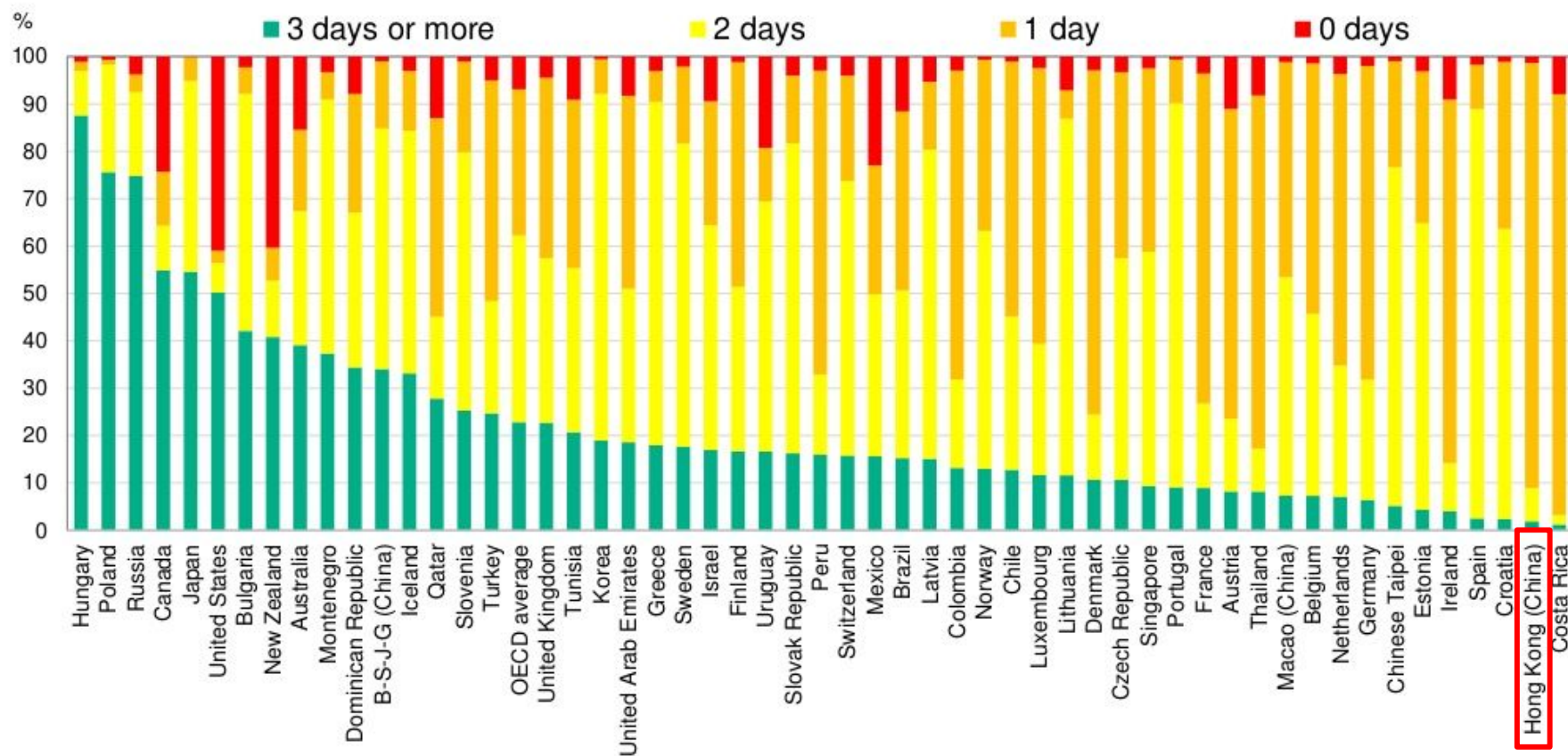




Physical education at school

PISA 2015

Students' Well-Being



香港青少年生活狀況調查 2018

香港遊樂場協會

1. 精神健康不理想, 38.7% 的受訪青少年, **焦慮**指數為中等至極端嚴重, 30.2% 的受訪青少年, **抑鬱**指數為中等至極端嚴重
2. 青少年睡眠不足
3. 青少年的運動量不足
4. 青少年上網時數與抑鬱、焦慮及壓力出現顯著正關係

中學生抑鬱焦慮狀況調查 2017

37間中學，15,000名學生參與。結果顯示 -

1. 呈抑鬱徵狀的中學生人數高達53%。
2. 25.2%中學生出現高焦慮徵狀。
3. +12,000名中學生的抑鬱傾向已嚴重至臨床級別。

- ❑ 壓力源自文憑試 22.3%
- ❑ 其次為學業 17.8%
- ❑ 前途問題 14.6%

調查：全港逾200萬人精神受困擾

【明報專訊】浸信會愛羣社會服務處「社區人士身心健康狀況調查」訪問逾2000名市民，近三成受訪者超越精神健康警戒線，受精神問題困擾；近兩成受訪者自覺經常感到有精神壓力。該機構的精神健康綜合服務服務協調主任盤鳳愛提醒，大眾要學會接納自己的負面情緒，刻意逃避無助解決問題，又建議享受興趣，建立能力感，改善精神健康。

逾八成感難以享受生活

愛羣社會服務處於去年7至11月以街頭訪問及網上問卷形式，訪問了2100名15歲或以上市民，按「一般健康問卷」量度受訪者的精神健康狀況。問卷列出12項身心狀態，受訪者以0（完全沒有）至3（經常）評價各狀態於過去一個月內出現的頻率，得分15或以上可界定為受精神困擾。結果顯示，有34.5%受訪者得15分或以上，超越精神健康警戒線。機構由此推算，全港逾200萬人受精神困擾，認為情況令人憂慮。

調查指出，受訪者經常出現的身心狀態首位為

「覺得自己總是感到有精神壓力」（18.8%），其次為「因擔心一些事情而失眠」（12.7%）。12.4%受訪者認為自己間中或經常「能夠享受日常生活的活動」，超過八成受訪者表示難以享受生活。調查顯示，生活習慣對受訪者的精神健康有顯著影響，受訪者愈多有益身心的習慣，包括每天進食蔬菜水果、睡眠不少於6小時等，精神健康愈理想。

年紀愈輕 精神健康愈差

調查亦發現，年紀愈輕，精神健康狀況愈差，15至24歲受訪者平均分為14.32，為各年齡組別中最高。機構「社區人士身心健康狀況調查」研究員駱曉瑩表示，15至24歲受訪者普遍生活習慣較其他年齡組別較差，如較多吃甜食和消夜等，或因此影響精神健康。

醫生：心理影響生理 應建立健康習慣

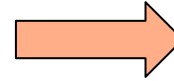
家庭醫生林思睿表示，心理會影響生理狀態，如經常頭痛可能是壓力引致，應多留意自己身體



麻女士（右）約10年前外遊時受傷致視力受損，因擔心失去視力及法律追討過程繁複而患上抑鬱症，更曾有自殺念頭。她後來求診，亦經朋友介紹到社區中心參與繪畫班、泰拳班等。她形容參與活動後自信增加，亦能舒緩情緒，建議受情緒困擾者正視問題。（洪心怡攝）

狀況和情緒。林又說不少市民欠缺自我保健意識，生活模式不健康，建議應恒常參與體育活動和建立健康生活習慣，如作息定時、均衡飲食，才可使身心健康。

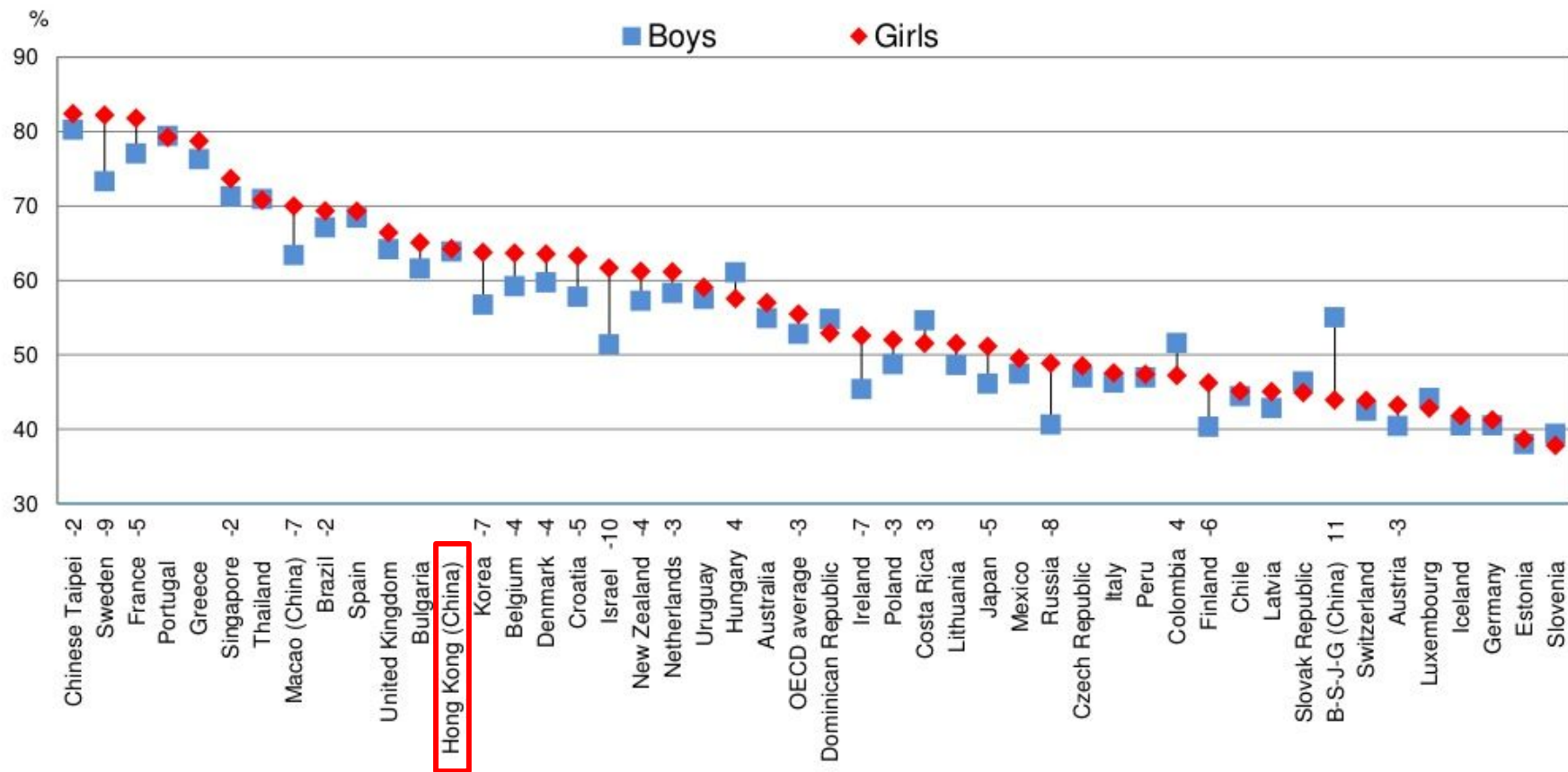
Basic human needs



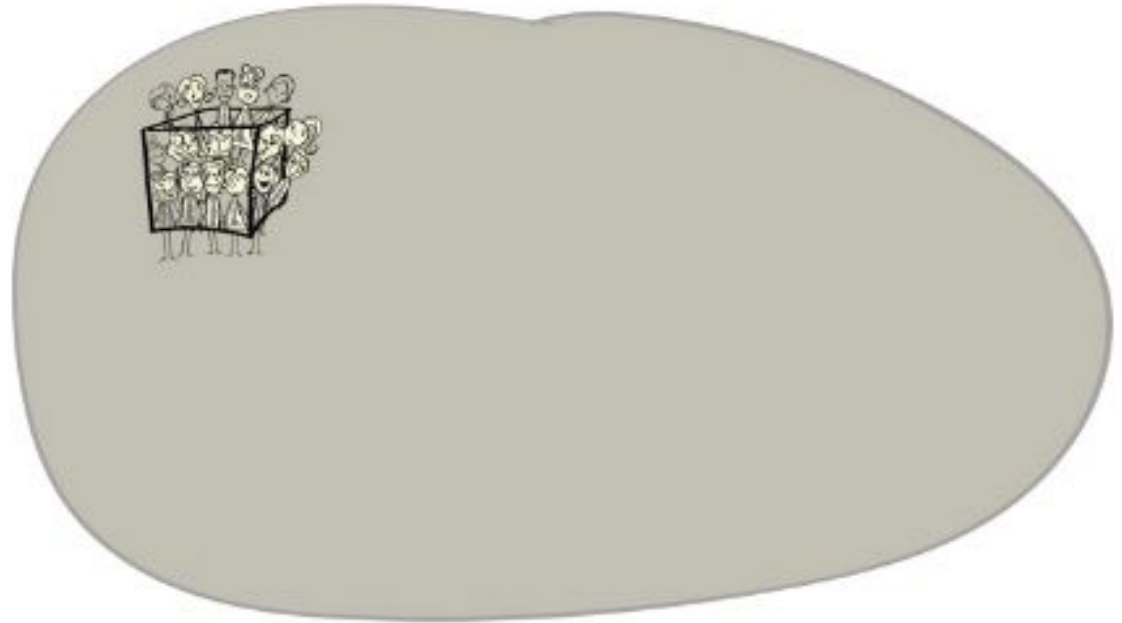
Feeling bad if not connected to the Internet, by gender

PISA 2015

Students' Well-Being



The small world of the curriculum



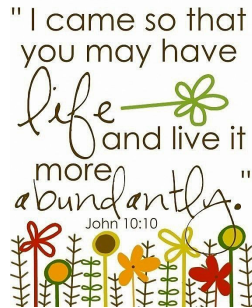
The big world of learning



Seeking
for a good life



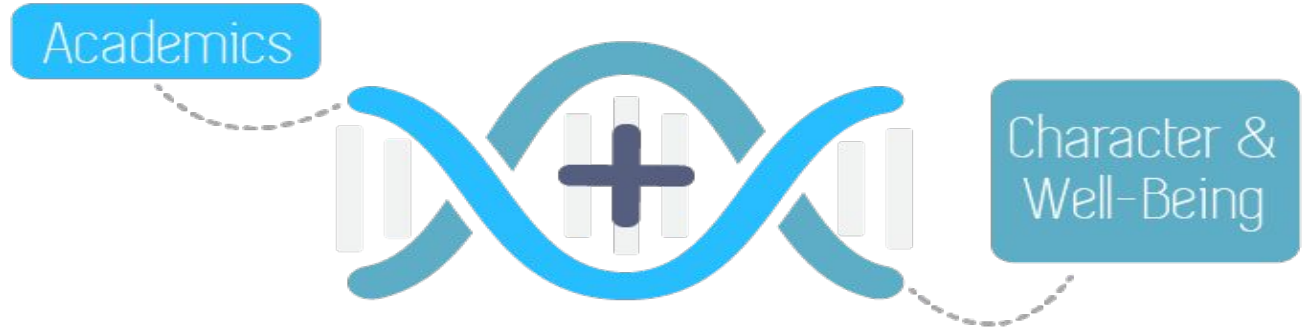
Christianity & Positive Psychology



Christianity	Positive Psychology
Fruit of the Holy Spirit - peace, hope, forgiveness, kindness.....	P ositive emotions
Fully human, fully alive, being present	E ngagement
People of God, body of Christ community	R elationships
Vocation, service, justice, compassion, purpose-driven life	M eaning
Discipleship, courage, journey, glorify God	A ccomplishment

Positive psychology is the science of the good life
initiated by Martin Seligman, Peterson

Positive psychology



Positive psychology pillars & benefits



Positive
experiences



Positive
individual
traits



Positive
institutions



Anti-depression

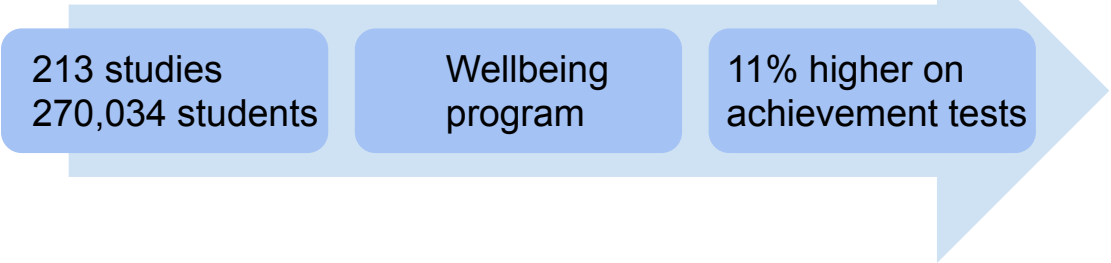


Increasing life
satisfaction



Better learning
& more creative
thinking

Wellbeing & academic link



213 studies
270,034 students

Wellbeing
program

11% higher on
achievement tests

Durlak, Weissberg & Pachan (2010)



96 schools

Wellbeing
program

6 months ahead
on NAPLAN

Dix, Llww, Lawson, & Keeves (2012)

Positive education

Positive Education applies the core principles of Positive psychology in educational contexts and focuses on strengths rather than deficits.



Well-being intervention programs



Virtues or values and
character-based education

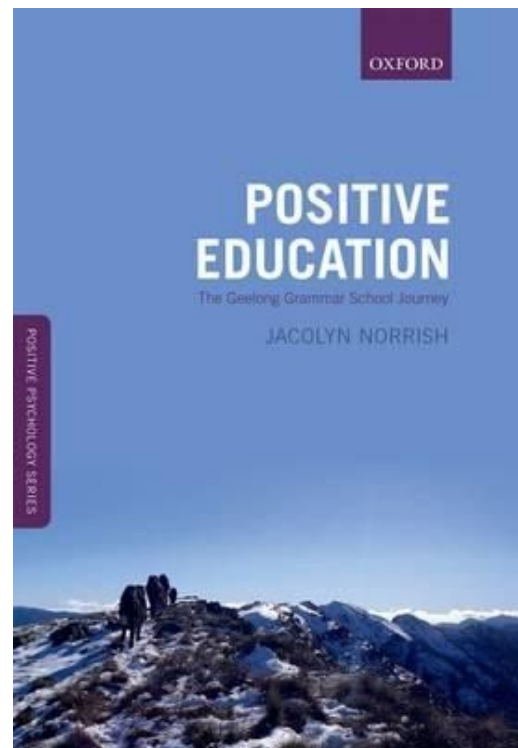


Whole school mental health programs

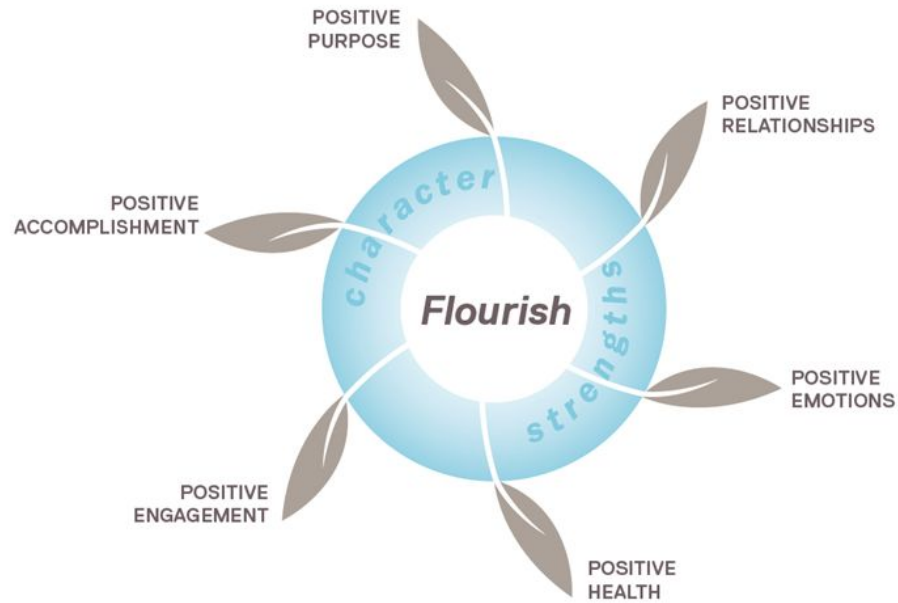


GEEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

INSTITUTE OF POSITIVE EDUCATION



Positive education




- Positive Accomplishment:** Grit and Hope Theory
- Positive Health:** Physical exercise and living with ease
- Positive Relationships:** Forgiveness and kindness
- Positive Emotions:** Savouring, humour and playfulness
- Positive Engagement:** Curiosity, flow
- Positive Purpose:** Meaningful work

Model for Positive ed.

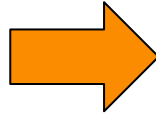


Positive psychology programs



Focus:

1. Hope
2. Gratitude
3. Serenity
4. Resilience
5. Character strengths



Outcomes:

1. Higher life satisfaction
2. Higher esteem
3. Higher self acceptance
4. Higher relationship satisfaction
5. Higher optimism

Strength-based approach



By starting from a place of **strength**, **possibility**, and **openness**, we make space to learn skills together, and we all do better.

A strength has three elements:

1. Performance – a child is good at it
2. Energy – it leaves them feeling energized and motivated
3. Use – a child will naturally choose to use that strength

Research results: strengths are enhancing:



Life satisfaction Positive emotions Self confidence	Growth mindset Persistence Better school grades
Coping with stress Friendship issues Homework challenges	Engagement self-efficacy

Character strengths

VIA Classification of Character Strengths



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12 ways for happiness



QTN Student Programmes

Preliminary results

Quantitative Results (Pri Sch) – between group comparison (n=1400)

		Control Group (n=358)		Intervention Group (n=1042)			
		Mean score (SD)		Mean score (SD)		Regression coefficient (β)	
Outcome Measure^	Range	Pre-test	Post-test	Pre-test	Post-test	Group	Time*Group
Knowledge	0-11	6.64	6.69	6.73	7.35	0.05	+0.56*
		(1.61)	(1.65)	(1.46)	(1.69)	(0.70)	(<0.01)
Anxiety	0-18	5.91	6.20	6.43	6.05	0.31	-0.67*
		(3.92)	(4.40)	(4.01)	(4.22)	(0.31)	(<0.01)
Auto. Thoughts							
Negative	0-40	11.54	11.52	11.35	11.14	-0.25	-0.19
		(8.10)	(8.12)	(7.91)	(8.12)	(0.67)	(0.70)
Positive	0-40	22.72	23.15	21.53	22.54	-1.34	0.58
		(7.97)	(7.92)	(8.20)	(8.47)	(0.03)	0.24
Perspective Taking	0-24	15.48	15.81	15.28	15.67	-0.52	0.05
		(4.71)	(4.87)	(5.13)	(4.96)	0.13	0.86
Self-esteem	10-40	28.90	28.79	28.29	28.67	-0.79	0.49
		(4.91)	(5.34)	(4.84)	(5.14)	(0.02)	0.09

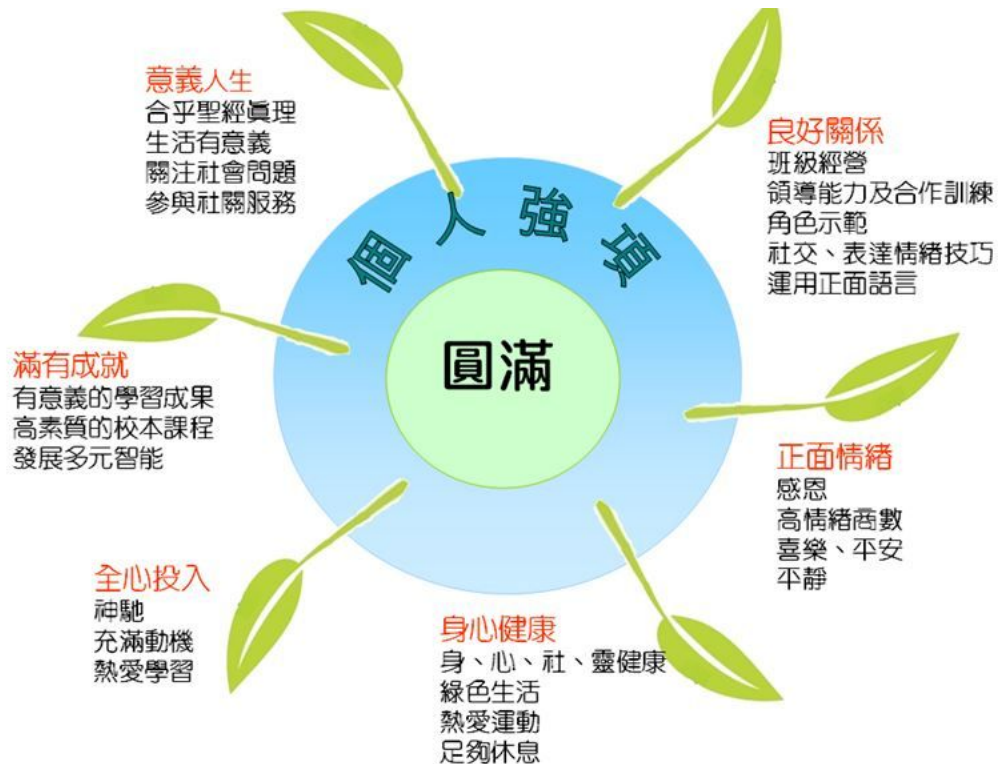
PosEd experiences

at KYS





Positive education of KYS



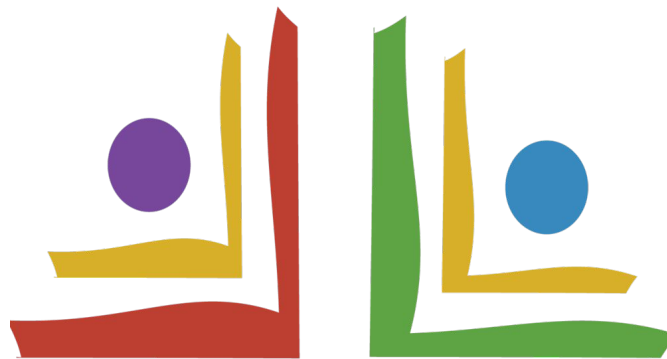
Source: The Geelong Grammar School Model

**Faith
driven
PosEd**



Wellbeing
programs

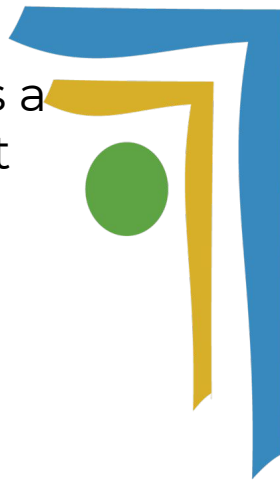
staff, parents,
students



Be a happy,
positive &
life-enhancing
school

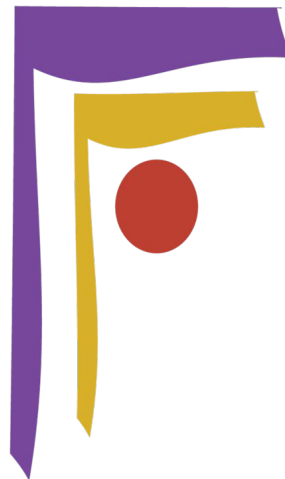
CHRISTIAN EDUCATION

Moving towards a
growth mindset
school



Grit & resilience

終身學習 屢敗屢戰
行步見步 靠主得力



Learn - Live - Teach - Embed

Model for positive education



Inspiration

dialogue, see,
read...



Reflection

on the self,
education &
society



Living & Teaching

Believe &
walk our talk



Embedding

in our school
culture &
practices



Inspiration

dialogue, see,
read...



德國

A calm & peaceful German lesson



Reflection
on the self,
education &
society



REFLECTING OUR POSITIVE EDUCATION



**Living &
Teaching**
Believe &
walk our talk





Embedding
in our school
culture &
practices



無所不談



學生最愛校園地

Responsive classroom approach



Elements of a Responsive Classroom School

- *Aligned Policies, Practices, and Procedures*
- *Resource Allocation*
- *All-School Activities*
- *Family and Community Involvement*
- *Physical Environment*



School-wide Practices



Optimal Student Learning



Classroom Practices



Adult Community

- *Strong, Focused Leadership*
- *Shared Vision and Planning*
- *Common Beliefs and Behaviors*
- *Shared Professional Development*
- *Adult Community Building*

- **Morning Meeting**
- **Rule Creation**
- **Interactive Modeling**
- **Positive Teacher Language**
- **Logical Consequences**
- **Guided Discovery**
- **Academic Choice**
- **Classroom Organization**
- **Working with Families**
- **Collaborative Problem Solving**



Staff & family well-being



Teacher wellbeing is the overall satisfaction that a teacher feels about their work, experiences & relationships within the school.

Principal's sharing



Let us plant



Healthy school

Breathe in



Active Constructive Responding/ i-message



Constructive Destructive

Active	1	2
Passive	4	3

I-Message



I feel _____
when you _____
I wish _____

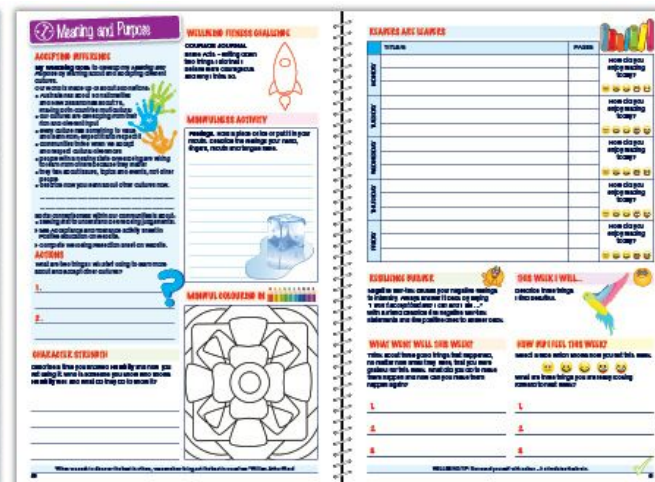
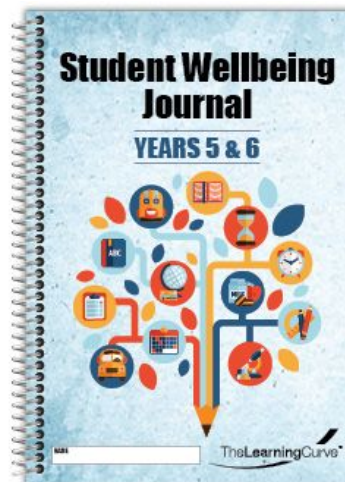
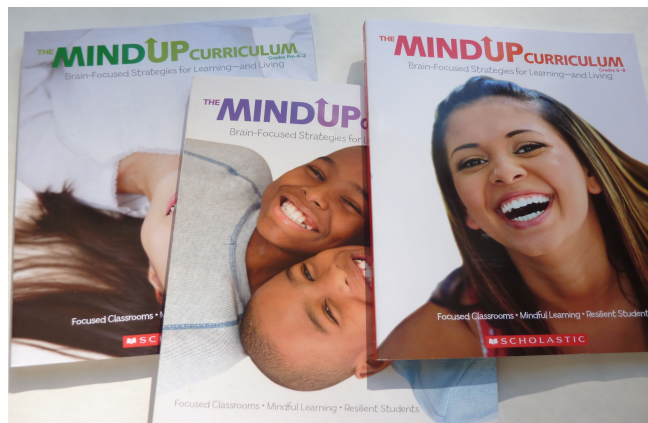
「感謝有您」家長晚會

Showing gratitude to our parent volunteers



**Thanksgiving
evening to parents**

MindUP curriculum & Well-being Journal

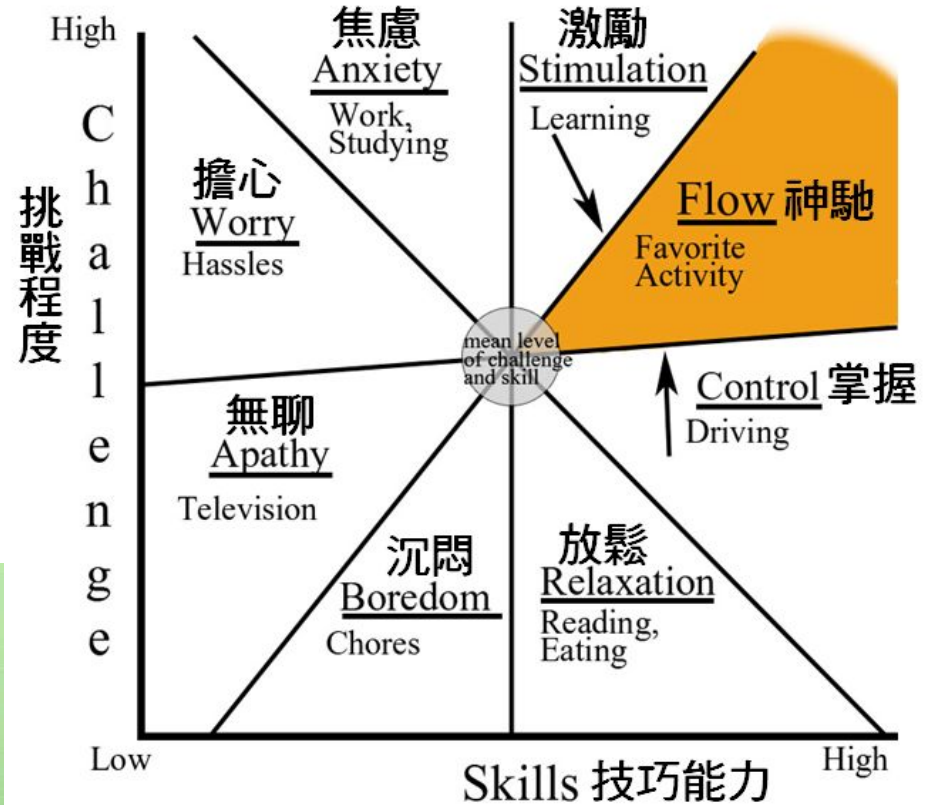
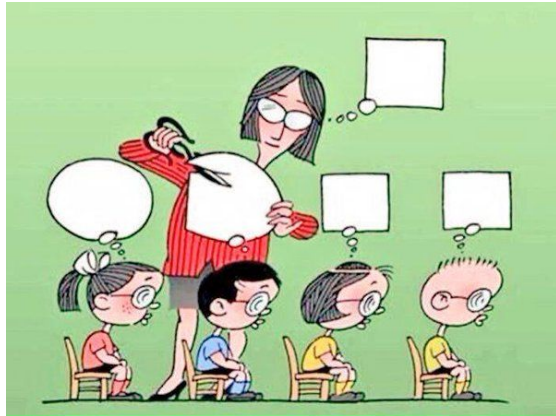


Meaningful Engagement of students



The importance of flow

Engaging School-based curriculum



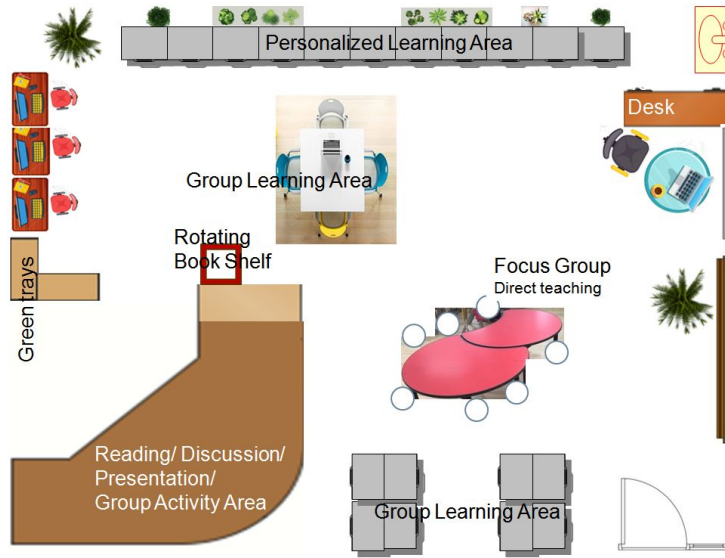
“Classroom” picture painted by
Laurentius de Voltolina, 1350



21st Century learning space



Classroom setting



Students can experience learning differently

1. **Growth** - Efforts & strategies | Not just right or wrong answers or rote-memorization | Conceptual understanding
2. **Belonging** - Every student matters | Challenges | Students' culture & community | Trust & respect
3. **Purpose** - Why learning matters | Can succeed



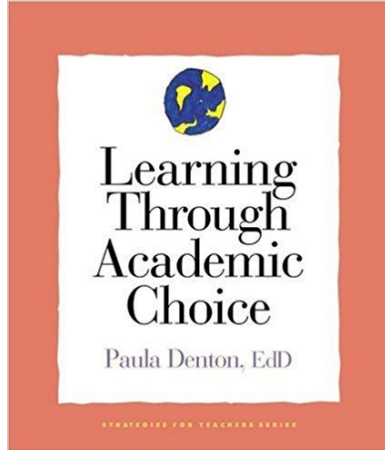
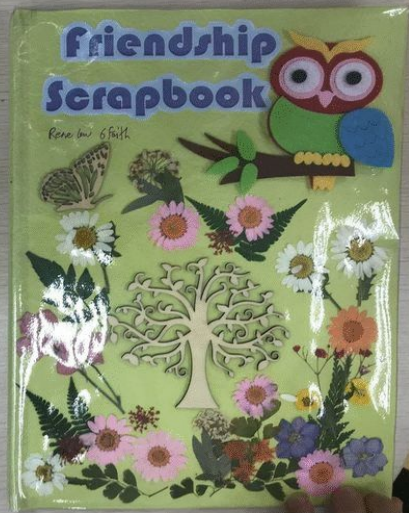
**Students' voice in
their learning**



Less homework, more real learning



According to John Hattie's visible learning, homework in primary school shows an effect size of **d=0.15** which means that there is no visible effect on student achievement.



Differentiated content & product: academic choice



一直被稱為「開心學校」的救恩學校



SAVE WILDLIFE, S.A.

**Grouping acc. to
their needs**



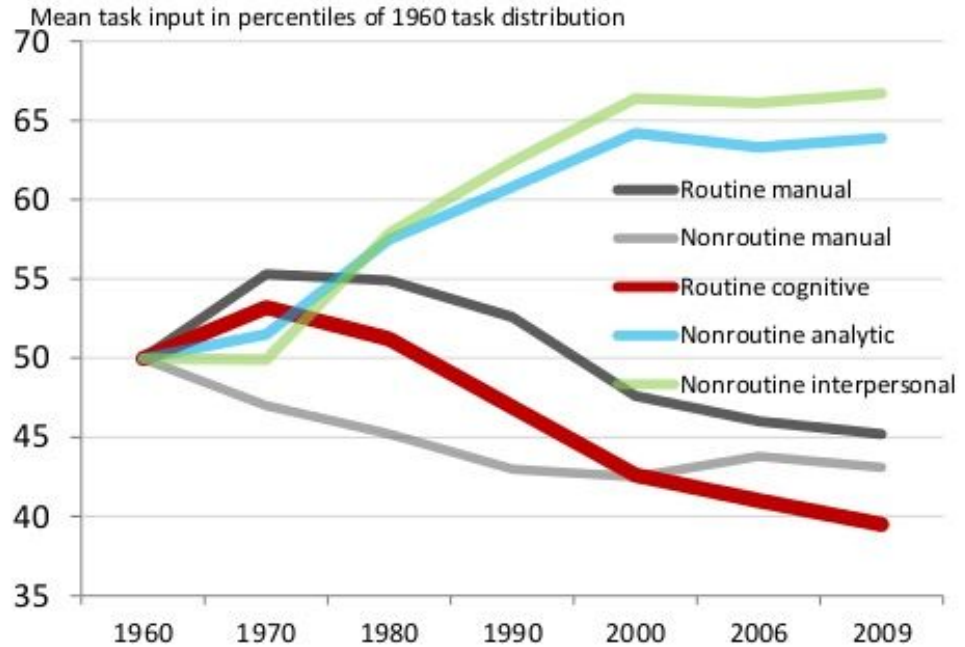


**Real-world
experiences**



The kind of things that are easy to teach are now easy to automate, digitize or outsource

Technology and learning





Service learning



Entrepreneurial programme

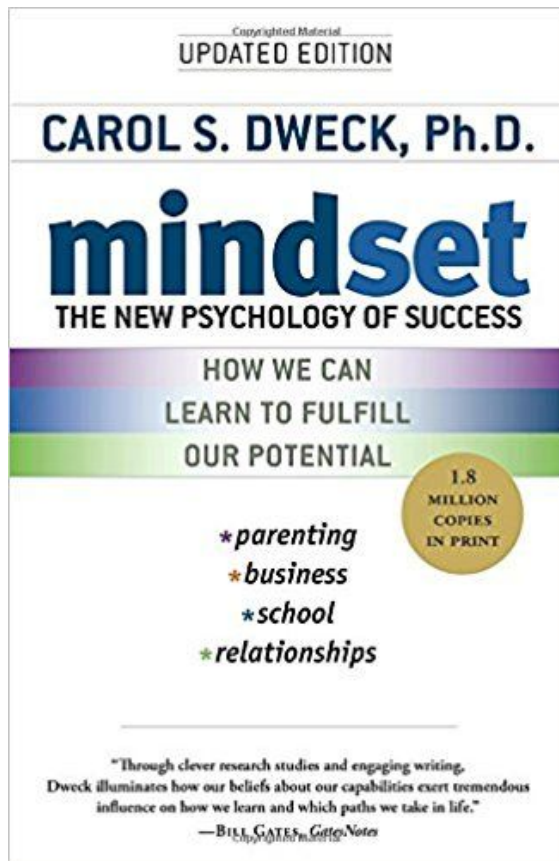
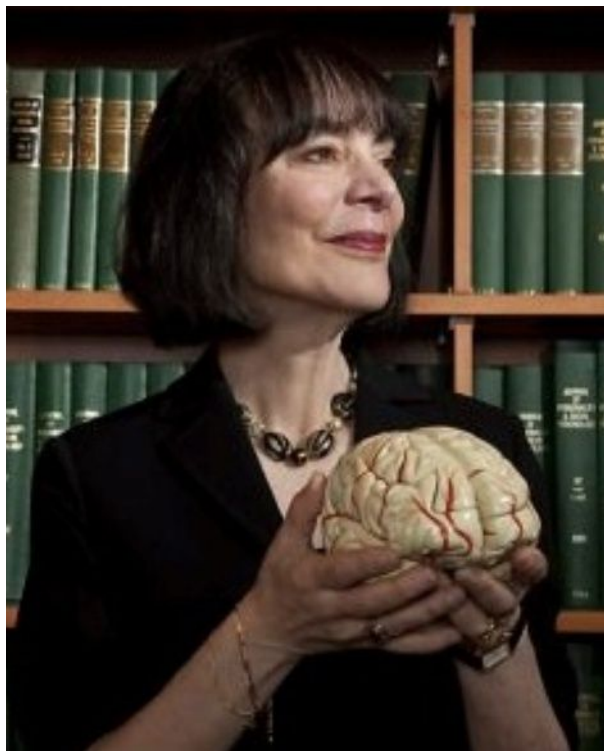




**Global
citizenship**

Moving towards a
growth mindset school





FIXED MINDSET

MINDSET

CHARACTERISTICS

GROWTH MINDSET

SET - YOU HAVE WHAT
YOU HAVE

SKILLS+INTELLIGENCE

CAN BE GROWN AND
DEVELOPED

HOW THEY LOOK
PERFORMANCE FOCUS

MAIN CONCERN

LEARNING / GETTING BETTER
PROCESS FOCUS

SOMETHING YOU DO
WHEN YOU'RE NOT GOOD

EFFORT

AN IMPORTANT PART OF
LEARNING

GIVE UP / CHECK OUT

CHALLENGES

PERSEVERE / WORK THROUGH
IT - SHOW MORE GRIT

TAKE IT PERSONAL
GET DEFENSIVE

FEEDBACK

LIKE IT / USE IT TO LEARN

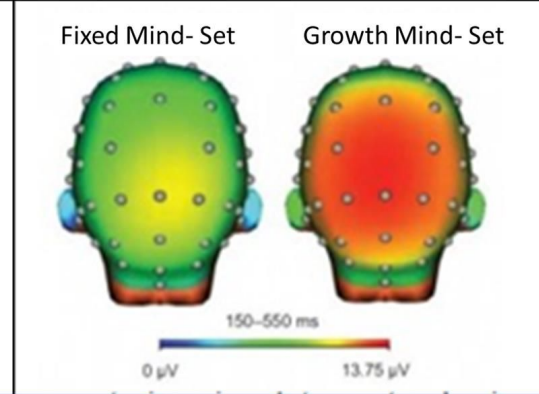
HATE THEM / TRY
TO AVOID MAKING THEM

MISTAKES

TREAT THEM AS A LEARNING
OPPORTUNITY

WWW.TRAINUGLY.COM

Scientists measured the electrical activity in the brain when students confronted an error.



Fixed mind set students limited brain activity, they do not engage with the feedback.

Growth mind set student is on fire, stimulated, they engage deeply and learn from the error and feedback.

Learning & the brain



Talk about neural networking.

Whenever you hear your child say “I give up” or “I just don’t get this,” remind your child to visualize neurons connecting every time he learns something new.



How to grow your brain



Neuroscience implications for education



教育政策決策者和研究學習科學的專家的五點共識：

1. 人腦是可塑的，是活動在塑造腦。
2. 活動決定腦如何發展，因此學習最重要的是經歷，有經歷才有學習。
3. 理解和使用是相互影響的。老師先說、學生後練的做法不對。
4. 學習最重要是學生是主動學習者。每人學習方法都不同。傳統的教學方式不好，尤其是數學老師。
5. 人類的學習/認知是一種群體的活動。

A growth mindset school



[SCHOOLS](#) ▾ [PARENTS](#) ▾ [THE SCIENCE](#) ▾ [PROGRAMS](#) ▾ [ABOUT US](#) ▾ [BLOG](#)

[Schools](#)

[Growth Mindset Culture](#)

[Testimonials](#)

[Spreading the Word](#)

[Getting Started](#)

What does a Growth Mindset School look like?

Learn how to cultivate growth mindsets in your school community.



Journey to a
Growth Mindset School

[Learn About Growth Mindset Culture](#)

Features of a growth-oriented classroom

Feature	Growth-oriented Classroom	Fixed-oriented Classroom
Student Work Displays	Work displayed shows student effort - eraser marks, highlighted mistakes etc	Work displayed is flawless with no noticeable mistakes
Class Rules	Positive classroom guidelines that reinforce the growth-mindset ethos are posted	A long list of things students are not allowed to do is posted to outline the criteria of failure
Furniture Arrangement	Ss are situated collaboratively in groups or in arrangement from which groups can be easily assembled	Desks face the front in rows and not easily grouped for collaborative work
Wall Displayed	Featuring growth alternatives	Messages like “You are great” is problematic
Additional Spaces	Flexible space, whiteboard space, quiet zone, account for different learning styles and paces	Everyone is given the same desk and expected to sit and work in the same manner. No extra consideration is given to different learning styles in the context of classroom
Classroom Management	Discipline is private, personal and done with dignity	Names on the board with missing assignments published for the world to see

Strategies for developing growth mindset



School-based
curriculum



STEAM
curriculum



It's okay to
make mistakes



Students'
voices



Classroom
setting



Resilience &
coping skills



Celebrate effort
& progress



Challenge &
skill give flow

How can children learn from failure



1. Teach them to take responsibility
2. Teach them to evaluate when they should start over
3. Foster curiosity
4. Teach them to innovate
5. Let them cry, whine, and complain (Sometimes)
6. Teach them to care
7. Emphasize humility

Flexibility & optimism



1. Model flexible mentality when things don't go as planned. Communicate that change/ failure is an important part of life.
2. Adopt a "glass half full" mentality.
3. Play a game with your students: For every time something happens that is perceived as "bad", try to find some positive meaning. E.g. when a glass is accidentally broken, a possible response might be, "Now we have more room on our shelf"

Michael Jordan
Failure
Commercial

Resilience



Optimism

strengths thrive during
the good times



Resilience



strengths grow during
the bad times

Camps for resilience & relationships



Problem-based STEAM curriculum



Benefits to a growth mindset



Desire for learning

Raise their hands more | Ask more questions | Seek out challenges that allow them to learn something new

Motivation

Study more | Put in the extra effort required to succeed | Value learning the right way over the easy way

Resilience

Spending more time on difficult schoolwork | Trying new strategies | Seeking help from other students or the teacher

Higher Achievement

Earn higher grades | Pass more courses | Earn more satisfactory grades

A student sharing of growth mindset



Lessons learnt at GGS on PosEd





INSTITUTE OF
POSITIVE
EDUCATION



POSITIVE EDUCATION

10 Years... Lessons Learned!



**Measure
carefully**

《情意及社交表現評估套件》 APASO-II (小學例子)

自我	自我—他人	自我—學校
自我概念 ◆ 校園生活 ◆ 數學 ◆ 親子關係 ◆ 朋輩關係 ◆ 外貌 ◆ 閱讀	人際關係 ◆ 關愛 ◆ 不恰當自表行為 ◆ 尊重他人	對學校的態度 ◆ 成就感 ◆ 經歷 ◆ 整體滿足感 ◆ 負面情感 ◆ 機會 ◆ 社群關係 ◆ 師生關係



**Do well-being with
students, not to
them**





**Our partners -
parents & teachers**



Parent education





PosEd is not a curriculum

Implementing & Sustaining Positive Education
a roadmap for schools

	Introducing	Consolidating	Sustaining	Results
Learn				
Leadership support	Establish a vision and purpose for Positive Education (PE) that aligns with the school's mission and values.	Develop a strategic plan for PE that outlines the school's goals, objectives, and actions.	Implement the strategic plan for PE and monitor progress.	Establish a positive school culture that values PE and supports the well-being of all students.
PE for all students and staff	Develop a PE curriculum that is relevant to all students and staff.	Implement the PE curriculum for all students and staff.	Monitor and evaluate the effectiveness of the PE curriculum.	Establish a positive school culture that values PE and supports the well-being of all students.
Staff professional learning	Provide professional learning opportunities for staff to develop their understanding of PE and its implementation.	Provide ongoing professional learning opportunities for staff to develop their understanding of PE and its implementation.	Monitor and evaluate the effectiveness of staff professional learning.	Establish a positive school culture that values PE and supports the well-being of all students.
Parent & community education	Provide parent and community education opportunities to develop their understanding of PE and its implementation.	Provide ongoing parent and community education opportunities to develop their understanding of PE and its implementation.	Monitor and evaluate the effectiveness of parent and community education.	Establish a positive school culture that values PE and supports the well-being of all students.
Resource theory	Develop a resource theory that outlines the school's understanding of PE and its implementation.	Implement the resource theory for all students and staff.	Monitor and evaluate the effectiveness of the resource theory.	Establish a positive school culture that values PE and supports the well-being of all students.
Live				
Establish a positive school culture	Develop a positive school culture that values PE and supports the well-being of all students.	Implement the positive school culture for all students and staff.	Monitor and evaluate the effectiveness of the positive school culture.	Establish a positive school culture that values PE and supports the well-being of all students.
Personal practices	Develop personal practices that support the well-being of all students and staff.	Implement the personal practices for all students and staff.	Monitor and evaluate the effectiveness of the personal practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Learning practices	Develop learning practices that support the well-being of all students and staff.	Implement the learning practices for all students and staff.	Monitor and evaluate the effectiveness of the learning practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Staff wellbeing	Develop staff wellbeing practices that support the well-being of all staff.	Implement the staff wellbeing practices for all staff.	Monitor and evaluate the effectiveness of the staff wellbeing practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Student wellbeing	Develop student wellbeing practices that support the well-being of all students.	Implement the student wellbeing practices for all students.	Monitor and evaluate the effectiveness of the student wellbeing practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Teach				
Implement curriculum	Develop a curriculum that supports the well-being of all students.	Implement the curriculum for all students.	Monitor and evaluate the effectiveness of the curriculum.	Establish a positive school culture that values PE and supports the well-being of all students.
Explicit teaching	Develop explicit teaching practices that support the well-being of all students.	Implement the explicit teaching practices for all students.	Monitor and evaluate the effectiveness of the explicit teaching practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Implicit teaching	Develop implicit teaching practices that support the well-being of all students.	Implement the implicit teaching practices for all students.	Monitor and evaluate the effectiveness of the implicit teaching practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Coaching of students	Develop coaching practices that support the well-being of all students.	Implement the coaching practices for all students.	Monitor and evaluate the effectiveness of the coaching practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Working practices	Develop working practices that support the well-being of all students.	Implement the working practices for all students.	Monitor and evaluate the effectiveness of the working practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Embed				
Wellbeing practice	Develop wellbeing practices that support the well-being of all students.	Implement the wellbeing practices for all students.	Monitor and evaluate the effectiveness of the wellbeing practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Organisational practice	Develop organisational practices that support the well-being of all students.	Implement the organisational practices for all students.	Monitor and evaluate the effectiveness of the organisational practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Student practice	Develop student practices that support the well-being of all students.	Implement the student practices for all students.	Monitor and evaluate the effectiveness of the student practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Communication	Develop communication practices that support the well-being of all students.	Implement the communication practices for all students.	Monitor and evaluate the effectiveness of the communication practices.	Establish a positive school culture that values PE and supports the well-being of all students.
Student support practice	Develop student support practices that support the well-being of all students.	Implement the student support practices for all students.	Monitor and evaluate the effectiveness of the student support practices.	Establish a positive school culture that values PE and supports the well-being of all students.

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P1 - 4 Positive Education Curriculum

Unit 1		Unit 2	Unit 3
P1	Peace Begins with Me – Feeling Good (3 lessons)	We All Have Strengths, Let's Celebrate (2)	Doing Good (3)
P2	Positive Emotions - joy, love, contentment, pleasure etc. (3)	Character Strengths in Action (2)	Positive Relationships (3)
P3	Growth Mindset (2)	Positive Emotions - hope, gratitude, appreciation of nature, love etc. (3)	Positive Relationships (3)
P4	The 8 lessons are structured around the Tribes process and positive education components		

The 9th lesson is for class celebration.

A collaborative team of all P1-4 class teachers, led by the Principal, designed the PosEd Curriculum.



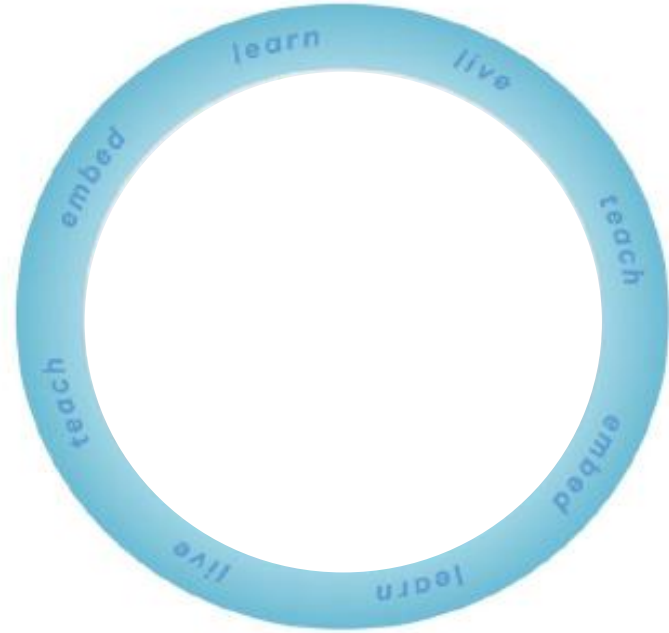
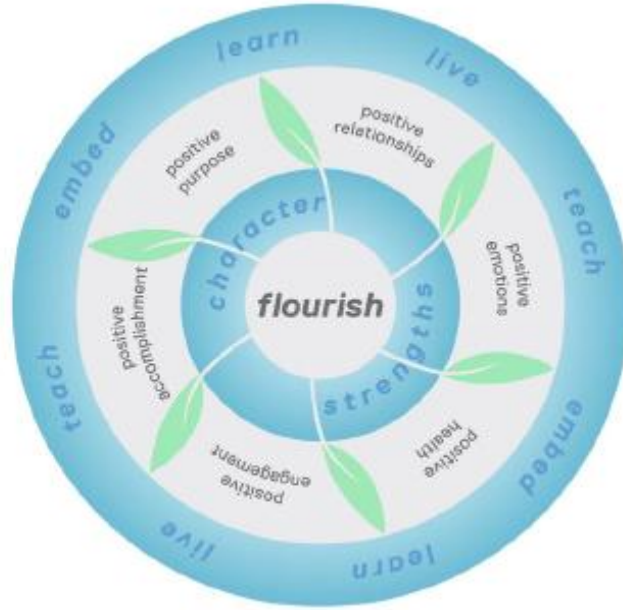
Tailor your school PosEd

1. **Be visionary.** Education should be positive.
2. **Be loving.** People first, program second, worries last.
3. **Be professional.** Equip ourselves first. Learn, read, understand, try out, measure, reflect, improve.....
4. **Be ready.** Have growth mindset.
5. **Be realistic.** Think big. Start small with high quality.
6. **Be creative.** Localize the western model.
7. **Be organic.** Responsive to students' needs.
8. **Be happy.** Enjoy and engage.

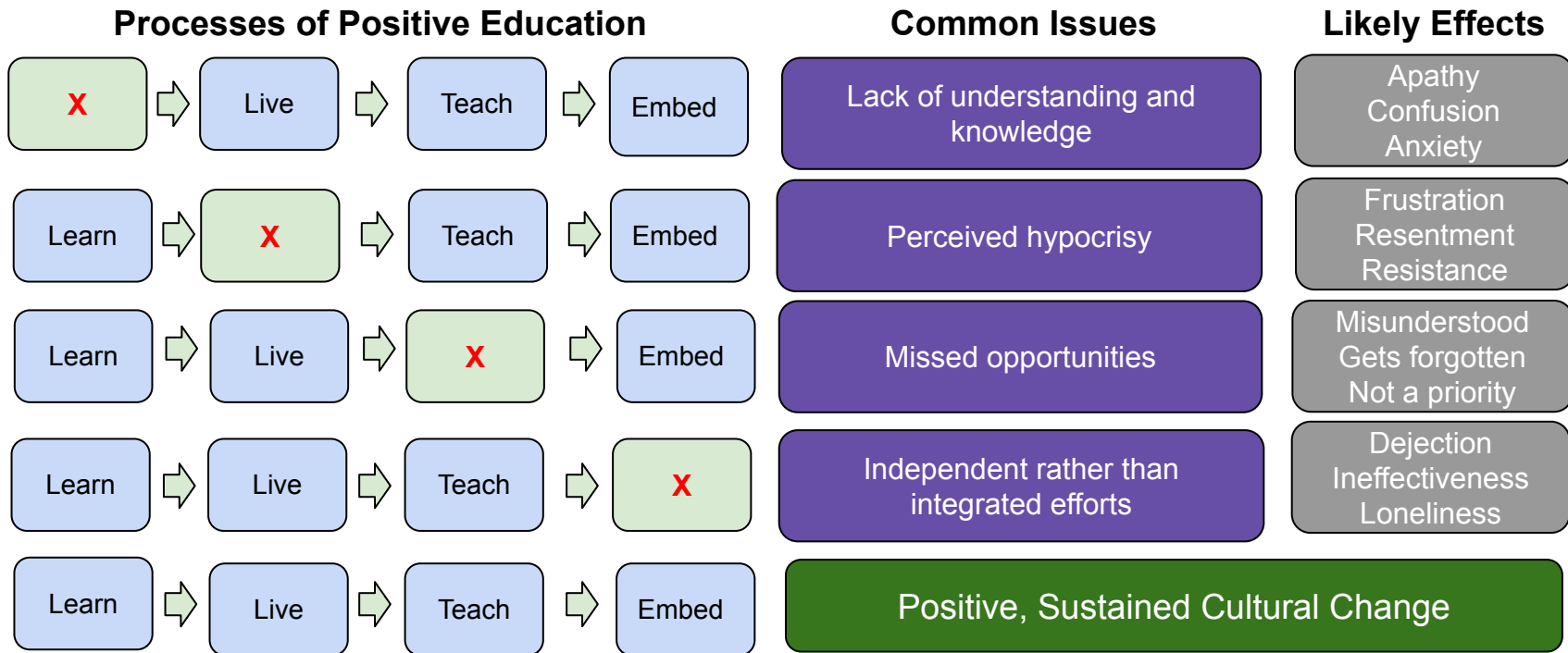
Positive School	Positive Meaning	Positive Engagement	Positive Emotions	Positive Relationships	Positive Health	Positive Accomplishment
School Culture	Christian education Learn to love & Love to learn	Creative school Flow in learning Self-regulation in visible learning Students' voice	Gratitude, joy, love, hope, pride, awe, serenity, fun, interest, inspiration	T-S and S-S relationships Anti-bullying Active Constructive Responding (ACR)	Adequate sports, rest, seldom eat junk food, love planting, animals and the nature	Growth Mindsets Focus on effort & facing challenges It's okay to make mistakes
Class Building	The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community				MindUP Curriculum In-class planting	Class Award Schemes
Key Learning Areas	School-based curriculum development including positive education (Examples) : 1. English : themes such as Heroes, Friendships, The One and the Only One, Community Helpers 2. 中文科: 我做到、真的長大了、成長加油站、性格強項、人造愛心彗星、我尊敬的人 3. General Studies : Positive health, Positive emotions, Positive relationships, ACR, Planting 4. STEAM Problem-based learning : challenging, engaging, creative, provides a deep learning experience for all students to improve the world					
Modules	P1 & P2 Drama Module P6 Global Citizenship	P2 Community Services	P5 Pay it Forward (Service learning)		P1-P6 Sports P3-4 Home Econ P3-4 Calligraphy	Enhancement Week Year-end Exhibition
Extended Learning Activities	Around 100 MI-based programmes to extend students' all round development Ball games, athletics, swimming, roping, gymnastics, visual art, pottery, senior and junior choirs, musical instrument classes, orchestra, musical, dance creative writing, chess, technotainment etc.					
School Development & Practices	Fundraising for the community	Catering learning differences Active learning	Students' support from the Principal, teachers, edu psy, & counsellors	Student buddies Parent helpers	Homework load, rest time, snack & lunch, physical exercises	Students' all round achievement
	1. Principal's sharing in assemblies 2. Staff wellbeing activities, workshops, overseas visits for teachers, talks & day camp for parents & staff 3. P1-4 Positive Education Curriculum and Tribes Curriculum, P5-6 Leadership training with PosEd 4. P1-6 Student Wellbeing Journal					



Learn → Live → Teach → Embed →
Positive, sustain cultural change



Making it stick!



Less is more

Less homework & examination | More real learning

Less stress & fatigue | More sports, rest time & sleep

Less junk food | More good food

Less chalk-and-talk | More engagement in learning

Less competition & comparison | More collaboration & services

Less boredom | More fun, joy & creativity

Less fear, guilt & shame | More positive language & discipline

Less loneliness | More close relationships

Success factors

Be visionary. Education should be positive.

Be loving. People first, program second, worries last.

Be professional. Equip ourselves first. Learn, read, understand and try out.

Be realistic. Think big. Start small with high quality.

Be creative. Think outside the box. Not bounded by any theory or framework.

Be organic. Responsive to students' real needs.

Be passionate. Enjoy and engaged in what we are doing.

