



VISIBLE WELLBEING

Professor Lea Waters AM PhD

All-School Visible Wellbeing Program

- Department of Education and Training School Mental Health Fund Menu -

The wellbeing of students and school staff has become a global priority as the world deals with unprecedented change and uncertainty.

Provide your school community with the tools to navigate this change and move forwards stronger, more connected and ready to engage in learning.

The All-Staff Visible Wellbeing Program is a fully virtual program created by Professor Lea Waters AM, PhD. This program aligns with FISO 2.0 and is designed to upskill your staff so they have the tools required to support the mental health of their students and themselves across all areas and roles of the school - be it teaching, non-teaching, co-curricular or beyond.

THE PROGRAM PROVIDES:

1. A flexible way to deliver professional development with a combination of live webinars and asynchronous, self-paced, on-demand learning.
2. Tools and strategies for staff to support their own mental health and the wellbeing of students.
3. 250+ activities for teachers to assess and act on the wellbeing climate of their classrooms in real-time.
4. Survey and focus group tools for schools to track the wellbeing of students and staff so they can make data informed decisions about where to concentrate their wellbeing efforts.
5. A common language for staff, students and families to check-in on the wellbeing of themselves and others.
6. Additional resources including: Posters, online community portal, certificates, virtual strengths cards, wellbeing rubrics, newsletter inserts and more...(see page 4)

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“Visible Wellbeing has given our students a vocabulary and assisted them in developing the tools to cope and flourish.

We took the program on in recognition of the importance wellbeing has in engaging our students in learning...Visible Wellbeing provides the backbone of our ‘Values Lessons’ the whole school does three times every term. Our students develop and grow their understanding and use of the SEARCH framework to better manage their emotions and themselves. Visible Wellbeing is embedded in our Individual Education Plans for every student. Lea and the team have expertly guided and supported us through this journey.”

*- Graeme Forrester, Executive Principal
– Chaffey Secondary College, Mildura*



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VISIBLE WELLBEING IS EVIDENCE-BASED

VWB is designed by Professor Lea Waters AM, who holds a PhD in Organisational Psychology and has published extensively on employee wellbeing, systems change and student wellbeing for 20 years (see publications list, pg 7). VWB is a science-driven program based on the theoretical underpinning of positive psychology and the SEARCH framework. Over the past six years VWB has been the subject of 12 publications (8 peer-reviewed papers and 4 professional publications in teacher magazines). The VWB program is aimed at promoting student and staff wellbeing and it seeks to create cultural change. As such, the design of VWB is based on systems theory and organisational change.



The SEARCH framework covers six over-arching pathways to wellbeing: Strengths, Emotional Management, Attention, Relationships, Coping and Habits and Goals. The SEARCH framework is the result of three key stages of peer-reviewed, published science: 1) bibliometric and cluster analysis of 18,401 positive psychology studies that identify pathways to wellbeing (Rusk & Waters, 2015), 2) action research in schools to road test the data-driven SEARCH framework (Waters, 2017) and 3) a systematic review of school intervention studies (n = 35,888 students) from Australia, NZ, Europe, UK, Asia and North America demonstrating the effectiveness of the framework and each individual pathway on student illbeing, wellbeing and learning outcomes (Waters & Loton, 2019). Recent published research shows that students who learn the SEARCH pathways have higher wellbeing during COVID-19 and cope more constructively with remote learning (Waters, Allen & Arslan, 2020).



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VISIBLE WELLBEING AND FISO 2.0

VWB has been used in DET schools since 2016 and was developed to support FISO and FISO 2.0. Each of the 5 key elements of FISO 2.0 are actioned through the VWB teacher training, student resources, assessment, rubric, coaching and family communication tools.



Leadership	The SEARCH framework provides leaders with a whole-school wellbeing framework using 6 strategic pathways that give direction and an anchor point for deployment of resources to build wellbeing across the school. VWB tools and practices help leaders to foster shared relationship-based values, engage student voice and set up PLCs/PLTs on wellbeing. Leaders and staff connect with and learn from other VWB DET schools who have been using this program since 2016. Three coaching sessions are provided to the wellbeing leader in the school over the course of the program to assist with reviewing, auditing and embedding wellbeing across the school.
Assessment	VWB provides schools with surveys (Yr 5 - Yr 12) and focus group protocols (prep - Yr 12) to measure and monitor student wellbeing at the whole-school level and at the individual-student level. VWB measurement tools are based on the SEARCH framework, an evidence-based model that complements AtoSS, SSS and POS. Wellbeing data is used to decide which pathways of wellbeing are best targeted at certain year levels. VWB practices and processes that promote wellbeing are then embedded based on data. VWB schools have access to the VWB measurement tools for 4 years and can re-measure as often as is needed.
Support and Resources	VWB provides 250+ wellbeing activities that can be run in classrooms and co-curricular. Posters, strengths cards and students wellbeing lessons are also provided. Additional resources for delivering wellbeing activities during remote learning periods also come with the program. The flexibility of the activities allows schools to be responsive and choose resources that best suit their context. The resources are inclusive and enable students to confidently participate and use their wellbeing skills to contribute at school and in civic levels. Schools are provided with 10 newsletter inserts to send to parents and a pre-recorded parent talk by Professor Lea Waters, AM, PhD.
Engagement	The evidence-based VWB activities, lessons, posters, cards and practices have been designed as a flexible youth-engaging wellbeing tool kit. The live and on-demand PD modules that staff virtually sequence through provide them with the depth of knowledge and skills needed to foster connectedness with students, empower students in individual and community wellbeing, and forge community connections to support school initiatives. Student voice, agency, and leadership is cultivated through their choice of wellbeing tool kits and through student leaders to run VWB assemblies and projects.
Teaching and Learning	VWB provides a wellbeing rubric for teachers to assess the impact of their teaching on student wellbeing in real time at their point of need. The rubric allows colleagues to collaborate and reflect on practice through learning walks and peer observation using the wellbeing rubric. The training shows staff how to set VWB goals side-by-side with learning goals for each lesson thus embedding wellbeing into curriculum areas. The all-staff training shows staff how to audit and update learning area plans to embed Personal and Social Capability.



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HOW DOES THE PROGRAM WORK?

The VWB training consists of a combination of live webinars and on-demand, asynchronous coursework for all your staff, alongside one-on-one coaching for your VWB Lead.

Join together with other schools across Australia to learn about the Visible Wellbeing Practice and Process in the live, virtual webinars. Staff then take a deep dive into the SEARCH pathways to wellbeing in the accompanying on-demand course.

There are currently two cohorts available for 2023 commencing in Term 1. The Program takes approximately 18 months to complete.

Timeline*						
	Term 1 2023	Term 2 2023	Term 3 2023	Term 4 2023	Term 1 2024	Term 2 2024
All Staff - LIVE	VWB Introduction Module	VWB Process Module				
All Staff - ON-DEMAND	Strengths Module	Emotional Management Module	Attention and Awareness Module	Relationships Module	Coping Module	Habits and Goals Module
VWB Leader	One-on-one Coaching		One-on-one Coaching		Sustaining Change Workshop	One-on-one Coaching
Key Milestones	Wellbeing Measurement				Showcase	
	Milestone Markers					
Optional Extras - Deep dive webinars on a variety of topics	Webinar	Webinar	Webinar	Webinar	Webinar	Webinar

*Table based on Cohort 1 dates, Cohort 2 will look slightly different.

KEY DATES

You can choose to enter the training at 2 start points.

Cohort 1 commences at the beginning of Term 1, Cohort 2 at the end of Term 1 2023.

Module 1	ALL Staff	Cohort 1: 27/1/23 (Friday), AM or PM session (3hrs) Cohort 2: 6/4/23 (Thursday), AM or PM session (3hrs) <i>*you can split your staff across AM or PM sessions</i>
Module 2	ALL Staff	Cohort 1: 24/4/23 (Monday), AM or PM session (3hrs) Cohort 2: 30/6/23 (Friday), PM session (3 hrs) or 10/7/23 (Monday), PM session (3 hrs) <i>*you can split your staff across sessions within the Cohort</i>
Sustaining Change Workshop	VWB Lead (one person per school)	Cohort 1: 13/3/24, PM (3 hrs) Cohort 2: 13/5/24, PM (3 hrs)

- or make up your own cluster of 4 schools and choose your own dates!

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CORE COMPONENTS/TRAINING

VWB Introduction Module

All staff join Professor Lea Waters in this live webinar which introduces the scientific link between wellbeing and learning, to learn about the SEARCH framework and the core practice used to identify wellbeing in the classroom, staffroom and beyond.

Time Release: 3 hours

Who this is for: All staff: both teaching and non-teaching

Delivery Mode: Virtual, live

VWB Process Module

All staff join with Professor Waters again to work through the goal setting process to integrate the SEARCH pathways into their teaching/work groups, and other projects.

Time Release: 3 hours

Who this is for: All staff: both teaching and non-teaching

Delivery Mode: Virtual, live

Online SEARCH Modules

All staff are provided with individual access to the VWB SEARCH online course. Each term, staff work through one of these on-demand modules at their own pace. These modules focus on understanding and utilising the six SEARCH pathways to foster wellbeing in their areas of expertise. Modules can be done individually or in teams.

Time Release: Approximately 12 hours, or 2 hours per term, for 6 terms.

Who this is for: All staff: both teaching and non-teaching

Delivery Mode: Virtual, on-demand

VWB Leader Coaching

Your designated VWB Leader will receive coaching each semester with our facilitators. In these sessions they explore how VWB will best fit into their school context, and work through any challenges that arise.

Time Release: 3 x 1 hour sessions

Who this is for: VWB Leader

Delivery Mode: Virtual, live, one-on-one

Wellbeing Measurement

We provide a measurement tool for schools to use which provides insight into staff and student wellbeing across the 6 SEARCH pathways.

Time Release: N/A

Who this is for: Students and staff

Delivery Mode: TBC

Sustaining Change Workshop

Join VWB Program Leaders from around the state in a workshop led by Professor Waters on how to maintain, and sustain, wellbeing at your school in the coming years.

Time Release: 3 hours

Who this is for: VWB Leader

Delivery Mode: Virtual, live

Showcase

A celebration of the numerous practices and initiatives your school has implemented to support whole-school wellbeing

Time Release: 90 mins

Who this is for: All staff: both teaching and non-teaching

Delivery Mode: Determined by each school

“We were so grateful to receive funding through the Schools Mental Health Fund to be able to support the mental health and wellbeing of all children at our school.

*Initially, it was crucial that we look for a **universal approach** that would support all students through a positive psychology focus. We were also searching for a proactive solution that would **support staff** professional learning, enhance their wellbeing, **along with the students** and their carers and families.*

*Visible Wellbeing was that solution: a tier 1 approach that provides our staff with **flexible wellbeing strategies to support themselves and others**. We have thrived on the opportunity to recognise the strengths in ourselves and others, as well as taking more time to listen and learn from our students.*

We feel so supported by Dr Lea Waters and her team, with leadership coaching, support to measure our wellbeing milestones, online webinars and constant communication, we cannot thank them enough. We have already seen such growth in staff and student confidence and we look forward to maintaining this inspiring partnership in 2023.”

*- Carrie Rowe, Assistant Principal,
Mount Duneed Regional Primary School, VICTORIA*



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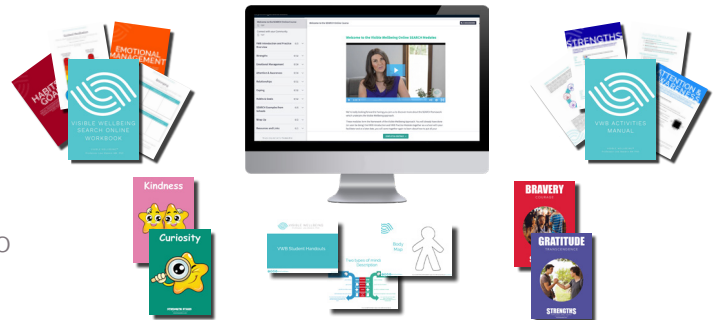
COACHING

The program includes 3 x one-on-one, virtual coaching sessions for your wellbeing leader to support them in finding ways to implement the VWB practices across the school.

EXTRA RESOURCES

To further support your school in creating a culture of wellbeing we provide you with the following additional resources:

1. VWB Activities Manual - over 250 activities classified against the SEARCH pathways to boost wellbeing of staff and students
2. VWB Survey - to be able to track your school's progress against the SEARCH pathways to wellbeing
3. VWB Leaders Network Portal Access - to connect with an international community of Visible Wellbeing schools and see what they are doing to make wellbeing visible at their schools
4. Virtual Strength Cards (downloads):
 - i) Strength Stars - cards designed to build strengths in EYL and Primary years.
 - ii) Strengths for Kids and Teens - cards designed to build strengths in students 9yrs+
6. Wellbeing and strengths posters (downloads):
 - i) Strength Stars
 - ii) Strengths for Kids and Teens
 - iii) VWB See/Hear/Feel - versions for all ages
7. VWB Student Certificates (downloads) - to celebrate development in the SEARCH pathways
8. Certificate of Completion - for staff and teachers to acknowledge their training
9. 4 x student lessons
10. Newsletter inserts
11. VWB e-program access for times of remote learning
12. On-demand orientation modules for new staff



COST

\$15,000 + GST per school. Discounted rates apply for schools with less than 5 teaching staff.

JOINING THE ALL-SCHOOL VISIBLE WELLBEING PROGRAM

When you are ready to join the All-Staff Visible Wellbeing Program, fill out the required paperwork from the DET, and once your funding is approved, we can enrol you in the program.

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FAQ

How does our school join the All-Staff Visible Wellbeing Program?

- 1) Complete the [Expression of Interest Form](#).
- 2) [Schedule a discovery call](#) with our VWB Team.

Once accepted into the program, we will provide you with portal access which outlines everything you need to know to get your school started with the All-Staff Visible Wellbeing Program.

When are the all-staff training dates?

There are 2 all-staff training modules, each runs for 3 hours. We provide 2 options for each cohort, please see page 4 for details.

Do all our staff need to attend at the same time?

No, your staff can choose to attend either the morning or afternoon options, but you do need to register for the session in advance as places are strictly limited.

If my staff miss a session, or we employ new staff, can they catch up?

Yes, we will provide orientation modules to cover the live workshops.

When do staff get access to the on-demand SEARCH modules?

We provide access once staff have completed Module 1 - VWB Introduction.

Who can come to the training?

In order for this to be a true whole-school approach to wellbeing, we invite all your teachers, co-curricular, support, admin staff and leaders to join in on the modules. This approach will benefit staff wellbeing and the wellbeing of the students.

How long do we have access to the program and online materials?

Access to the online training materials is provided for 4 years from commencement of the program.

*“Armed with ample resources and engaging presentations from Professor Lea Waters, our school found **practical and accessible ways to bring wellbeing to life.***

*Putting the SEARCH Framework at the centre of key decisions and innovations supported our school community to discover alternative ways of thriving, that will continue to **support better educational outcomes** long after we've returned to a 'Covid normal' school life.”*

*- Simon McIntosh, Assistant Principal,
Yarra Primary School, Melbourne*





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About Professor Waters AM, PhD

Professor [Lea Waters](#) AM, PhD, is an Australian academic, psychologist, author and speaker who holds a PhD in Organisational Psychology and is a global expert in School and Educational Psychology. She is the Director of the school program [Visible Wellbeing](#) and the parenting program the [Strength Switch](#).

Professor Waters was the Founding Director of the Centre for Positive Psychology (now the [Centre for Wellbeing Science](#)), University of Melbourne where she has held an academic position for over 25 years. She currently also holds a position on the Science Board of UC Berkeley's [Greater Good Science Center](#).

Lea is a Past President of the International Positive Psychology Association (IPPA) (2017-2019), a Board member of IPPA, the Patron for Flourishing Education Japan and the Ambassador for Positive Education Schools Association.

Lea has published over 110 scientific papers and regularly publishes in peer-reviewed education journals including the Australian Journal of Teacher Education; Contemporary School Psychology, Journal of Educational Psychological Research, School Mental Health, Educational Psychology Review and Educational Administration Quarterly. Lea is on the Editorial Board of the Educational Developmental Psychologist Journal and has been awarded academic prizes for research excellence by the American Academy of Management and the Australian and New Zealand Academy of Management.

In 2020, Lea was honoured by the Governor-General of Australia and made a Member of the Order of Australia (AM) based on her leadership in psychology, education and the mental health sector in Australia.

Lea's parenting book, '[The Strength Switch](#)' was the top release on Amazon in the parenting category and was listed in Top Reads for 2017 by UC Berkeley's Greater Good Science Centre. It has been translated into Chinese, Japanese, Korean, Taiwanese, Hungarian, Arabic, Spanish, French and Russian.

Lea has written for The Wall Street Journal, TIME.com, The Atlantic, and The Guardian and her work is featured in The New York Times, The Washington Post, The Toronto Globe, Huffington Post, The Sydney Morning Herald, The Age, Vogue, ELLE Magazine and more. Her TEDx talk, *Warning: Being positive is not for the faint hearted!*, explores how we can use social media to have a positive impact on others' wellbeing and has been viewed more than 150,000 times.



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Sample Publications List by Professor Waters

Sample positive education and Visible Wellbeing publications by Professor Lea Waters AM, PhD

Waters, L. (2021). Positive education pedagogy: Shifting teacher mindsets, practice and language to make wellbeing visible in classrooms (pp. 137-164). Chapter 6 In (Ed.) Kern, M., & Wehmeyer, M. *The International Handbook on Positive Education*. Palgrave.

Waters, L., Allen, K., and Arslan, G. (2021). Adversarial growth in adolescents returning to school after Covid-19 school closure, *Frontiers*, first available online, doi: 10.3389/fpsyg.2021.643443

Waters, L. (2020). SEARCH: A meta-framework for bringing wellbeing into schools. *Independence*, 45 (1), 45-49.

Waters, L. (2019). Searching for wellbeing in schools: A new framework to guide the science of positive education. *Journal of Educational Psychological Research*, 1 (2), 1-8.

Waters, L. & Loton, D. (2019). SEARCH: A Meta-Framework and Review of the Field of Positive Education. *International Journal of Applied Positive Psychology*, 4, 1–46.

Rusk, R., Vella-Brodrick, D., & **Waters, L.** (2018). A complex dynamic systems approach to lasting positive change: The Synergistic Change Model. *Journal of Positive Psychology*, 13:4, 406-418.

Waters, L. (2018). Visible Wellbeing: A critical resource for leadership and learning in schools. *Horizon*, 8, 4-10.

Waters, L. (2017). Visible Wellbeing in Schools: The powerful role of Instructional leadership. *Australian Educational Leader*, 39(1). Note this was chosen as the Lead Article.

Waters, L. (2017) Progressing Positive Education and creating Visible Wellbeing. In S. Donaldson & M. Rao (Eds.). *Scientific Advances in Positive Psychology*. (Chapter 9; pp 229-256). Praeger Publishing.

Waters, L., Sun, J., Rusk, R., Aarch, A., & Cotton, A. (2017). Positive Education: Visible wellbeing and the five domains of positive functioning. In M Slade., L Oades., & A Jarden (Eds). *Wellbeing, Recovery and Mental Health*. (Chapter 20; pp 245-264). Cambridge University Press.

Rusk, R., & **Waters, L.** (2015). Exploring the underlying components of positive psychology interventions: Five domains of positive function. *Journal of Positive Psychology*, 10 (2), 141-152. (Rusk = PhD student; 50%)

Waters, L. (2015). Why Positive Education? *Teaching and Learning Network*, 22(3), 16-19.

Sample organisational change, staff wellbeing and systems theory publications by Professor Lea Waters AM, PhD

Waters, L., Cameron, K., K, Nelson-Coffey., D, Crone., M, Kern., T, Lomas., L, Oades, R., Owens, J, Pawelski, T, Rashid., M, Warren., M, White, P., Williams. (2021). Collective Wellbeing and Posttraumatic Growth During COVID-19: How Positive Psychology Can Help Families, Schools, Workplaces and Marginalized Communities. *The Journal of Positive Psychology*, first available online.



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Waters, L., Allen, K., and Arslan, G. (2021). Adversarial growth in adolescents returning to school after Covid-19 school closure, [Frontiers](#), first available online, doi: 10.3389/fpsyg.2021.643443

Brunzell, T., **Waters, L.**, & Stokes, H. (2021). Trauma-informed Teacher Wellbeing: Teacher Reflections within Trauma-informed Positive Education. *Australian Journal of Teacher Education*,

Allison, L., **Waters, L.**, & Kern, M (2020). Flourishing Classrooms: Applying a Systems-Informed Approach to Positive Education. *Contemporary School Psychology*, first available on-line (Allison = PhD student, 30%).

Waters, L. Strauss, G., Somech, A., Haslam, N & Dussert, D. (2020). Does team psychological capital predict team outcomes at work? *International Journal of Wellbeing*, first available on-line 46,5.

Rusk, R., Vella-Brodrick, D., & **Waters, L.** (2018). A complex dynamic systems approach to lasting positive change: The Synergistic Change Model. *Journal of Positive Psychology*, 13:4, 406-418.

Allen, K., Kern, P., Vella-Brodrick, D., & **Waters, L.** (2018). Understanding the priorities of Australian secondary schools through an analysis of their mission and vision statements. *Educational Administration Quarterly*, 54(2) 249 –274. doi: <https://doi.org/10.1177/0013161X18758655>

Williams, P., Kern, P., & **Waters, L.** (2017). The role and reprocessing of attitudes in fostering employee work happiness: An intervention study. *Frontiers in Psychology*, 8(28). doi:10.3389/fpsyg.2017.00028 (Williams = PhD student, 30%).

Keenan-Mount, R., Albrecht, N., & **Waters, L.** (2016). Mindfulness-based approaches for young people with autism spectrum disorder and their caregivers: Do these approaches hold benefits for teachers? *Australian Journal of Teacher Education*, 41(6) (Keenan-Mount = Doctorate student, 30%).

Williams, P., Kern, P., & **Waters, L.** (2016). Exploring selective exposure and confirmation bias as processes underlying employee work happiness: An intervention study. *Frontiers in Psychology* (Williams = PhD student, 30%).

Williams, P., Kern, P., & **Waters, L.** (2016). Inside-out-Outside-in: A dual process model to developing work happiness. *International Journal of Wellbeing*, 6(2), 30-56. (Williams = PhD student, 30%).

Heled, E., Somech, A., & **Waters, L.**, (2016). Psychological capital as a team phenomenon: Mediating the relationship between learning climate and outcomes at the individual and team levels. *Journal of Positive Psychology*, 11(3), 303-314

Williams, P., Kern, M., & **Waters, L.** (2015). A longitudinal examination of the association between psychological capital, perceptions of organizational virtuousness and work happiness in school staff. *Psychology of Wellbeing: Theory, Research and Practice*, 5(5) available on-line (30%; Williams = PhD student).

Waters, L. & Stokes, H. (2015). Positive education for school leaders: Exploring the effects of emotion-gratitude and action-gratitude. *Australian Educational and Developmental Psychologist*, 32, 1-22

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Waters, L., & White, M. (2015). Case study of a school wellbeing initiative: Using appreciative inquiry to support positive change in schools. *International Journal of Wellbeing*, 5(1), 19-32. (White =T, 70%) doi:10.5502/ijw.v5i1.2.

Kern, M., **Waters, L.**, White, M., & Adler, A. (2014). Workplace wellbeing: A multifaceted approach to assessing psychological, physical and workplace wellbeing in school staff, *Psychology*, 5, 500-513.

Waters, L. (2012). Predicting job satisfaction: Contributions of individual gratitude and institutionalized gratitude. *Psychology*, 3, 1174-1176. (Open Access) Note: This paper is currently the 2nd most downloaded paper the Journal 'Psychology'.

Waters, L., White, M & Murray, S. (2012). Toward the creation of a positive institution. *The International Journal of Appreciative Inquiry*, 14(2), 60-66 (White and Murray = T, 80%)

Teo, C. & **Waters, L.** (2002). The role of HR practices in reducing occupational stress and strain: An examination of employees in Singapore. *International Journal of Stress Management*, 9(3), 207-226. (Teo = Hons, 80%)

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