



VISIBLE WELLBEING

Professor Lea Waters PhD

About Visible Wellbeing™

Student wellbeing has become a focus of international education policy for global organisations such as the World Health Organisation (WHO), the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The 2015 Organization for Economic Cooperation and Development (OECD) Centre for Educational Research and Innovation reports that over 70% of OECD countries now have wellbeing as an explicit goal of their National Curriculums.

With the challenge for schools to turn wellbeing policy into practice, a scientific evidence-based approach is needed to build wellbeing in students, teachers, staff, parents and the school community.

Designed by Professor Lea Waters (PhD), world renowned expert in positive psychology, Visible Wellbeing™ (VWB) combines the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricula.

VWB is not a set program, it is a set of flexible practices that can be applied across any subject matter, and in all contexts – early learning, primary, secondary, and in the staff room. With the VWB approach, academic learning and wellbeing are truly integrated.

Join a vibrant community of VWB schools from United States, Canada, Hong Kong, United Arab Emirates, New Zealand and Australia.



Varsity College AUSTRALIA

*"We had been a Positive Education school for a number of years prior to running Visible Wellbeing (VWB). **The 2 day workshop was transformative for our school and accelerated our journey by at least 3 years.** The distinctiveness of the VWB approach and its direct links to student learning re-energised those teachers who were already converted and brought on board those who were not. VWB kick-started a new way for our school to think about embedding wellbeing. **Our staff deemed this the most inspiring and valuable PD in our college history.** The change has been tangible"*

Victoria McLuckie, Director of Wellbeing, Varsity College

For more information visit visiblewellbeing.org and leawaters.com

or contact us by emailing admin@leawaters.com



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Visible Wellbeing™ Opportunities

Have Lea, or her trained VWB facilitators, come into your school to run professional development VWB workshops for your teachers.

Format options include:

- Half day, all-staff, workshop: 1 VWB module with pdf workbook.
- Full day, all-staff, workshop: 2 VWB modules with pdf workbooks.
- Two day, all-staff workshop: 4 x VWB modules with pdf workbooks, pre-briefing consultation, 1 x coaching session, VWB Activities Manual, online module access, certificate of completion.

VWB Module 1:
Making
wellbeing
visible in
schools

VWB Module 2:
Strength-
based
teaching

VWB Module 3:
Managing
emotions
to enhance
learning

VWB Module 4:
Building
positive
relationships in
schools

We also offer the option to add a VWB parent night while we are at your school.

IDEAL AUDIENCE: Teachers, Principals, School Administrators, Teaching Assistants, School Counselors, Psychologists, Schools Nurses, Mental Health Staff.

Ridley College CANADA

“At Ridley College, “inspiring flourishing lives” has been our lodestar.

Although in positive education we had a theoretical framework and a definition of what flourishing looked like, we understood the monumental task ahead of us – how do we get there? How do we intentionally craft experiences, values, and learning to help students build the foundation for a flourishing life? What are the daily practices and beliefs that would allow us to advance whole school cultural change? And then along came Lea!



Professor Lea Waters’ extensive research and meta-analysis uncovers much of the science and proven strategies that support the foundational theories of positive education. With Lea’s Visible Wellbeing, we finally found many of the pathways – the daily habits, practices and attitudes – that have accelerated our school’s journey toward “inspiring flourishing lives.” There is no doubt that she is an expert, but with her humour, humility and humanity, Lea is the living embodiment of what she teaches! She understands adults, she understands the student experience, and she understands the dynamics of the schoolhouse. Ridley is proud to be North America’s first Visible Wellbeing foundational school, and we are grateful to have found Lea!”

Ed Kidd, Headmaster, Ridley College



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Module 1: Making Wellbeing Visible in Schools

How can teachers help to build something they cannot see? As a teacher, it may be hard to know the state of wellbeing of each of your students. Yet, given that wellbeing deeply affects your students' ability to engage and learn, it seems fruitful to find ways to take the invisible and make it more visible.

The good news is that there are some basic, easy to learn, techniques that help us get better at reading another person's state of wellbeing. Most teachers are already doing this at an intuitive level and this Visible Wellbeing module will introduce teachers to the 'See-Feel-Hear' practice that allows them to take the inner wellbeing landscape (of a student, a classroom, themselves) and make it more observable and tangible, thus allowing schools to work more purposefully and effectively to build student wellbeing.

Having helped schools to implement positive education in the United States, Australia, New Zealand, Denmark, Hong Kong, China, Canada, and the United Arab Emirates, Lea weaves together her science with concrete school examples and best practices to help teachers make wellbeing more visible in their classrooms.

CORE LEARNING OBJECTIVES

- Latest statistics in youth mental health.
- Research showing how and why wellbeing is a key resource for students to build.
- Key research findings that clearly link wellbeing and academic achievement.
- Introduction to the Visible Wellbeing 'See-Feel-Hear' practice.
- Practical methods and examples for how to make wellbeing more visible in the classroom.

Columbia Grammar NYC

"I have worked with Lea closely as an educator in both Hong Kong and New York and have seen her inspire teachers and parents in both contexts. She has a rare combination of superb academic qualifications matched with a deft personal touch. I recommend her highly!"

Sarah McLean, Director, Columbia Grammar and Preparatory School





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Module 2: Strength-based teaching

Every teacher wants to bring out the best in their students, yet our broader education systems are often deficit-oriented and focus more on poor performance, problem behaviour and correcting weakness than on building strength. What's more, in the day to day rush of schools and with pressures to get through curriculum, strengths can get left behind which is demoralizing for teachers and students alike.

This workshop explores three decades of research showing the advantages of taking a strength-based approach for students, including greater levels of happiness at school, higher student engagement, smoother transitions from kindergarten to elementary school, more successful adjustment from elementary to middle school, and higher levels of academic achievement. Research that shows the benefits of strength-based teaching for the teachers themselves will also be discussed in this workshop.

Teachers will learn how to identify and utilize their own strengths in this workshop and will engage in the practice of the strengths spotting technique to better see strengths in their students. A range of teaching strategies that can be used to take a strength-based approach will be presented to teachers in this workshop.

CORE LEARNING OBJECTIVES

- Key research findings linking strengths to wellbeing and academic achievement.
- Best practices for introducing strengths into the classroom.
- Practical methods for how to embed strengths into the staffroom.



Lakefield College School CANADA

"Having Lea speak to our teaching faculty seemed to amplify and energize the faculty. We have moved from having a handful of staff interested in and incorporating strengths into the work that they do with students to having a much larger cross-section of our staff using strengths. To say that Lea Waters' presentations sparked a strengths movement in our school would be an understatement! Having Lea Waters here at our school was absolutely the boost we needed to move our school further ahead in the field of positive education."

*Kirsten Johnston,
Associate Director of Guidance, Lakefield College*



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Module 3: Managing Emotions to Enhance Learning

According to Neuroscientist, Jill Bolte Taylor “Although many of us think of ourselves as thinking creatures that feel, biologically we are feeling creatures that think”. Indeed, the latest findings from neuroscience debunk the old idea of cognition and emotion being located in separate areas of the brain and, instead, show that academic learning is a deeply emotional process and calls on areas of the brain that intertwine cognition and emotions, most especially the pre-frontal cortex.

According to the principles of brain-based learning, emotions affect a students' ability to absorb information, process information and store information. Add to that the latest research from the field of positive psychology which shows that positive emotions enrich a student's cognitive functioning in areas such as brainstorming, memory, creativity and lateral thinking - we now have a convincing reason to teach with emotions in mind.

The role that emotions play in complex learning encourages teachers to think more clearly about the emotional climate needed in class to ensure productive learning. As a trained psychologist, Professor Waters has designed this module to help teachers look at how emotions affect learning and to understand the circumplex model of emotions. Teachers will assess the emotional climate of their own classrooms and will be given strategies to manage negative emotions and enhance positive emotions.

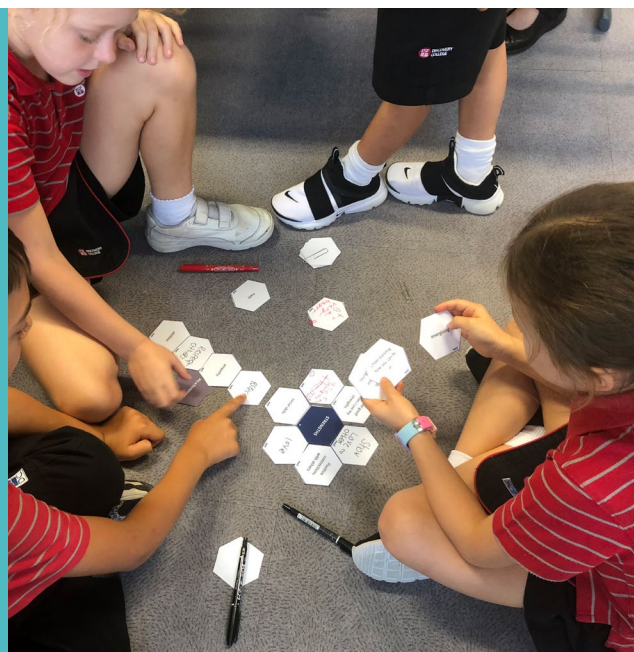
Core learning objectives

- Key research findings that link emotions to cognition.
- An audit of the emotional climate of your classroom.
- Practical methods for how to manage negative emotions and enhance positive emotions.

Discovery College HONG KONG

“After many years of exploring the ways in which Positive Education can enhance student, staff and community wellbeing, having Lea working with us on Visible Wellbeing has suddenly allowed us to really put a framework around our previous learning. We are already seeing remarkable changes across the school, especially in terms of understandings being embedded as part of teacher practice. Suddenly, we are not necessarily planning for and talking about Wellbeing, but it is actually becoming part of how we live and teach. The ripples already from this are having a profound impact on all stakeholders.”

Mark Beach, Principal, Discovery College





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Module 4: Building positive relationships in schools

A students' sense of school belonging has emerged in education research as a core factor influencing learning and wellbeing. Meta-analysis research by Professor Lea Waters and her colleagues shows that when a student feels that they have good relationships at school they have better psychological functioning, higher self-esteem, stronger self-identity and greater resilience – all of which support more effective learning. Sadly, the international PISA research shows that more and more students are reporting high levels of loneliness and disconnection from school. This is concerning given that medical research and social psychologists have shown that loneliness has damaging effects on both psychological and physical health. In fact, loneliness is experienced by the body in a similar way to physiological stress and has been shown to damage our immune responses.

Schools have always been both academic institutions and social institutions and can offer an antidote to the rising levels of youth loneliness. The field of positive psychology provides schools with simple and easy ways to help students meet their social needs and, thus, be ready for and engaged in learning.

After exploring the research evidence in relation to school belonging, this workshop will take teachers through an appreciative inquiry exercise that helps them to identify what is at the heart of positive relationships at school. Once these factors have been identified teachers will work in groups to find ways to more intentionally and strategically bring these factors into the social climate of their classroom. This workshop will introduce teachers to strategies such as active-constructive responding and the use of brain boosts to enhance a sense of connection amongst students.

CORE LEARNING OBJECTIVES

- Research showing how and why school belonging is necessary for schools to build.
- Appreciative Inquiry exercise to help teachers identify the factors that create belonging in their schools.
- Practical methods and examples for how to create positive relationships.



Samuel Marsden NEW ZEALAND

"Marsden is delighted to be the first Visible Wellbeing school in New Zealand...VWB is being woven into our academic programmes, our co-curricular activities, our interactions with each other. It is visible and it is intentional and we are excited to be on this journey with Lea as we bring wellbeing to the front and centre of all we do at Marsden."

*Narelle Umbers, Principal,
Samuel Marsden Collegiate School*