The journey of Positive Education at HKUGA Primary School

正向教育之旅 – 推行正向教育校本經驗分享

黃桂玲校長

Ms Christina Wong

2 July 2021
(I) What is Positive Education?
What is Positive Education?

POSITIVE PSYCHOLOGY

“Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play.”

Martin Seligman
What is wrong with you? Vs What is right with you?

And
THE GEELONG GRAMMAR SCHOOL MODEL FOR POSITIVE EDUCATION IS A SCIENCE-INFORMED CONCEPTUAL AND APPLIED FRAMEWORK FOR SCHOOLS TO ENCOURAGE AND SUPPORT THEIR STUDENTS AND STAFF TO FLOURISH.
What is Positive Education?

Teaching children to **flourish intellectually, emotionally, socially and physically** and developing children’s well-being through 6 levers

- Positive Purpose
- Positive Relationships
- Positive Emotions
- Positive Health
- Positive Engagement
- Positive Accomplishments
What is Positive Education?

Building character strengths that
- Are universally valued
- Exist within each of us
VIA Character Strengths & Virtues
(Peterson and Seligman, 2004)

- Courage
- Wisdom and knowledge
  - Persistance
  - Integrity
  - Bravery
  - Creativity
  - Curiosity
  - Open-mindedness
  - Love of Learning
  - Perspective
  - Citizenship
  - Fairness
  - Leadership
  - Forgiveness and Mercy
  - Humility/Modesty
  - Prudence

- Humanity
  - Vitality
  - Love
  - Kindness
  - Social Intelligence
  - Appreciation of Beauty and Excellence
  - Gratitude
  - Hope
  - Humour
  - Spirituality
  - Self-regulation

A life of pleasure, engagement and meaning
1) Positive Relationships

DEFINITION
- Increasing **social and emotional skills** in order to create and promote strong and nourishing relationships with self and others

TOPICS
- Social Intelligence
- Friendship and Teamwork
- Positive Resonance
- Kindness
- Compassion
- Empathy
- Forgiveness
2) Positive Health

DEFINITION
° Practising sustainable habits for optimal physical and psychological health

TOPICS
° Physical Health: Sleep, Nutrition, Exercise
° Energy Management
° Resilience
° Optimism
° Mindfulness Training 靜觀
3) Positive Engagement

DEFINITION
◦ Promoting complete immersion in activities through understanding the nature of engagement, the pathways to it and the function it has in individual wellbeing

TOPICS
◦ Flow
◦ Curiosity and Interest
◦ Creativity and Passion
◦ Motivational Theory
◦ Self-Determination Theory
◦ Character Strengths
Applying Model for Positive Education
A Quality School with Happy and Responsible Learners
Major Concern 1

Implementing a whole school approach to foster wellbeing through Positive Education

- Learn It               Teach It              Live It               Embed it

1.1 To ensure new staff and members and parents are equipped with the knowledge of Positive Education

1.2 To enhance teacher’s capacity in fostering wellbeing through Positive Education
3 years School Development Plan (2019-2022)

Major Concern 1
Implementing a whole school approach to foster wellbeing through Positive Education

- Learn It  Teach It  Live It  Embed it

1.3 To incorporate wellbeing practices into existing curriculum and students’ life

1.4 To engage parents and community to promote Positive Education
- Parents Resource center, book club, sharing ambassadors, volunteers,...
(III) 生命教育 Life Education --- Caring, Passion, Gratitude
生命教育
Life Education
生命教育 Life Education

以正向教育 (Positive Education)
培養學生身心健康及正確價值觀
Feeling Good and Doing Good

Flourishing

“One of the Core aims of Positive Education is that individuals flourish – that they have greater wellbeing, a greater sense of purpose, and more life satisfaction. We want people to live the life that they have been given for the short portion of time they have been given it – and to enjoy it more."

Stephen Meek, Principal
Geelong Grammar School
Positive Education – The Geelong Grammar School Journey
Why Positive Education?
* Well being of everyone

➢ To help students / staff develop a positive outlook on life.

➢ Just positive thoughts are not enough, we need to promote strong and nourishing relationships with self and others – Positive feelings and actions.

➢ Not a new theory / concept in HKUGAPS.
Guiding principles

The “Positive Education Model” from Geelong Grammar School will be our main reference

- Whole School approach to implement Positive Education
- All staff (teachers) should be “involved” in promoting Positive Education
- Priority: Positive Relationship, Positive Health, Character Strength

Learn it. Teach it. Live it. Embed it
Selected 10 Key Development Focus on Positive Education

- Positive Relationships
  - Kindness
  - Empathy

- Positive Emotions
  - Expressing Gratitude

- Positive Health
  - Resilience

- Positive Engagement
  - *Character Strengths
  - Flow

- Positive Accomplishment
  - *Growth Mindsets
  - Goal Setting and Striving
  - Grit and Persistence

- Positive Purpose
  - Examining Meaning

*Character Strengths and Growth Mindsets should be taught first among all these topics
## Positive Education 3-year Plan (2017-2020)

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Work Plan</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers can master and internalize Positive Education with confidence. Make Positive Education part of our school culture.</td>
<td>Bring in overseas and local experts: Advise on the philosophy, design, implementation, evaluation, etc.; Organize training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Support teachers to attend training locally and overseas: All teachers are to complete “Discovering Positive Education” by GGS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Build Positive Education School Culture: School departments and committees are to take Positive Education into considerations when developing work plans and strategies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Developed a school-based Positive Education Curriculum in 2019/2020 with an evaluation</td>
<td>Work with local expert to localize Positive Education Curriculum to best fit our school and teachers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The level of positive energy is enhanced in students. Positive virtue and attitude towards life as well as resilience are internalized.</td>
<td>Conduct research with local expert</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Parents are educated to be our ally in promoting Positive Education so that students can experience Positive Education holistically</td>
<td>Introduce to parents the concept of Positive Education and success cases overseas. Establish Positive Education Parental Group through collaboration with PTA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>To promote Positive Education to parents, the education sectors and the community</td>
<td>Organize seminar or workshop for experience sharing</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Set up a “Positive Education Resource Center” and e-platform for making and sharing of resources</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Morning Sharing, Assemblies, Whole-school events</td>
<td>Pre</td>
<td>Post</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Focus on the *7 priority values and attitudes suggested by the EDB and topics related to the school year theme.</td>
<td>• Focus on the 10 priority focus on PosEd PSE (Personal and Social Education) lessons</td>
<td>• Focus on the 10 priority focus on PosEd PSE (Personal and Social Education) lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurture the 7 priority values and attitudes.</td>
<td>• Developing school-based curriculum with PosEd elements</td>
<td></td>
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<tr>
<td>Use Textbook for KS1 while refining school-based curriculum for KS2.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Building</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopt Responsive Classroom Approach</td>
<td>• Integrate Responsive Classroom Approach (RC) with PosEd elements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject integration</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not organized</td>
<td>• Try to fit PosEd into the formal curriculum</td>
<td></td>
</tr>
</tbody>
</table>

*“Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity” and “Care for Others”.*
1. People (Staff + Parents + IMC)

* Start small – A group of passionate teachers *

Staff - 97% of teachers participated in training programs
① Workshops, Seminars, Conference, In-house sharing
② 3 Days Training Course by Geelong Positive Education Institute
③ Visit to Geelong Grammar School (Australia)

Parents
① Parent Academy – Seminars
② Workshops and Sharing
IMC Positive Edu Sub-com

Positive Education Development Panel (PEDP) 2016-2019

- Campus setting, Staff & Parent Edu
- Learning & Teaching
- Student Development
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Briefing / Workshop for Parent</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Setup a PosEd framework</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PosEd in PSE (個人和社會教育課)</td>
<td>To develop School-based Curriculum</td>
<td>P1+P4</td>
<td>P1+P4</td>
<td>P2</td>
<td>P1+P4</td>
</tr>
<tr>
<td>PosEd in Community Service Module (社區服務單元)</td>
<td>To develop School-based Curriculum</td>
<td>1 year level</td>
<td>2 year levels</td>
<td>2 year levels</td>
<td></td>
</tr>
<tr>
<td>PosEd in Class Building (班級經營)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>PosEd in Morning Sharing (早會分享)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Whole School Experiential Activity (體驗活動)</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Development Strategies

2. **Program**
   - PSE
   - Class Building **
   - Award Scheme - House Scheme
   - Whole school event
   - Morning Sharing
   - Assembly
   - Embed in different subjects, ....

Learn It Teach It Live It Embed It
Development Strategies

3. Places (Environment)
   ◦ Student artwork
   ◦ Notice board
   ◦ Signage, banners ...

4. Policy - Teachers’ Development Targets
During School suspension/online learning under the pandemic

Positive Relationship, Positive Engagement and Positive Emotions

A. Whole School events

1. Morning sharing – Character Strengths + Tasks

2. Assemblies

Various modes

**Video, live streaming, face to face sharing**
Positive Relationship, Positive Engagement and Positive Emotions

2. Love and Caring Day – Positive Purpose and Meaning
   Videos to cheer up the elderly + cards and small gifts

3. Development of Personal & Social Education (PSE)
   Curriculum
   - Experiential Learning approach
   - co plan among class teachers
   - Support by University
B. Year Level Activities / Class Activities

1. Class Building with Responsive Classroom Approach
   - Regular Homeroom: Sharing, WWW, games

- 2020-2021 Orientation Week
To facilitate students in adapting to the new academic year & strengthen students’ sense of belonging towards the class and the school (1-4/9)
Reinforcing **Positive Relationships** and **Building Character Strengths** through Class Building Activities

Exercising One’s Character Strengths – **Self-regulation** through learning to plan one’s daily activities

**Learning to Apply the New eLearning Platform**
<table>
<thead>
<tr>
<th>Time</th>
<th>1/9 (Tues)</th>
<th>2/9 (Wed)</th>
<th>3/9 (Thurs)</th>
<th>4/9 (Fri)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Opening Ceremony (Live Broadcast)</td>
<td>Homeroom 1</td>
<td>Briefing Session (Video)</td>
<td>Homeroom 8</td>
</tr>
<tr>
<td>(30 min)</td>
<td>- School Song</td>
<td></td>
<td>- Manners &amp; Responsibilities during eLearning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Principal Wong’s Message</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Homeroom 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Homeroom 1</td>
<td>Opening Ceremony (Live Broadcast)</td>
<td>Homeroom 4</td>
<td>Homeroom 9</td>
</tr>
<tr>
<td>(30 min)</td>
<td></td>
<td>- School Song</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Principal Wong’s Message</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Homeroom 2</td>
<td>Homeroom 2</td>
<td>Homeroom 5</td>
<td>Homeroom 7</td>
</tr>
<tr>
<td></td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Homeroom 2</td>
<td>Homeroom 2</td>
<td>Homeroom 5</td>
<td>Homeroom 10</td>
</tr>
<tr>
<td>(30 min)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Suggestions for Homeroom Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9 (Tues)</td>
<td>Opening Ceremony</td>
<td>Homeroom 1 (Both CTs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sharing (summer holiday)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• WWW in the holiday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homeroom 2 (Both CTs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• *Game B1/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask students to get a file from TEAMs (P3-6), such as Class Welcome Note or Name tag template</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making and designing one’s own name tag/self-introduction template</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upload ideas for class name on Teams</td>
</tr>
</tbody>
</table>
2/9 (Wed)
Focus: Positive Relationship and Character Strengths (e.g. Teamwork, Creativity)
[Class Building 2]
- Establishing class identity – class name, class logo, class song/chant
  If CTs cannot finish the tasks in one homeroom, they can continue in the other homerooms.

<table>
<thead>
<tr>
<th>Homeroom 3 (Both CTs)</th>
<th>Homeroom 4 (Can split class)</th>
<th>Homeroom 5 (Both CTs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Game C2</td>
<td>• Game A2</td>
<td>• Review previous experience using positive language and character strengths, e.g. “I can see that you exercised your Love of Learning during the summer by learning a new skill!”</td>
</tr>
<tr>
<td>• Brain-storming an idea/item to represent your class (e.g. focus on the character strengths you would like to highlight in your classes)</td>
<td>• Brand introduction</td>
<td>• Create new slogan/song</td>
</tr>
<tr>
<td>• Class name – CTs can decide whether you would like to divide the class into groups or in whole class mode</td>
<td>• Class logo (Encourage students to upload their designs in Teams)</td>
<td></td>
</tr>
</tbody>
</table>

Homeroom 4 (Can split class)
- Game A2
- Brand introduction
- Class logo
  (Encourage students to upload their designs in Teams)
2. Year Level Activities

Cross–year Level activities: The Caring Angel Program
P.1+P.4 ; P.2+P.5 ; P.3+P.6 (Meeting via Zoom)

* Cultivating students’ love and caring
* extending the bonding (Relationship)
* Senior students as good models
* Developing social skills
C. Well Being of Teachers

1. Support Teacher to adopt on-line Learning and Teaching with small steps—Workshops, videos, Tips
2. Gift Box from School (IMC)
3. Keep close communication
4. Work from Home
5. Renovation of Common Room
KEEP CONNECTED  RESPECT YOURSELF  CHALLENGE YOUR MINDSET  TAKE A MOMENT  TALK THINGS OVER

GET ACTIVE  MAKE A DIFFERENCE  LOOK ON THE BRIGHT SIDE  BE KIND TO OTHERS  HAVE A GOAL
Conclusion

◆ Start small – Support, trust and Create space to teachers
◆ Set as Major Concern - Whole school approach
◆ Sustainability - Establish school culture
◆ Let’s Pos Edu Symposium – 15 May 2021

十年樹木 百年樹人

Thank You!