Outcomes

- Integrating Positive Psychology & Coaching Psychology
- Theory & Application:
- Integration – micro & macro impact
- Embedding & enhancing sustainable change
Key Principals

- Learn it
- Live it
- Teach it
- Embed it
Well-Being & Engagement

High Mental Health

PLODDING

FUNCTIONING

FLOURISHING

LANGUISHING

Low Engagement / Goal Striving

High Engagement / Goal Striving

Low Mental Health

Grant (2012)

Keyes (2007)
In pairs: briefly discuss what you are currently doing in your school context?

- Positive psychology applications?
- Coaching psychology applications?
- Both....?
Positive & Coaching Psychology - Similarities

❖ Both have roots in Humanistic Psychology

❖ Both have roots in Sports Psychology

❖ Both are solutions focused
**Positive Psychology** is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. (Gable & Haidt, 2005, Sheldon & King, 2001).
Positive Psychology
Umbrella
many theories and key areas of research

• Positive emotions & wellbeing
• **Character strengths**
• Mindfulness
• Meaning & purpose
• Mindset
• Flow
• Hope
• Self determination Theory
• **PERMA**
• Grit
Positive Psychology: The Why

- Improve wellbeing
- Increase engagement
- Create positive emotions
- Increase resilience, GRIT and mental toughness
- Create growth mindsets
- Increase goal attainment
- Strengths based
- Solutions focused
“A one-to-one conversation that focuses on the enhancement of learning and development through increasing self awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive & encouraging environment.”

(van Nieuwerburgh 2012)
Coaching Psychology: The How

- Coaching conversations:
  - Are quality conversations
  - Create insight, self-awareness and reflection
  - Promotes learning and development
  - Requires active listening
  - Supportive and encouraging
  - Encourages responsibility and accountability
  - Are solution focused
Strengths Application

- Individual
- Classroom
- Team
- Organisational
- Identification and spotting
- Coaching Conversations...
Strengths at work

- Strengths Knowledge – Understand and Assess
- Strengths Use – Leverage and apply
- Strengths Spotting – Relate and connect
• What are two of your top strengths?
• What are one or two strengths you would like to develop more?
Strengths Research

- **Hope, Love, Zest, Gratitude & Curiosity** associated with higher levels of well-being (Peterson, Park & Seligman, 2004)

- **Academic achievement** among school children is predicted by temperance strengths and by perseverance (Peterson & Park, 2009)

- **Teaching effectiveness** is predicted by teacher zest, humour and social intelligence (Duckworth et al, 2009)
Wellbeing Framework

Introducing a New Theory of Well-Being

PERMA

Positive Emotions
Engagement
Positive Relationships
Meaning
Accomplishment
Positive Emotions
### Positive Emotions *Broaden*

<table>
<thead>
<tr>
<th>Thought-Action Repertoires</th>
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<tbody>
<tr>
<td>Joy</td>
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<tr>
<td>Gratitude</td>
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<tr>
<td>Serenity</td>
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<tr>
<td>Interest</td>
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<td>Hope</td>
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<td>Pride</td>
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<td>Amusement</td>
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<tr>
<td>Inspiration</td>
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<tr>
<td>Awe</td>
</tr>
<tr>
<td>Love</td>
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</tbody>
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Multi Player Thumb Wrestle
• Think of a time when you felt good at work.... What were you feeling?
Engagement
Flow experience is determined by the interaction between challenge level and skill level.

- High challenge level with low skill level leads to anxiety.
- Low challenge level with low skill level leads to apathy.
- Low challenge level with high skill level leads to relaxation.
- High challenge level with high skill level leads to flow.
- Low challenge level with high skill level leads to boredom.
- High challenge level with low skill level leads to worry.
- Low challenge level with high skill level leads to control.

The goal is to achieve a state of flow where challenge and skill are balanced, leading to optimal performance and enjoyment.
Mind Full, or Mindful?
Reflective Question

- What engages you and gets you into flow?
IT’S ALL ABOUT RELATIONSHIPS
"The quality of our conversations, determines the quality of our relationships"

Associate Professor Michael Cavanagh. Deputy Director, Coaching Psychology Unit, University of Sydney.
TAKE A SEAT & MAKE A FRIEND
• Describe a time when you have had a positive connection / conversation with a colleague - what did you say and do?
What creates meaning and purpose?

- Purpose
  - Hobbies
  - Spiritual
  - Gratitude
  - Job crafting
  - Belonging
    - Social
    - Cultural
    - Professional
Reflective Question

• What gives you meaning personally and professionally?
Video: Accomplishment
Reflective Question

• List two achievements you have made since the beginning of the year?
Skills of Achievement

Skills of Well-Being

Positive Education
Positive Education

**Explicit & Implicit**

- **Explicit** – teaching the skills of resilience, achievement & well-being to staff, students, parents and broader school community; PPIs.

- **Implicit** – creating a positive school culture (incorporating a coaching culture) through language, policies, procedures, visuals and broader environment.
Applied Integration

- UEL- integrated degree: Master in Applied Positive Psychology & Coaching Psychology
- Special Interest Group in Coaching Psychology – APS, BPS
Systems Thinking

• Understanding how parts of the system influence one another through observing interactions and patterns

• Instead of isolating small parts of the system, it works by expanding one’s view to take into account the larger picture
Impacts of Systems thinking

Positive Psychology

- Broaden & Build
- Grit
- PERMA
- Mindfulness
- Mindset
- Wellbeing & flourishing

Coaching

- Intentional conversations around patterns and impact
- Probing and challenging questions and conversations
- To teaching and learning
Coaching Ripple Effect

**Theory**

- Coined by Dr Sean O’Connor (2013)
- Examines coaching beyond the individual who is receiving the coaching
- People who are directly connected to people being coached also receive positive benefits

**Application**

- Individual
- Team
- System
- Different stakeholders
  - Staff
  - Students
  - Parents
- Coaching Psychology & Positive Psychology connection
Whole School Audit

APPRECIATIVE INQUIRY

Dream: What might be?

Design: What should be the ideal?

Destiny: Empower, learn, adjust and DO

Discovery: What gives life? The best of what is...

Positive Core

Source: Cooperrider et al.
PERMA Audit
Integration

**Micro Impact**
- Increases wellbeing of individuals
- Promote engagement
- Creating meaning & purpose
- Prompt Self reflection

**Macro Impact**
- Systems approach and thinking
- Create energizing & positive hubs
- Broad and comprehensive
- Positive implications to teaching and learning
Embedding & Enhancing Sustainable change

- Purpose & direction - focus where to start?
- Audit - current state
- Intention – desired state
- First steps?
- Review and reflection
- Next steps?
- Repeat
Next steps...

What is your first step?
Key Principals

- Learn it
- Live it
- Teach it
- Embed it
Thanks & stay connected...

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