



CANBERRA GIRLS  
GRAMMAR SCHOOL

# A PLAN FOR POSITIVE EDUCATION IN CGGS JUNIOR SCHOOL

KATE COLUMBINE  
ELC COORDINATOR

Thursday, 16 November 2017

**POSITIVE EDUCATION IS “THE DEVELOPMENT OF EDUCATIONAL ENVIRONMENTS THAT ENABLE THE LEARNER TO ENGAGE IN ESTABLISHED CURRICULA IN ADDITION TO KNOWLEDGE AND SKILLS TO DEVELOP THEIR OWN AND OTHERS’ WELLBEING.” (OADES, ROBINSON, GREEN, & SPENCE, 2011, P432).**

# WHY POSITIVE EDUCATION?

## 1. Identifying drivers of change

<b>Social considerations</b>	Increased mental health issues in young people (anxiety, depression)	Guiding principles:  Leadership skills – aspirational, future focussed, informed by external environment.
	Shift in focus of education - focus on holistic development, individuals, beyond the academic.	
<b>Internal considerations</b>	Necessary review and update of pastoral care programs and practices.	
	Clarity of shared purpose.	

## 2. Identifying opportunities

<b>Positive education</b>	Social opportunity – positive impact on individuals and society.	Guiding principles:  Leadership skills – informed strategic choices, awareness of strategic context
	Operational opportunity – development of a cohesive, focussed approach.	
	Financial opportunity – positive impact on reputation.	
	Educational opportunity – evidence of positive impact of positive education on academic outcomes.	

# STRATEGIC CONSIDERATIONS

## 3. Strategic alignment and in principle approval

<b>Vision</b>	<p>Canberra Girls Grammar School aims to be an example of educational excellence by:</p> <ul style="list-style-type: none"><li>- Delivering outstanding academic, pastoral and co-curricular programs</li><li>- Recruiting, developing and retaining high quality staff</li><li>- Building a caring, inclusive and nurturing school community</li><li>- Providing new ways of learning in an innovative, progressive, responsive educational environment.</li></ul>	<p>Guiding principles:</p> <p>Alignment with corporate strategic direction</p>
<b>Values</b>	<p>Every individual matters</p> <ul style="list-style-type: none"><li>- Each individual within the School community is important and will be treated with respect, kindness and fairness.</li></ul> <p>An Anglican School</p> <ul style="list-style-type: none"><li>- Christian faith, ethos and values are a foundation for all that the School does. This enables the School to welcome and include all nationalities, faiths and backgrounds.</li></ul> <p>A Learning Community</p> <ul style="list-style-type: none"><li>- Staff and students are encouraged to aim high and enjoy the challenge of change and development. We aim for the best quality possible in terms of teaching and learning, pastoral care, range of opportunities and the School's physical environment.</li></ul>	

## Strategic intents

### Strategic Intent 1:

#### Focus on the whole student

- The School welcomes students of all abilities and backgrounds and aims to maximise the potential of every student wherever their skills and talents lie.

### Strategic Intent 2:

#### Planning for future needs

- The School aims to maintain its strong financial position, balancing fee levels with desired school development and good quality resourcing.

### Strategic Intent 3:

#### Develop and promote areas of excellence

- The School is already well-known for certain areas of excellence and expertise and aims to further enhance these.

### Strategic Intent 4:

#### Creating the future – new ways of learning

- The rich possibilities that contribute to contemporary learning spaces are central to our plans for the future as is using new approaches and technologies that have a positive impact on student learning.

## Guiding principles:

Alignment with corporate strategic direction

# INITIATING CHANGE

## 4. Staff consultation

Introduce the idea

SWOT analysis

Develop a vision statement for the project

Blue sky thinking

Audit of current practices

Brainstorm new initiatives

Develop key performance indicators

Skills audit

Stakeholder input

Guiding principles:

Awareness of SCARF principles to promote “buy in”:  
Status – inclusive process  
Certainty – communicate progress, clearly articulate expectations, responsibilities, milestones.  
Autonomy – authentic in allowing others to have input.  
Relatedness- establishing this as a shared goal with a shared vision.  
Fairness – open to feedback/input, transparency, recognition of the work of those involved

# LAYING THE FOUNDATION

## 5. Professional community of practice

Working party

Guiding principles:

Transformational leadership – enable people involved to be the agents of change.

## 6. Final approval

School Executive Leadership

Guiding principles:

Ensure strategic alignment  
Business plan model – cost/benefit analysis

# GETTING THE WORK DONE

## 7. Implementation

Present Action Plan to staff for implementation

Guiding principles:

Project management

Address small issues early – keep on track

Situational Leadership – delegate, support, coach, direct.

## 8. Evaluation

Data collection

Guiding principles:

Project management

Address small issues early – keep on track

Situational Leadership – delegate, support, coach, direct.



# SURVEYING THE SCENE

## 9. Review

### Feedback

Guiding principles:

Effective communication – listen, resist judgement or emotional response, invite dialogue and engagement.

## 10. Recognition

### Reflection and celebration

Guiding principles:

Authentic leadership – recognition of others, reality, speak from the heart, be passionate about the vision