



Faculty of Education

Melbourne Graduate School of Education

Building Positive Education Communities

EDUC90807

Friday - Saturday 8-9 November 2019

Saturday 7 December 2019

Contents

SUBJECT INTRODUCTION	3
WELCOME BACK!.....	3
KEY INFORMATION	3
SUBJECT DESCRIPTION.....	3
SUBJECT OBJECTIVES.....	4
GENERIC SKILLS.....	4
SUBJECT COORDINATOR	4
SUBJECT PROGRAM.....	5
ASSESSMENT.....	6
ASSESSMENT DETAILS	6
ACADEMIC CONDUCT	7
LATE ASSESSMENTS AND EXTENSIONS.....	7
SPECIAL CONSIDERATION	8
REASSESSMENT	8
ASSESSMENT APPEALS AND COMPLAINTS	8
FINAL RESULTS.....	9
RECOMMENDED READINGS	10
RECOMMENDED BOOKS	10
RECOMMENDED ARTICLES	10
STUDENT ADMINISTRATION	12
STUDENT CARDS	12
LIBRARY INFORMATION	12
LEARNING MANAGEMENT SYSTEM – LMS	12
STUDENT EMAIL.....	13
CENSUS DATES.....	13
CHANGES TO ENROLMENT	13
UNIVERSITY OF MELBOURNE POLICIES AND PROCEDURES	14
OTHER SERVICES FROM THE UNIVERSITY OF MELBOURNE	14
KEY CONTACTS	15

Subject Introduction

Welcome Back!

Welcome to the second subject of the Professional Certificate in Education (Positive Education): Building Positive Educational Communities. In this subject, you will benefit from cutting edge research and practice in building positive organisations. You will learn strategies for systematic change, with an eye toward determining the best practices for your school or organisation and methods for systematically evaluating improvement and impact. I am looking forward to continuing this journey with each of you and will do my very best to make this a highly rewarding learning experience for you.

Key Information

Subject: EDUC90807 Building Positive Education Communities

Credit Points: 12.5 points

Prerequisites: EDUC90806: Introduction to Positive Education

Venue: Dandenong High School

Teaching Intensive Dates:

Friday 8 November and Saturday 9 November 2019, 9:00am – 4:30pm

Saturday 7 December 2019, 9:00am – 4:30 pm

Assignment 1 Due: Monday 16 December (5pm AEDT)

Assignment 2 Due: Monday 20 January 2020 (5pm AEDT)

Subject Description

This subject explores how educators can initiate and lead systematic change across educational communities. Drawing on a systems perspective, students will consider different models for implementing organisational change, including appreciative inquiry, positive organisational behaviour, and positive leadership. Methods of evaluation and examples of larger scale policy models will be examined, and barriers to change will be explored. Using an action research model, students will apply these models to their educational setting, considering which approaches and levers may be best for making systematic change within their context.

Subject Objectives

On completion of this subject, students should be able to:

- Identify a range of approaches for introducing, exploring, and implementing organisational change in educational settings;
- Recognise barriers and enablers of positive change within their setting;
- Apply an appreciate inquiry approach to facilitate discussion about organisational objectives and change;
- Formulate a systematic, strategic approach for creating positive change in their setting;
- Determine appropriate methods for evaluating intervention efforts

Generic Skills

On completion of this subject, students should be able to demonstrate:

- Problem solving skills, including engaging with, researching, and identifying strategies to solve unfamiliar problems and bring about positive change;
- The ability to construct and express logical arguments;
- Critically investigate, modify, and adapt new ideas and approaches;
- Plan effective work schedules and meet deadlines;
- Verbal and written communication skills;
- Change management skills;
- Use of evidence and data to support actions.

Subject Coordinator

Associate Professor Peggy Kern

Dr Peggy Kern is an associate professor at the Centre for Positive Psychology within the University of Melbourne's Graduate School of Education. Originally trained in social, personality, and developmental psychology, A/Prof Kern received her undergraduate degree in psychology from Arizona State University, a Masters and PhD in social/personality psychology from the University of California, Riverside, and additional postdoctoral training at the University of Pennsylvania. She founded the International Positive Psychology Association's Education division, and she has worked with with many of the leaders in the field. Her research is collaborative in nature and draws on a variety of methodologies, including big data, integrative data analysis, and mixed methods to examine questions around who thrives in life and why, including: (a) understanding and measuring healthy functioning, (b) identifying individual and social factors impacting life trajectories, and (c) systems informed approaches to wellbeing. She has published 3 books and over 80 peer-reviewed articles and chapters. You can find out more about Dr Kern's work at www.peggykern.org.



Subject Program

Day 1: Friday, 8 November

Remaining topics from subject 1
The challenge of change

Day 2: Saturday 9 November

Bottom up approaches to change
Top down approaches to change
Systems-informed approaches to change

Day 3: Saturday 7 December

Appreciative inquiry
Wellbeing measurement and evaluation
Ethical responsibilities
Strategies for school improvement through policy

Assignment Due Dates

Assignment 1: 5 pm AEDT, Monday 16 December 2019
Assignment 2: 5 pm AEDT, Monday 20 January 2020

The subject consists of 3 full day intensives and individual work on core assessments. Satisfactory completion of both assessments and attendance at the teaching intensives in compliance with University policy (i.e., at least 80%) is required to pass the subject.

Class will begin at 9am and go to 4:30pm, with a morning tea break and midday lunch.

This course relies on extensive discussion and interactive activities. If you are not in class, you deprive yourself and your fellow students of the optimal learning environment. While slides will be provided for each session, the meaning of the material will only be apparent during the sessions, and you cannot learn what you do not hear. For intensives, please plan to attend every class and to stay for the entire class session. If, for any reason, you need to miss class, please notify Peggy in advance. Note that if you do miss all or part of a class, we are unable to make alternative arrangements for in-class exercises nor ensure you get relevant class materials.

Assessment

Assignments are to be submitted online via LMS (<http://lms.unimelb.edu.au/>), using the TurnItIn system, by the end of the day (11:59 pm, AEDT) on the date specified.

Assessment Task	Length	Due Date	%
Systematic Change Plan Preliminary Proposal <i>Brief summary of plan</i>	500 – 1,000 words	16 Dec	25
Systematic Change Plan Full Report <i>Full Written Proposal</i>	3,500 – 4,500 words	20 Jan	75

Assessment Details

Creating positive change in organisations is challenging. To be effective, change usually needs to occur in small manageable steps, strategically targeting different levers at different times. The goal of these two assignments is for you to create a systematic plan for your school that proposes how a whole school approach to positive education could be introduced or advanced at your school over the next year, starting from where the school is at and moving closer toward being a positive organisation.

There are two assignments, which build upon each other. It is helpful to think about this like a grant or program proposal, with your leadership (e.g., Principal, board of directors) as your primary audience. The first assignment is similar to an initial expression of interest or pitch about your plan, and the second assignment is the full proposal. You are welcome to reuse writing and material from your first assignment in the second one. Specific formatting guidelines for each assignments will be provided in class. Please follow all directions.

Systematic Change Plan Preliminary Proposal

500 - 1,000 words, worth 25%

Pick one lever to focus on, determine who your stakeholders and target(s) of change are, and select one of the systematic positive change approaches discussed in class (i.e., appreciative inquiry, a bottom up approach such as positive organisational behaviour, or a top down approach such as positive leadership or positive design). Briefly outline a systematic plan for introducing or advancing positive education in your organization over the next year. In about 500 words, give a brief overview of your plan. Briefly summarize your context and rationale for introducing the change. Clearly indicate your change approach, lever, stakeholders, and target(s). Provide a few references to support your approach. Overview the activities involved, resources needed, expected outcomes, and benefits.

Systematic Change Plan Full Report

4,000 – 4,500 words, worth 75%

Building upon Assignment 1, develop a full proposal for introducing or advancing positive education in your educational setting. You should include your context and rationale for the proposal, making a clear case for why change is needed. Indicate your change approach, lever, target(s), and stakeholders involved. Detail how you will implement change, including a description of activities, who will be involved, timeline, and required resources. Include empirical evidence to support your arguments and approach. Include a discussion of how you will determine success, potential barriers, how to address potential challenges, and clearly show the benefits of your plan. End with a final conclusion or take away message.

Academic Conduct

You are expected to conduct yourself as a professional, being respectful of the teaching staff, guests, yourself, and your classmates. Please ensure that you appropriately cite all materials you have used in the preparation of your assessments. If you are using someone else's exact words, they should be placed in quotation marks with a citation showing the page number and author. It is much better if you paraphrase other authors' ideas and put them in your words, as that helps demonstrate your understanding of the material. If you reference others' ideas, you need to provide appropriate citations, giving credit where credit is due.

Please note that all assessments that are handed in during the semester will be assessed for plagiarism via Turnitin. Students found to have inappropriately plagiarized other work will be penalized according to University policies (see <https://academichonesty.unimelb.edu.au> for details).

Late Assessments and Extensions

Late submissions of assigned work are only accepted with the explicit permission of the subject coordinator, and will only be granted for a legitimate reasons, such as illness. Any requests must be supported by appropriate documentation. Please note that busyness from work and other commitments is not considered a valid reason for late submission. As a postgraduate student, you are expected to successfully manage your time and commitments.

However, at times life circumstances do interrupt us. Extensions can be considered by contacting the subject coordinator (Peggy). Please note that all extensions must be agreed to in writing (email is acceptable) and will only be given where there is a valid and substantiated reason. To request an extension, please complete the extension request and provide relevant documentation (e.g., a medical certificate) via the link on the LMS and send to the subject coordinator.

Unless an extension has been granted, marks on assessments submitted after the due date will be reduced by 10% of the total possible marks for each day the work is late, including Saturday and Sunday (using electronic submission means work may be submitted on any day). Assessments that are submitted late and are marked to a fail as a result of late submission may not be resubmitted. Unless an extension has been granted, assessments submitted more than 5 days (i.e., 6 days or later) after the due date will not be marked, receiving a 0 mark (note that all three assessments are hurdle tasks – you cannot pass the subject if you are missing any assessments).

Special Consideration

Sometimes events outside your control may affect your capacity to perform to the best of your ability in your assessment or even, on some occasions, to attend an examination. Under these circumstances you may apply for what is called “special consideration.” Special consideration is available if:

- a. the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause or
- b. the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment or
- c. the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

Applications should be made no later than three (3) days after the date for submission of the final component of assessment in the subject. You will need to demonstrate your circumstances, normally by providing a report from a health care or appropriate professional who is able to comment on the circumstances leading to the disadvantage, or with other supporting documentation.

If you are granted a special consideration, you can expect one or more of the following outcomes:

- a. an extension (more than two weeks) to your assignment.
- b. a deferred or alternative assessment or exam.
- c. a late withdrawal of the subject without academic and/or financial penalty.

To apply for special consideration, you must complete the application via the online student portal at <https://my.unimelb.edu.au/> and return the Health Care or Appropriate Professional (HCAP) form, or a Statutory Declaration form to Student Services (refer to Key Contacts).

Reassessment

In line with the [University of Melbourne policy on Reassessment](#), students may be offered the opportunity to resubmit an assessment task (a student cannot apply for this) if they receive a mark between 45% and 49% *and* failing the assessment task will significantly impact their course progression. In exceptional circumstances (associated with course progression) students who receive a mark between 40% and 44.9% for their work may be offered a chance to resubmit. Work that is resubmitted can be awarded a maximum mark of 50%. Reassessment will not be offered to students who fail an assessment task due in whole or part to late submission of that assessment task. Please also note the further [University of Melbourne policy on Final subject assessment](#).

Assessment Appeals and Complaints

The Centre for Positive Psychology takes all student concerns seriously. Please note the following:

1. That according to University of Melbourne policy, assessments are only remarked where it is determined that an error has been made. All claims need to be linked to specific evidentiary examples so that the claim about an error being made can be assessed and determined as to its accuracy.

2. Staff cannot talk about other students or their marks, or the reasons why or how other students appeals or complaints may or may not have been handled.
3. That all course assessments undertake a moderation procedure to ensure accurate marking standards.
4. That the grading of an assessment is independent of a student's previous assessments and grade history.

In the case that you would like to appeal or make a complaint about a mark, the process is as follows:

1. Appeal to the subject coordinator.
2. If not satisfied that the issue has been resolved at the Centre level, appeal to the Faculty, Mary Leahy (mary.leahy@unimelb.edu.au) who may discuss with Larissa MacLean Davies (Associate Dean Learning and Teaching and the Dean's delegate). Larissa may choose to speak to the Dean about the issue. Regardless, you should contact Mary in the first instance if escalating to this level.
3. If not satisfied that the issue has been resolved at the Faculty level, appeal formally to the University (Academic Board) following the guidelines of the relevant policy: <https://policy.unimelb.edu.au/MPF1326>. Note particularly sections 4.103 to 4.107 Review of Assessment of Student Work and 5.86 to 5.88 Complaints, Reviews and Appeals.

Obviously, we hope that these processes are unnecessary, as we try to be fair and transparent in all marking and feedback processes.

Final Results

The final result for the subject will be made available through the Student Portal on the University of Melbourne website. You will be advised through your University of Melbourne email address once results are available. Go to <https://my.unimelb.edu.au/> and use your University of Melbourne password and username to log in. Once logged in, click on **Student Admin**, and then follow the links to your results.

The primary grading structure used by the University of Melbourne for final results is as follows (see <https://policy.unimelb.edu.au/MPF1326> for full policy and additional grades that might appear on a transcript for incomplete or alternative arrangements):

Grade	Description	Mark
H1	First Class Honours	80-100
H2A	Second Class Honours Division A	75-79.9
H2B	Second Class Honours Division B	70-74.9
H3	Third Class Honours	65-69.9
P	Pass	50-64.9
N	Fail (No credit points are awarded)	0-49.9
NH	Not Completed/Fail (used when a student would have passed but did not satisfactorily complete all hurdle requirements).	49
WD	Withdrawn (withdrawn from a subject after census date).	
WXT	Withheld - Extension (used when the final result is unknown because the student has received an extension of time to complete an assignment).	
***	Inapplicable or unavailable	

Recommended Readings

These are optional books and articles that provide of resources, background, and a variety of perspectives on positive psychology that you may find useful in your journey. You can find the articles on the LMS under “Reading and Resources”. Additional articles may be added through the subject.

Recommended Books

- Allen, K.-A., & Kern, P. (2019). *Boosting school belonging: Practical strategies to help adolescents feel like they belong at school*. Routledge.
- Cameron, K. (2012). *Positive Leadership*. Richmond, Canada: ReadHowYouWant.com Ltd.
- Cameron, K. S., & Spreitzer, G. M. (2011). *The Oxford handbook of positive organizational scholarship*. Oxford University Press.
- Cooperrider, D., Whitney, D., & Stavros, J. (2008). *Appreciative inquiry handbook: For leaders of change* (2nd ed.). Crown Custom Publishing.
- Furlong, M. J., Gilman, & Huebner, E. S. (2014). *Handbook of positive psychology in schools* (2nd ed.). London: Taylor & Francis.
- McQuaid, M., & Lawn, E. (2014). *Your strengths blueprint: How to be engaged, energized, and happy at work*. Vic, Australia: Michelle McQuaid Pty Ltd.
- McQuaid, M., & Kern, P. L. (2017). *Your wellbeing blueprint: Feeling good and doing well at work*. Australia: Michelle McQuaid Pty Ltd.
- White, M. A., & Murray, A. S. (Eds.) (2015). Evidence-based approaches in positive education: Implementing a strategic framework for well-being in schools. Springer.

Recommended Articles

- Bushe, G.R. (2011) Appreciative inquiry: Theory and critique. In Boje, D., Burnes, B. and Hassard, J. (eds.) *The Routledge Companion To Organizational Change* (pp. 87103). Oxford, UK: Routledge.
- Cameron, K. S. (2008). Paradox in positive organizational change. *The Journal of Applied Behavioral Science*, 44, 7-24.
- Cameron, K. S., & Caza, A. (2004). Introduction: Contributions to the discipline of positive organizational scholarship. *American Behavioral Scientist*, 47, 731-739.
- Caponecchia, C. (2016, February). The design of work needs to change to prevent mental illness. *The Conversation*. Retrieved from <https://theconversation.com/the-design-of-work-needs-to-change-to-prevent-mental-illness-53883>
- Ciarrochi, J., Atkins, P. W.B., Hayes, L. L., Sahdra, B. K., & Parker, P. (2016). Contextual positive psychology: Policy recommendations for implementing positive psychology into schools. *Frontiers in Psychology*, 7 (no. 1561). Doi: 10.3389/fpsyg.2016.01561
- Cooperrider, D. L., & McQuaid, M. (2012). The positive arc of systematic strengths: How appreciative inquiry and sustainable designing can bring out the best in human systems. *Journal of Corporate Citizenship*, 46, 71-102.
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19-43.
- Dinwoodie, D. L., Criswell, C., Tallman, R., Wilburn, P., Petrie, N., Quinn, L., ..., & McEvoy, L. (2014). *Transformational change: An ecosystem approach* [white paper]. Greensboro, NC: Centre for Creative Leadership.
- Kern, M. L., Waters, L., White, M., & Adler, A. (2014). Assessing employee wellbeing in schools using a multifaceted approach: Associations with physical health, life satisfaction, and professional thriving. *Psychology*, 5, 500-513.

- Kern, M. L., Williams, P., Spong, C., Colla, R., Sharma, K., Downie, A., ..., & Oades, L. G., (2019). Systems informed positive psychology. *The Journal of Positive Psychology*. DOI: [10.1080/17439760.2019.1639799](https://doi.org/10.1080/17439760.2019.1639799)
- Linton, M.-J., Dieppe, P., & Medina-Lara, A. (2016). Review of 99 self-report measures for assessing well-being in adults: Exploring dimensions of well-being and developments over time. *BMJ Open*, 6, e010641. doi:10.1136/bmjopen-2015-010641
- Lomas, T. (2015). Positive social psychology: A multilevel inquiry into sociocultural well-being initiatives. *Psychology, Public Policy, and Law*, 21, 338-347.
- Luthans, F., & Avolio, B. J. (2009). The “point” of positive organizational behaviour. *Journal of Organizational Behavior*, 30, 291-307.
- Luthans, F., & Church, A. H. (2002). Positive organizational behavior: Developing and managing psychological strengths. *The Academy of Management Executive*, 16, 57-75.
- Meadows, D. (1999). *Leverage points: Places to intervene in a system* [blogpost]. Retrieved from <http://www.donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>
- Meyers, M. C., van Woerkom, M., & Bakker, A. B. (2013). The added value of the positive: A literature review of positive psychology interventions in organizations, *European Journal of Work and Organizational Psychology*, 22, 618-632.
- Park, G. (2014). *Well-being and achievement*. White paper, Department of Psychology, University of Pennsylvania.
- Rose, T., Joe, S., Williams, A., Harris, R., Betz, G., & Stewart-Brown, S. (2017). Measuring mental well-being among adolescents: A systematic review of instruments. *Journal of Child and Family Studies*, 26, 2349-2362.
- Vella-Brodrick, D. A. (in press). Dovetailing ethical practice and positive psychology to promote integrity, industriousness, innovation and impact. In A. Parks & S. Schueller (Eds.), *The handbook of positive psychological interventions* (pp. 416-432). Wiley-Blackwell.
- Warner, K., & Kern, M. L. (2014). *A city of wellbeing: The what, why, & how of measuring community wellbeing*. (White paper). City of Santa Monica Office of Wellbeing. www.smgov.net/uploadedFiles/Wellbeing/wbp-Research-whitepaper-FINAL.pdf
- Waters, L., Sun, J., Rusk, R., Cotton, A., & Arch, A. (2017). Positive education: Visible wellbeing and positive functioning in students. In M. Slade, L. Oades, & A. Jarden(Eds.), *Wellbeing, recovery and mental health* (pp. 245-264). Cambridge University Press.
- White, M. A. (2016). Why won't it stick? Positive psychology and positive education. *Psychology of Well-Being*, 6: 2. DOI 10.1186/s13612-016-0039-
- Wright, T. A. (2003). Positive organizational behavior: An idea whose time has truly come. *Journal of Organizational Behavior*, 24, 437-442.

Student Administration

Student Cards

Students of the School of Melbourne Custom Programs (MCP) are eligible to receive a University of Melbourne student card. Student Cards are only issued once the enrolment process is fully finished (i.e., online enrolment is completed and all appropriate documentation is received).

Complete your online enrolment and upload a photograph via the CaptureME portal first - here is a link which explains what needs to be done now;

<https://students.unimelb.edu.au/admin/student-card>

Library Information

The University of Melbourne holds one of the most significant academic library and archive collections in the southern hemisphere. It is one of the largest collections, providing three million volumes of paper and University Archives with collections of international significance on many areas and extensive online databases.

You are entitled to gain access to information resources through a variety of University of Melbourne libraries. For more information on the University of Melbourne libraries, locations and opening hours, visit: <http://www.lib.unimelb.edu.au/collections/opentime.html> .

A number of on-line databases, journals and articles are available to students through Discovery, the University's search interface. For further information about this search tool, please visit <http://library.unimelb.edu.au/> .

The easiest way to access the library, view a summary of your library loans and fines, use saved preferred searches, look at your borrowing history and to access Discovery and the various databases, log in to the student portal: <https://my.unimelb.edu.au/> .

Learning Management System – LMS

Once you have been enrolled, you will be issued with a user name and password to access the student online learning environment, known as **LMS**.

The LMS is central to the course. To access, go to: <https://lms.unimelb.edu.au>

It is very important that you work out how to access this and become familiar with the content (for access issues, please contact the LMS support, through the links provided on the website. Your subject coordinator will most likely not be able to help you with technical issues). **LMS is the main point of communication** between the coordinators and the students enrolled. In addition, you can view information regarding the course (i.e. reading material, course guides, announcements etc.), post questions and upload your assignments.

Once logged in, please ensure that the email in your profile in LMS is the one that you access most frequently so that you are receiving notification whenever announcements, notices, discussions or materials are available on LMS .

Note: Assignments uploaded to LMS are strictly confidential and private. Other users do not have the ability to view this information without the expressed permission of the author and the School of Melbourne Custom Programs, the University of Melbourne.

Student Email

As a student, you will receive a University of Melbourne email address (e.g., Jane.Smith@student.unimelb.edu.au). Please note that **all email communication with the coordinators is expected to come from your unimelb email address**. Due to spam filters, we will not receive nor respond to emails coming from your personal accounts.

Census Dates

The census date for EDUC90807 Building Positive Education Communities is **22 November 2019**. This is the last day to withdraw or take leave of absence without a failed grade and financial penalty. Refer to the next section for important details regarding the census date.

Changes to Enrolment

You may apply to Withdraw or take a Leave of Absence at any time; however you should be aware that you **will be liable for tuition fees** if you withdraw after the Census Date. Each subject has its own census date. After the census date, there is a short period of time which you can still withdraw without a failed grade. Please contact your Program Coordinator if you are unsure about these dates and wish to withdraw from a subject.

A Leave of Absence (LOA) is a period of time you are allowed to take off from study or when one subject is not taken in a given semester. During a period of LOA you are not a student of the University and will not have access to libraries and other University facilities.

A LOA may be granted in the event of health, financial and personal difficulties and faculties may grant up to 12 months of leave. Leave is granted on the condition that you inform your faculty of your intention to resume your course a month before your return. Failure to do so may result in your enrolment being cancelled.

Withdrawal and/or Leave of Absence Information is found at:

<https://students.unimelb.edu.au/admin/subject-withdrawal>

<https://students.unimelb.edu.au/admin/leave>

Or you can complete this process via the online student portal at: <https://my.unimelb.edu.au/>

University of Melbourne Policies and Procedures

It is important that you are aware of some key university's policies and procedures relevant to your study here at the University of Melbourne. Below are the links to the current key policies and procedures of the university which related to you.

- Academic Honesty and Plagiarism - <http://academichonesty.unimelb.edu.au/>
- Academic Progress Policy - <https://policy.unimelb.edu.au/MPF1291>
- Assessment and Results Policy - <https://policy.unimelb.edu.au/MPF1326>
- Courses, Subjects, Awards and Programs Policy - <https://policy.unimelb.edu.au/MPF1327>
- Enrolment and Timetabling Policy - <https://policy.unimelb.edu.au/MPF1294>
- Leave of Absence – Enrolment and Timetabling Policy - <https://policy.unimelb.edu.au/MPF1294>
- Student Academic Integrity Policy - <https://policy.unimelb.edu.au/MPF1310>
- Student Complaints and Grievances Policy - <https://policy.unimelb.edu.au/MPF1066>
- Student Conduct Policy - <https://policy.unimelb.edu.au/MPF1324>

Other Services from the University of Melbourne

- **Student Equity and Disability Support** assists students with an ongoing health condition to access the many and varied services and support offered at the University. <http://services.unimelb.edu.au/disability/students>
- **Counselling and Psychological Services** provide high quality services and consultancy to all levels of the University on psychological processes, mental health and developmental issues, especially in relation to learning and the learning environment. <http://services.unimelb.edu.au/counsel/home>
- **Health Service** provides health care for both local and international students, staff and their dependents. <http://services.unimelb.edu.au/health/home>
- **The Safer Community Program (SCP)** aims to promote an environment that fosters safe learning, working and living at the University of Melbourne, and provides the opportunity to pass on behavior of concern before it develops into something serious. If you have experienced discrimination, sexual harassment or bullying, they can provide support, referrals and other information. <http://safercommunity.unimelb.edu.au>
- **STOP 1** is the home of student services online, on the phone and in person. As a student, Stop 1 can help you with admissions, enrolment, course planning, administration, support services and skills and development. <http://students.unimelb.edu.au/stop1>
- **The Academic Skills Unit** offers advice and instruction on academic and language skills. They cover a broad range of academic skills, including researching and writing, exam preparation, oral presentations and more. <http://services.unimelb.edu.au/academicskills/grads>
- **The University of Melbourne Graduate Student Association (GSA)** is a student representative body for postgraduate students at the University. GSA has over 13,000

members including all Graduate Certificate students. GSA speaks up within the University and the wider community to help postgraduate education research and website. For further information or advice, please visit their website <http://www.gsa.unimelb.edu.au/>.

Key Contacts

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