



Faculty of Education

Melbourne Graduate School of Education

Professional Certificate in Education (Positive Education)

Introduction to Positive Education

EDUC90806

Friday 16 August, Saturday 17 August,
Saturday 7 September 2019

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Subject Introduction

Subject Name and Code

EDUC90806 Introduction to Positive Education

Credit Points

12.5 points

Subject Description

This subject introduces the science of positive psychology and positive education. Students will learn about different theories of wellbeing and flourishing, examine core constructs relevant to education, and explore positive interventions that can be used in classroom and schools to build wellbeing and resilience. The subject focuses on scientifically-sound processes and techniques, with an eye toward helping students to become critical consumers of the literature. Interactive sessions and assignments will help students engage with and begin to apply positive education in their context.

Prerequisites/Co-requisites

Nil

Subject Objectives

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

- Understand defining features of wellbeing and flourishing, within the context of education;
- Apply contemporary scientific evidence, theories, and interventions from positive education to their educational settings;
- Be critical consumers of wellbeing and happiness studies and claims;
- Be inspired that positive change within education is possible.

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;
- Use of evidence and data to support action.

Key Information

Subject: EDUC90806 Introduction to Positive Education

Venue: Dandenong High School

Teaching Intensive Dates:

Friday 16th and Saturday 17th August 2019, 9:00am – 4:30pm

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

Assignment 1 Due: Monday 23 September

Assignment 2 Due: Monday 21 October

Welcome!

Welcome to the Professional Certificate in Education (Positive Education)! In this course, we will critically consider strategies for building and supporting wellbeing – for yourself, your families, your students, your colleagues, and your communities. The first subject focuses primarily at the individual level; the second subject expands to consider the educational community as a whole. Over the next few months, I hope that you will find this program intellectually stimulating, practically applicable, and valuable for your personal and professional life. Whether you are just starting your journey in positive education or have been practicing for years, this program will deepen your knowledge, broaden your experience, give you more confidence, and help you build a strong foundation for creating sustainable positive change in your educational community.

In this first subject, you will learn about the latest science and practices in positive psychology and how these apply to education. We'll critically consider a variety of topics, including wellbeing and resilience, emotion regulation, character development, social connection and respectful relationships, mindset, perseverance, and engagement in school, work, and life. We'll consider not only the latest research, but also unpack some of the nuances to be aware of and identify strategies and resources to help you stay current on this fast growing field. Assignments will help you apply concepts to your own life and work. You will also have opportunities to share your own experiences and to learn from your classmates and invited guests. Positive education is a young field, with much to learn and discover – and you are an important part of that process!

I look forward to sharing this learning experience with you. As the subject coordinator, I will do my very best to make this a highly rewarding learning experience for you.

Associate Professor Peggy Kern, Subject and Course Coordinator

Email: Peggy.Kern@unimelb.edu.au

Phone: 03 8344 3402

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 16 August

The what and whys of positive education
Understanding wellbeing, flourishing, resilience
Unpacking positive interventions

Day 2: Saturday 17 August

Enabling emotional regulation
Cultivating personal and collective strengths
Winning ways of thinking
Persevering through challenge

Day 3: Saturday 7 September

Engagement in school, work, and life
Social connections
Positive education in action
Where to from here

Assignment Due Dates

Assignment 1: Monday 23 September 2019, 5 pm AEST
Assignment 2: Monday 21 October 2019, 5 pm AEDT

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. On Day 1 (Friday 16 August), please arrive between 8:30 and 9 to register, pick up materials, and socialise with your coordinator and classmates.

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 5:00pm AET on the date specified.

Assessment Overview

Assessment Task	Length	Due Date	%
Personal action plan <i>Presentation and reflection</i>	Equivalent to 2,000 words	23 September	40
Personal action plan <i>Written report</i>	3,000 words (± 500 words)	21 October	60

Assignment Details

There are two related assignments for this subject, which are described below. Marking rubrics for each assignment with additional details are available on LMS under “Assessment”, and example assessments are available under “Readings and Resources”. **Please carefully read and follow all directions!**

Assignment 1: Personal Action Plan: Presentation and reflection

Equivalent to 2,000 words, worth 40%

The goal of this assignment is for you to consider and develop a plan for how you *personally* can introduce or further develop positive education within your education or work setting, using a format that allows you to share your ideas with others and gather and reflect upon their feedback, helping you to develop a plan that will work well within your context.

What can you *personally* do to introduce or further develop positive education in your setting? This may mean introducing others to what positive psychology is or introducing specific topics and activities to the school. It may be starting to use and integrate positive interventions into your classroom. It may be introducing parents or your school leadership to the value and purpose of positive education. Or it may be actions you will take in your everyday life to support your own wellbeing.

Create a brief PowerPoint presentation that, provides your current context, provides a rationale for applying positive education to this setting, and outlines your ideas on what you can do to start building or developing positive education (note that you don't have to implement these ideas – this is the plan that comes before implementation). Indicate what you will say in the notes section of the PowerPoint slides. Then, present to a few colleagues and ask them to give you feedback on your ideas. Keep notes on what they say.

After you present, spend some time reflecting on the feedback that you received. In your assignment, include the feedback that you received, and reflect on this feedback, describing how you will integrate this feedback into your future plans. Submit your notes and slides.

The assignment can be submitted as a PowerPoint or Keynote file, or as a PDF (make sure and save the “notes view” if you submit a PDF). If your notes are separate from your slides (so you have two files), then submit one file via LMS, and the second send to the subject coordinator via email (the system only allows one file to be submitted).

It’s important to remember that this is not meant to be a 5 year strategic plan for unfolding positive education across the school – it is a personal action plan, focused on the next logical step that personally can take to impact the wellbeing of individuals within your context in the months to come.

Example assignments are available on the LMS under “Reading and Resources”. Additional clarifying details will be discussed in class.

Assignment 2: Personal Action Plan: Written report

3,000 words (±500 words), worth 60%

Like the first assignment, the goal of this assignment is to help you introduce or further develop positive education within your education or work setting (or a future setting, if you are not currently working). In the first assignment, you presented your early ideas, received feedback from others, and reflected on that feedback. Taking their feedback into consideration, develop a plan for how you *personally* can start to implement or develop positive education in your work setting.

Essentially, this is the more developed, report style version of your plan. This is not meant to be a strategic plan for unfolding positive education across the school – it is a personal action plan for you to start impacting the wellbeing of individuals within your context. This involves specific actions that you can take, which are supported by the empirical literature. As a personal action plan, it is a plan that you will be able to follow in the future, not the school generally, or someone else.

The best plans are ones that you can walk away with and start implementing at the end. Your report should briefly describe your context and rationale, indicate your goals, describe the activities you will do, and provide empirical support for the planned components. Include some consideration of the expected outcomes, how you will evaluate success, and how you will address potential barriers and challenges.

As this assignment builds upon the first assignment, we will allow you to re-use text that you wrote in the first assignment if you want to do so.

Please note that there is a specific template to use for formatting, found on LMS under “Assessment”. Number each page, and there should be a cover page that includes a title for your report, your name, student number, and the word count. Example assignments are available on the LMS under “Reading and Resources”. Additional clarifying details will be discussed in class.

Per MGSE policy, all students will indicate on the front of the second assessment the number of words. Word count refers to the main body text, excluding the cover page, references, tables, figures, footnotes, and appendices. **Please note that all of the core information needs to be contained within the main document.**

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	

Reading List

There are no required readings for this subject, but below are a series of recommended books and articles. Articles are available on the LMS under "Readings & Resources" or at the link noted below. Additional relevant readings may be added during the subject.

Recommended Books

These are optional books that provide of resources, background, and a variety of perspectives on positive psychology that you may find useful in your journey.

- Allen, K. A., & Kern, M. L. (2017). *School belonging in adolescents: Theory, research and practice*. Singapore: Springer Briefs in Psychology.
- Allern, K. A., & Kern, P. L. (2019). *Boosting school belonging: Practical strategies to help adolescents feel like they belong at school*.
- Boniwell, I. (2012). *Positive psychology in a nutshell* (3rd ed.). London: Open University Press
- Boniwell, I., & Ryan, L. (2012). *Personal well-being lessons for secondary schools: Positive psychology in action for 11 to 14 year olds*. New York: McGraw Hill Education.
- Bott, D., McCormick, A., & Shaw, J. (2011). *Teach positive: Applying the science of positive psychology to the classroom*. Melbourne, Australia: Contemporary Brilliance Publications. (Available from <http://www.teachpositive.com/the-book/>)
- Compton, W. C., & Hoffman, E. (2013). *Positive psychology: The science of happiness and flourishing* (2nd ed.). Belmont, CA: Wadsworth.
- Diener, E. Oishi, S., & Tay, L. (Eds.). (2018). *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. <http://www.nobascholar.com/books/1>
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner
- Hefferon, K., & Boniwell, I. (2011). *Positive psychology: theory, research, and applications*. New York: McGraw-Hill Education.
- King, V. (2016). *10 keys to happier living*. Headline Publishing Group.
- McQuaid, M., & Lawn, E. (2014). *Your strengths blueprint: How to be engaged, energized, and happy at work*. 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.
- Norrish, J. (2015). *Positive Education: The Geelong Grammar School Journey*. Oxford, UK: Oxford University Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understand of happiness and well-being*. Australia: William Heinemann.
- Waters, L. (2017). *The strength switch: How the new science of strength-based parenting can help your child and your teen to flourish*. New York: Avery.
- White, M. A., Slep, G. R., & Murray, A. S. (Eds.). (2017). *Future directions in well-being :Education, organizations, and policy*. Switzerland: Springer.

Recommended Articles

These are optional articles that provide of resources, background, and a variety of perspectives on positive psychology that you may find useful in your journey. Additional articles may be added through the subject.

- Biswas-Diener, R. (2015). A brief history of eudemonia in positive psychology. *The Positive Acorn*. Retrieved from https://positiveacorn.com/resources/Brief_History_Eudemonia.pdf
- Brunzell, T., Stokes, H., & Waters, L. (2015). Trauma informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*. Doi: 10.1007/s40688-015-0070-x
- Buchanan, A., & Kern, M. L. (2017). The benefit mindset: The psychology of contribution and everyday leadership. *International Journal of Wellbeing*, 7, 1-11. <http://dx.doi.org/10.5502/ijw.v7i1.538>
- 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
- Forgeard, M. J. C., Jayawickreme, E., Kern, M. & Seligman, M. E. P. (2011). Doing the right thing: Measuring wellbeing for public policy. *International Journal of Wellbeing*, 1(1), 79-106, doi: 10.5502/ijw.v1i1.15
- Fredrickson, B. L. (2001). The role of positive emotions theory and research in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Friedman, H. S., & Kern, M. L. (2014). Personality, health, and well-being. *Annual Review of Psychology*, 65, 719-742.
- Froh, J. J. (2004). The history of positive psychology: Truth be told. *NYS Psychologist*, May/June, 18-20.
- Green, S. Oades, L.G. & Robinson, P.L. (2011) Positive education: Creating flourishing students, staff and schools. *InPsych*, April. Retrieved from www.psychology.org.au/publications/inpsych/2011/april/green
- Halliday, A. J., Kern, M. L., Garrett, D. K., & Turnbull, D. A. (in press). The student voice in wellbeing: A case study of participatory action research in positive education. *Educational Action Research*. <http://dx.doi.org/10.1080/09650792.2018.1436079>
- Halliday, A. J., Kern, M. L., Garrett, D. K., & Turnbull, D. A. (in press). Understanding factors affecting positive education in practice: An Australian case study. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-019-00229-0>
- Hassinger-Das, B., Toub, T. S., Zosh, J. M., Michnick, J., Golinkoff R. & Hirsh-Pasek, K. (2017). More than just fun: A place for games in playful learning. *Infancia y Aprendizaje*, 40, 191-218. DOI: 10.1080/02103702.2017.1292684
- IPEN. (2017). *The state of positive education: A review of history, policy, practice, and research*. Dubai, UAE: International Positive Education Network. <https://worldgovernmentsummit.org/api/publications/document/8f647dc4-e97c-6578-b2f8-ff0000a7ddb6>

- Kern, M. L., Park, N., Peterson, C., & Romer, D. (2017). The positive perspective on youth development. In *Treating and Preventing Adolescent Mental Disorders: What we know and what we don't know* (v. 2). In D. Romer & the Commission Chairs of the Adolescent Mental Health Initiative of the Annenberg Public Policy Center and the Sunnyslans Trust (pp. 543-567). New York: Oxford University Press.
- Kern, M. L., Williams, P., Spong, C., Colla, R., Sharma, K., Downie, A., ... & Oades, L. G. (in press). Systems informed positive psychology. *Journal of Positive Psychology*. <https://www.tandfonline.com/doi/full/10.1080/17439760.2019.1639799>
- Kristjansson, K. (2012). Positive psychology and positive education: Old wine in new bottles? *Educational Psychologist*, 47(2), 86-105.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170-183.
- Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3, 147-161.
- Rusk, R. D., & Waters, L. E. (2013b). Tracing the size, reach, impact, and breadth of positive psychology. *The Journal of Positive Psychology*, 8(3), 207-221, doi: 10.1080/17439760.2013.777766
- Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83, 10-28, doi: 10.1159/000353263
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M., Ernst, R. Gillham, K. Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.
- Slemp, G. R., Chin, T. C., Kern, M. L., Siokou, C., Loton, D., Oades, L. G., Vella-Brodrick, D. A., & Waters, L. (2017). Positive education in Australia: Practice, measurement, and future directions. In E. Fryenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and emotional learning in Australia and the Asia Pacific* (pp. 101-122). Singapore: Springer. http://dx.doi.org/10.1007/978-981-10-3394-0_6
- Terjesen, M. D., Jacopsky, M., Froh, J. & DiGiuseppe, R. (2004) Integrating positive psychology into schools: Implications for practice. *Psychology in the Schools*, 41, 163-172.
- Waters, L., (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist*, 28, 75-90.
- White, M., & Kern, M. L. (2018). Positive education: Learning and teaching for wellbeing and academic mastery. *International Journal of Wellbeing* 8(1). <http://dx.doi.org/10.5502/ijw.v8i1.588>

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 EDUC90806 Introduction to Positive Education is **30 August 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

Program Coordinator:

Hanan Qumsieh, Melbourne School of Professional and Continuing Education
University of Melbourne

Email: positive-education@unimelb.edu.au

Subject Coordinator/ Lecturer:

Associate Professor Peggy Kern, Centre for Positive Psychology
Melbourne Graduate School of Education, University of Melbourne

Email: Peggy.Kern@unimelb.edu.au

Phone: (03) 8344 3402