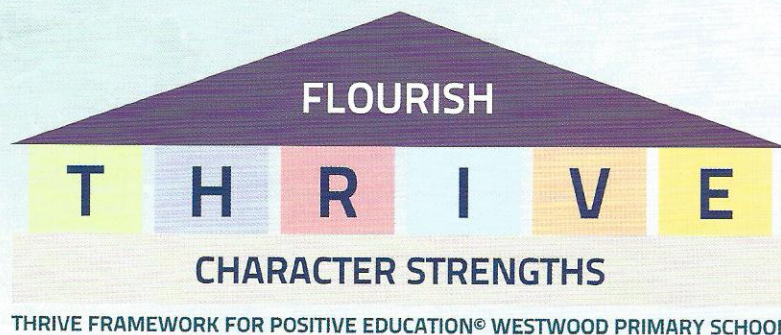


HOW WILL WE GET THERE: *THE WESTWOOD THRIVE MODEL*

Based on Seligman's (2010) Model of Flourishing, enshrined within the positive institution is our focus on promoting:

1. Positive Emotion (P) – to broaden-and-build our mental and emotional capacity
2. Positive Engagement (E) – to be in the 'flow' when learning and doing
3. Positive Relationship (R) – to be both a team player and to lead others
4. Positive Meaning (M) – to be purposeful in our end-goals
5. Positive Accomplishment (A) – to make a positive impact to our lives and our community

To this end, we have developed our THRIVE Framework for Positive Education:



Thinking Mindfully (growth mindset & mindfulness):	Positive Accomplishment
Healthy Coping (Resilience & Energy Management):	Positive Health
Relating Well (Active Constructive Responding):	Positive Relationship
In the Moment (Flow & Optimal Engagement):	Positive Engagement
Values-driven Actions (Meaning & Purpose):	Positive Meaning
Emotions of Positivity (Dipper & Bucket, Gratitude):	Positive Emotion

WAY FORWARD

We are currently designing and developing school-wide approaches to realise this model for whole school practices. For a start, as part of articulating the journey with tangible positive education strategies in the classroom, our teachers brainstormed on possible ways to begin inculcating a growth mindset and a positive outlook in our Westwood pupils. Some of the strategies raised at the planning session to date include:

1. Using common icons like the traffic light to teach explicit reflective thinking. For example, a traffic-light to represent: Stop Think Go - for teachers to guide pupils in reflecting on their actions and thoughts in class.
2. Regular 'What Went Well' (WWW) moments in the classroom, at the end of the day or week for regular reflection opportunities to 'pan for gold' in their lives.
3. Creating reward charts to institute specific praise for effort, rather than just achievement in tasks and relationships.

4. Creating more lesson opportunities for teachers to offer words of affirmation to the pupils and for peer encouragement of effort and behaviour.
5. Creating 'Students Will Be Able To' (SWBAT) corners on the front of class for pupils to have clear learning and behavioural objectives for the various lessons.

Overall, the THRIVE model undergirds our focus for Westwoodians to flourish, i.e. to strive for both excellence, and for wellbeing, leveraging on character strengths of resilience, gratitude, community-spiritedness and future-ready confidence for the 21st century school. It serves to guide the translation of our ongoing research on positive education into effective policies and programmes that promote the competence and wellness of all. At the same time, it provides a roadmap for subsequent phases of school envisioning and direction-setting, to effect deep and sustainable culture to bring about a new prosperity that combines positive outcomes in lives within the school context and the community at large.

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