

First Australian Positive Psychology in Education Symposium  
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## Positive psychology in practice with staff at Clovelly Community Child Care

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## Today's Presentation

### PART 1: CONTEXT:

- About Clovelly Community Childcare

### PART 2: PURPOSE & INTENT:

- What were we trying to achieve?

### PART 3: APPROACH:

- How did we go about achieving our purpose?

### PART 4: OUTCOMES:

- What was the impact of what we did?

### PART 5: THE FUTURE:

- Where to for the future?





## PART 2: PURPOSE & INTENT

- Helping the team to be the best they can be
- Cultivating & celebrating individual & collective strengths
- Building greater team positivity & shared purpose.
- Enabling the team to feel good about how they learn, develop, and do their work.



## PART 3: OUR APPROACH



1. Strengths Exploration
2. Evidenced-based Practice: Positivity
3. Values Clarification
4. Action Planning
5. Reflective Practice

## PART 3: Strengths Exploration

1. Best Self Narrative:  
Composing a Personal Narrative
  2. Sharing the Strengths Narrative with others
  3. Reflective Listening and Validation of Strengths by Colleagues
- St Luke's Strengths Cards and Peterson & Seligman's (2004) VIA.

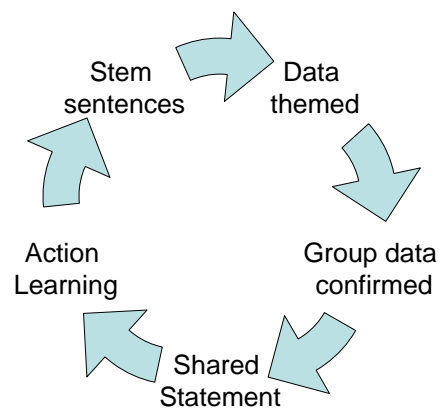


## PART 3: High Performing Teams & Positivity

- Strengths based practice key principles (McCashen, 2005).
  - Positivity & Negativity
  - Inquiry & Advocacy
  - Self & Other
- (Fredrickson & Losada, 2005 and Losada & Heaphy 2004)
- Broad & Build Theory (Fredrickson 2009)
    - Creativity (thought-action repertoire)
    - Resilience (social, psychological, physical)

*'The quality of the conversations determines the quality of the relationships; the quality of relationships determines the quality of the system [organisation]'. Stacey*

## PART 3: Values Clarification (Manley 1992)



## PART 3: Action Planning



- **We believe our role as a member of CCCC team is...**to provide children with a safe secure environment that challenges their strengths, needs and interests; to work cohesively as a team, support and encourage each other with empathy and understanding.
- **We believe our strengths include...**compassion & empathy; communication; patience & organisation; never give up.

## PART 3: Action Planning



**We believe that the key priorities for 2009 for CCCC are...**

- to make a happy and sustainable environment for staff and children
- To get through accreditation together, successfully
- To keep improving our relationship together and personally
- To support each other in keeping up to date with documentation
- Nourishment through fresh/healthy foods!

## PART 4: OUTCOMES

- Helping the team to be the best they can be
  - 'comfortable and relaxed to get to know people in the team', 'makes me interact with the team better – be my best', 'being creative as a team e.g. room set up'.
- Cultivating & celebrating individual & collective strengths
  - 'appreciation of each other and others perspectives', 'noticing different strengths and how work well together', openness to different perspectives'.



## PART 4: OUTCOMES

- Building greater team positivity & shared purpose.
  - 'better communication, better teamwork', 'encouraging others', 'more cooperation and support', 'developing and growing relationships – rooms and overall team', 'empathy for others', 'more respect, positivity and appreciation for staff and parents', 'team stepping up to pressure, responsibility and accreditation'.
- Enabling the team to feel good about how they learn, develop, and do their work.
  - 'positive words from teammates, helps you be more positive and involved', 'confidence building', 'new energy, kicked off year well, new ideas', 'welcoming, feeling valued', 'staff development great start'.



## PART 5: THE FUTURE – CCC Perspective

- Be open to new ways
- Freedom to try new things
- Encouraging opportunities & possibilities
- Enabling people to learn in different ways
- Setting up things differently
- Being creative
- People being flexible
- Pause/suspend auto-pilot
- Supporting rather than saying 'no' straight away
- Openness to other perspectives
- Giving each other permission.



## PART 5: THE FUTURE – Facilitator's Perspective

- Synergy between strengths-based storytelling, group values clarification and positivity
- Particularly in organisations that emphasise the importance of shared decision-making, being person-centred and strengths based.
- Participants enjoyed and engaged with experiential, strengths based approach



## PART 5: THE FUTURE – A Broader Perspective

- How can we continue to develop evidence based, positive practices for staff, children, parents and the broader community?
- What is the connection between high quality care staff positivity and well-being?
- What does all this mean to us?



*'Every interaction with others at work, big or small, short or lengthy, has the potential to create or deplete vital energy'*  
Jane Dutton, Centre of Positive Organisation Scholarship – Michigan

## Thank you



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