

europass
Teacher Academy

Design the Positive

Erasmus+ summary from Barcelona

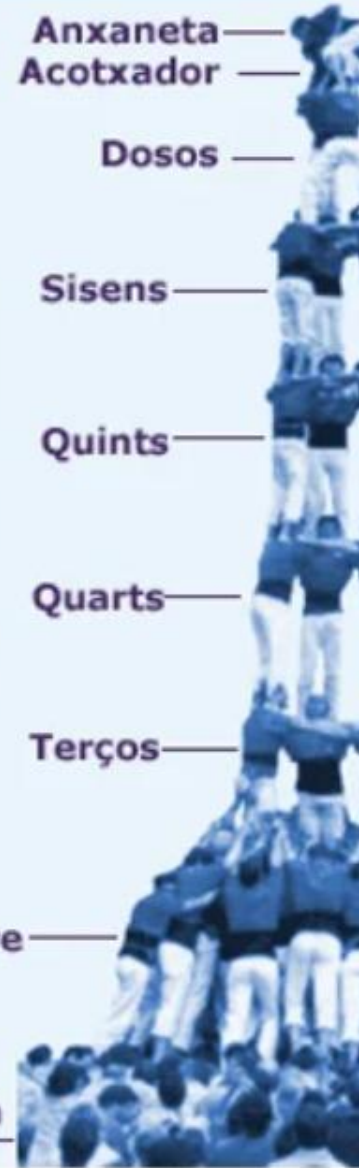
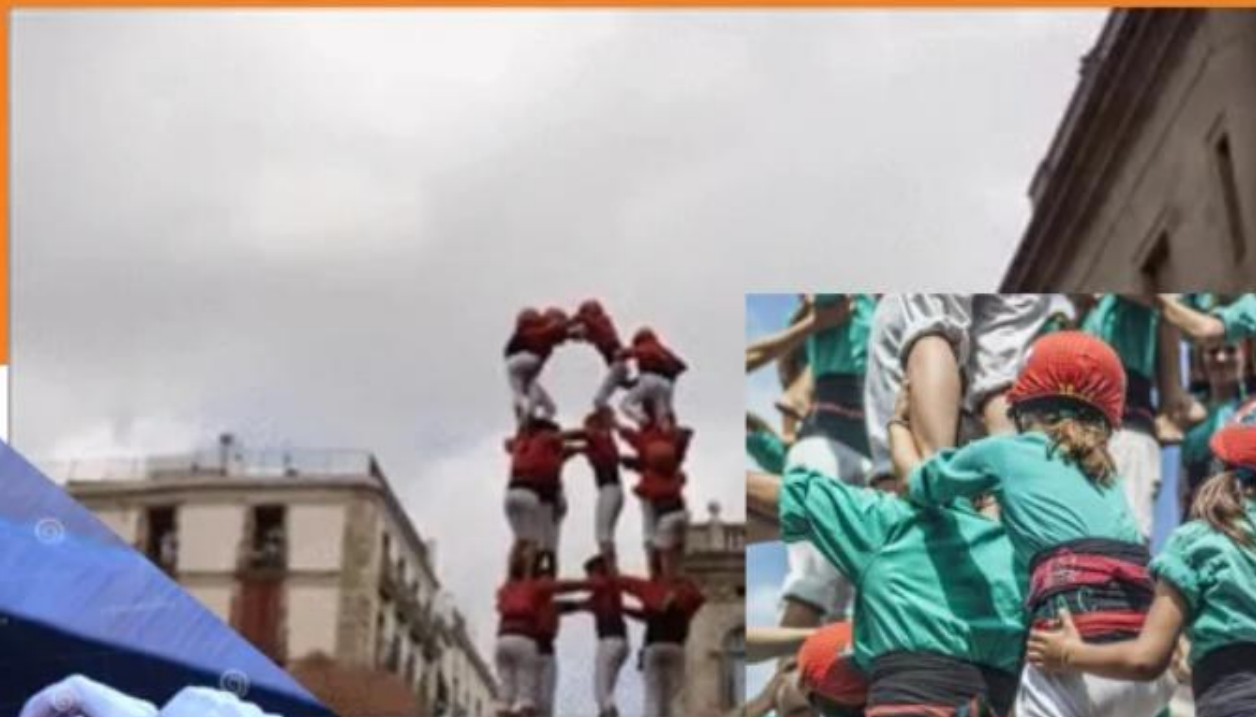
Since 2010, on the Representative List of the Intangible Cultural Heritage of Humanity

Castellers are human towers built usually as part of **annual** festivities in Catalonia.

The castellers were born towards the end of the **18th century in the Tarragona** area, derived from the popular dance called **Ball de Valencians**, which ended precisely with the erection of a human tower.

To make a human castle you need **balance, solidarity, tranquility** and a lot of **strength**. It is practiced as a **team (la colla)** and consists of making a human pyramid to the **music of the gralla and the drum**. The objective is to **load** and **unload** the *castell* without it collapsing.





EDUCATION
UNCERTAINTY
CULTURE
WILLPOWER
FRIENDSHIP
PASSION
REWARD

Activity: My First Casteller!

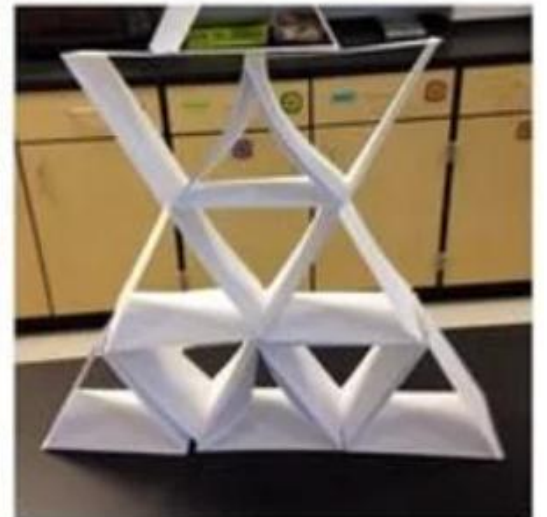
Goal:

Build the **tallest** structure out of cards using the materials given.

On **each card** (piece of paper) you must write something you **have in common** 😊

And...

Remember! Load AND unload the structure without collapsing!



From **Castellers** to **Learning Design**

- What **roles** appeared naturally?
- Where did **trust** matter **most**?
- What happened when
communication failed or
succeeded?
- Who **supported** without being
“visible”?



Making the 4 Cs **explicit**:

- **Collaboration** → structure + trust
- **Communication** → clarity + listening
- **Critical thinking** → adjusting strategy
- **Creativity** → solving unexpected problems



POSITIVE PSYCHOLOGY

Of course, the real model does not say that psychology should ignore the very real difficulties and mental problems experienced by people.

3 main goals of Positive Psychology:

1. psychology should deal with a person's **strengths** in addition to 'weaknesses'
2. **developing** strengths while **addressing** problems
3. happy life of **healthy** people and **nurturing talent** must be the goal in a therapy



They were joined as a very important research partner by **Christopher Peterson**, who was a well-known partner of **Martin Seligman** with his **research on strengths and virtues**.

MARTIN SELIGMAN
THE PERMA MODEL



MIHALY CSIKSZENTMIHALYI
THE FLOW THEORY

CHRISTOPHER PETERSON
CHARACTER STRENGTHS AND VIRTUES



The PERMA Model of Well-Being

Positive Emotion

Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

Relationships

Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us - family, friends, coworkers, neighbours.

Accomplishment

Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

Engagement

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

Meaning

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

Positive Emotions

- Positive school culture
- Growth Mindset
- Anti-Bullying strategies
- Learning Hub
- Transition programs
- Rock & Water program
- Girls rising & Men of Honour
- Year based activities
- White Ribbon Day
- Peer helpers
- Music /Bells
- Differentiation within the curriculum

Engagement

- Homework Hub
- Super 6
- ALARM
- Rose breakfast
- Peer reading
- Google classroom
- Project Based Learning
- Variety of teaching strategies
- Technology to support learning
- Study skills seminars
- Extra curricula activities
- MYST activities

Relationships

- Parent Teacher nights
- End of year excursions
- Group activities
- Excursions
- Camps
- Spirit Week
- SRC
- AIME
- Special events
- PLPs ATSI mentoring

Winmalee High School - Safe Respectful Learners

Positive Education through the PERMAH model

Meaning – Purpose

- Project based learning
- Authentic tasks
- Leadership programs
- Skills based courses
- School to work
- Competitions
- Charity events
- Community events
- Reconciliation events

Accomplishment

- Growth Mindset
- ALARM
- Feedback
- PLPs
- Formative assessment
- Recognition and awards
- Major school events
- Extra curricula performances
- Outcome reporting
- Skills based tasks
- Student leadership

Health

- Health Care Plans
- Sport
- Duke of Edinburgh program
- Crossroads
- Safety rules
- Swim School
- MYST
- Counsellors
- Special programs
- Health specific curriculum

Positive School?

Mistakes are treated as information, not failure

Praising everything so that feedback loses meaning.

Relationships between teachers and students are based on trust, curiosity, and respect

Confusing silence with wellbeing.

An environment designed to support attention, creativity, and calm – through light, space, nature, and thoughtful routines.

Teachers' wellbeing is valued as much as students' achievement

Decorating a school with motivational posters while ignoring stress and burnout.

Rewarding compliance rather than curiosity.

Students feel psychologically safe to speak, question, and disagree

A learning environment that intentionally develops wellbeing, resilience, and meaning alongside academic skills.

Pretending problems do not exist.

Students discover their strengths and learn how to contribute to others.

Asking students to „be positive” instead of listing concerns.

Suppressing disagreement in the name of harmony.



Positive School

Mistakes are treated as information, not failure

Relationships between teachers and students are based on trust, curiosity, and respect

An environment designed to support attention, creativity, and calm – through light, space, nature, and thoughtful routines.

Teachers' wellbeing is valued as much as students' achievement

Students feel psychologically safe to speak, question, and disagree

A learning environment that intentionally develops wellbeing, resilience, and meaning alongside academic skills

Students discover their strengths and learn how to contribute to others.



False positivity

Asking students to „be positive” instead of listing concerns.

Rewarding compliance rather than curiosity.

Confusing silence with wellbeing.

Suppressing disagreement in the name of harmony.

Decorating a school with motivational posters while ignoring stress and burnout.

Pretending problems do not exist.

Praising everything so that feedback loses meaning.