

Jákvæð menntun í heilsueflandi skólastarfi - velliðan fyrir alla

Föstudaginn 31. ágúst 2018 á Hilton Reykjavík Nordica

Lýsingar á vinnustofum

Kl. 12:40

Positive Psychology in Education: the joy of learning as a precondition for academic performance

Umsjón: Hans Henrik Knoop, Ph.D., Aarhus University, Denmark

Education is of tremendous importance for the future but much education is by far not effective enough. And, even more importantly, educational effectiveness is much too often poorly understood. To be sure, much is known about how to get good grades, but good grades are in themselves a poor measure of an interesting educational experience, even though they do count. Imagine reading the three volumes of the Lord of the Rings, and when being asked what you got out of it, you reply “a B”. It’s like being asked, what the purpose of reading a book is, and answering “to finish it”. As ridiculous as it sounds, this is what can happen when goals and results trump processes in school and education.

Today, psychology, and especially positive psychology, informs us well as regards educational processes worth the name – that is: how to view the flourishing of pupils and teachers as a precondition for high academic achievement rather than a result of it. The intrinsic value of the educational experience, the sense of self-determination, the optimal experience of flow, the joy of employing willpower and truly meaningful self-discipline are moving steadily towards the center of educational thinking. Not because there is undivided agreement that school and education should be joyful but mainly because it is more effective, more sought after, more morally just, and more competitive in the long run. No culture or society is served well by disengaged citizens.

Hans Henrik Knoop, Past President of the European Network for Positive Psychology, presents basic research and educational applications in two complementary formats: A keynote covering the main points from a theoretical perspective and a workshop focusing on applying positive psychology in education.

The Battle against Boredom

Umsjón: Mette Marie Ledertoug, Ph.D., Aarhus University, Denmark

Learning outcomes:

- Knowledge of boredom
- Perspectives on healthy and unhealthy boredom
- A model for battling boredom in schools
- Hands-on experiences and exercises to minimize boredom and maximize optimal learning.

Background:

Turn down the volume-control on boredom in schools and turn up engagement and optimal learning.

A lot of students are bored in schools. In Denmark 26 % of the students are bored so often and to such an extent, it threatens their learning, health and well-being. International research shows even higher percentages. Boredom seems to be part of the everyday life in school accepted of students, teachers and parents' as "It is just the way it is". But boredom not only affects the students well-being in a few minutes a day, it also affects the way they learn, the quality of their learning and their motivation for further education. And it does not have to be this way. In traditional education we are missing the opportunities to create learning the students find engaging, meaningful and applicable in other areas of life.

In this workshop, the presenter will demonstrate how to battle boredom - and invite you to join. Based on research and best practice of learning, engagement and boredom, the participants will be introduced to a wide range of ways and tools to address boredom in schools and education. The workshop will include hands-on exercises targeting students, teachers and school environment.

Content:

- Introduction to research on boredom and optimal learning.
- Introduction to a PERMA-based model for battling boredom.
- Hands-on exercises to reduce boredom.
- Key learning points and take-away

The workshop is based on the book "The Battle against Boredom" (March 2018) by Nanna Paarup, Louise Tidmand, Nadia Holmgren & Mette Marie Ledertoug.

Developing a positive ethos and culture in schools through positive relationships and behaviour. The Scottish journey from policy into practice

Umsjón: Maggie Fallon, Education Scotland

ATHUGIÐ þessi vinnustofa er frá 12:40 – 14:50

This workshop provides an overview of Scottish policy on behaviour in schools where a specific emphasis is placed on developing positive relationships with pupils. Whole-school approaches will be introduced that have been successfully implemented to promote positive behaviour and relationships between staff and pupils, and practical guidance on how to implement these in Icelandic schools. Follow-up research on this work shows a positive development in Scotland where, overall, both primary and secondary staff were positive about pupils' behaviour and teachers were confident in their ability to promote positive behaviour and respond to negative behaviour in the classroom. This highlights that investing time and resources in improving relationships and behaviour in schools leads to positive outcomes around inclusion, engagement and achievement in the short term and community safety and cohesion in the long term.

Kl. 13:50

True Community in School: How It Can Be Done

Umsjón: Hans Henrik Knoop, Ph.D., Aarhus University, Denmark

Our children are born social. They have the longest childhood of all species, they depend on their relations to others in every way in their early life. And the need for social belonging continues as they enter school, as they learn about their peers, as they grow into adolescence, and as they envision their futures. Nothing in life has much color in social isolation. Certainly, it is nice to be alone at times, and many are introverts by nature. But even the nerdiest introverts need love, understanding and a deep sense of belonging. Schools can, and need to, provide for this.

Based on national surveys, involving almost 300.000 Danish pupils a new, practical way of understanding school community is presented and discussed in this workshop, by Hans Henrik Knoop, Associate Professor with Distinction, Aarhus University, Extraordinary Professor, North-West University, SA, and Past President of the European Network for Positive Psychology.

Strength-based Learning

Umsjón: Mette Marie Ledertoug, Ph.D., Aarhus University, Denmark

Learning outcomes:

- Knowledge of VIA Character Strengths
- Perspectives on sculpturing or gardening strengths in students
- Hands-on experiences and exercises on how to create awareness, how to explore and how to apply strengths in the classroom.

Background:

Research shows that using your strengths creates more joy, more satisfaction, more engagement, better performance and better achievement (Linley, 2008; 2010, Fredrickson, 2010; 2013, Donaldson et al., 2015).

Strength-based education aims to promote optimal functioning of students and teachers and builds on fundamental teaching principles that emphasize the positive aspects of student efforts and achievements as well as human strengths. The perspective of strength-based education is an assumption that students have resources they can mobilize to promote success, and they will probably be more successful in any field or area of life investing in their best qualities and strengths instead of trying to reduce weaknesses or deficiencies.

In this workshop, the presenter will introduce you to VIA-strengths and to strength-based learning, and present how to be aware, explore and apply strengths in the classroom. A variety of hands-on exercises will be demonstrated and involving the participants actively.

Content:

- Introduction to research on VIA-Characterstrength and strength-based learning.
- Introduction to the strength phases: Aware, explore, apply.
- Hands-on exercises to put strengths at play in the classroom
- Key learning points and take-away

The workshop is based on the book “Styrk skolen” and the Ph.D.-thesis “Styrkebaseret læring – børns karakterstyrker som veje til læringspotentialiet” by Mette Marie Ledertoug (2016).

Kl. 15:10

Grunnskóli - Hugarró og velferð

Umsjón: Elín M. Kristinsdóttir, velferðarkennari

Hér er greint frá þróunarverkefni, sem kallað er Búbblan, og felur í sér velferðarkennslu og aðstöðu til þjálfunar. Það var prufukeyrt í Grunnskólanum í Borgarnesi skólaárið 2017-2018 ásamt því að vera unnið sem meistaraverkefni við Menntavísindasvið.

Markmið með verkefninu var að finna leiðir til að kynna fyrir nemendum aðferðir til að auka velferð þeirra, og flétta þær inn í daglegt skólastarf þannig að allir nemendur skólans hefðu möguleika á því að nýta sér þær. Sett var upp velliðunarstofa sem allir nemendur skólans höfðu aðgang að a.m.k. vikulega. Hver bekkur fékk fastan vikulegan tíma í velliðunarstofunni og bauðst nemendum að fara þangað í litlum hópum og fá 15 mínútna núvitundarþjálfun og slökun. Í daglegu tali kallaðist það að fara í slökun í búbbblunni. Einnig voru opnir tímar fyrir nemendur fyrir skóla á morgnana og í hádeginu. Valtímar í velliðan, núvitund og jóga voru í boði á mið- og unglíngastigi og allir nemendur á unglíngastigi fengu 7-8 klst. beina kennslu í hvernig unnt sé að efla velliðan.

Að auki var boðið upp á einstaklingshandleiðslu til sjálfseflingar sem byggði á styrkleikavinnu og aðferðum úr jákvæðri sálfræði til að auka velliðan og jákvæðar tilfinningar. Nemendum var í sjálfsvald sett hvort þeir nýttu sér bekkjartímana í núvitundarslökun en þátttaka í flestum árgöngum var góð. Starfsfólk nýtti sér einnig aðstöðuna og var boðið upp á opna núvitundartíma og námskeið.

Verkefnið í heild fékk mjög góðar viðtökur og samstaða myndaðist um verkefnið myndaðist innan skólans. Áhugi frá foreldrum og nærsamfélaginu var greinilegur og samstaða var um að halda því áfram næsta vetur. Í erindinu er greint frá skipulaginu og farið yfir hvernig til tókst ásamt því að þátttakendum gefst kostur á að skoða og prófa það efni sem unnið er með.

Núvitund fyrir börn og unglínga

Umsjón: Bryndís Jóna Jónsdóttir, ráðgjafi og núvitundarkennari

Á þessari vinnustofu ætlum við að fara yfir nokkur atriði sem mikilvægt er að hafa í huga varðandi núvitundarþjálfun barna og ungmenna og skoða hvers vegna við ættum að vera að kynna núvitundarþjálfun fyrir þessum aldurshópum. Áhersla verður lögð á að prófa nokkrar æfingar fyrir ólíka aldurshópa.

Leikskóli - Valdefling í núinu

Umsjón: Dr. Guðrún Alda Harðardóttir, pedagogista í leikskólanum Aðalþingi

Í þessari vinnustofu verður fjallað um valdeflingu barna og valdeflandi námsumhverfi í leikskóla. Tekin verða nokkur dæmi frá leikskóla til að ræða.