

Welcome to our Holding Slide

Are you ready for our presentation?



Have you installed Hypothes.is?

<https://web.hypothes.is/start/>

Have you joined the Hypothes.is community?

<https://hypothes.is/groups/vbjRqi2m/wellbeing-disrupted>

During our presentation you can access Mentimeter from our slides by scanning a QR code to your mobile or via you can access Mentimeter via your computer. The choice is yours.

If you want to use your computer just you opened your browser to: www.menti.com

During our session we can then give you a code to make responses.

Please note: live direct links to all of the above are also in the chat area.

Bring 1 loose piece of A4 blank paper and a pen/pencil/felt pens

Image: Photo by Joel Burgess found at <https://unsplash.com/photos/NvpAbwuknHI>



Building an online learning community: reframing open educational practice grants as supported professional learning

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Acknowledgement of Country



We would like to acknowledge
the elders of the land on which we meet –
elders past, present and emerging.

Abstract



- Keeping **wellbeing in homeostasis where people feel well and balanced** is complex, especially in the Covid 19 landscape where our places of work and learning have for many, involved somewhat forced reconceptualization. **Demarcation between work and home has become increasingly blurred** in many sectors, and trying to negotiate the converging worlds of work, study, and home lives becomes a constant challenge. Rather than ‘working from home’, we are instead ‘taking home to work’ and this creates implications for perceptions of personal and professional wellbeing. It is into this rabbit hole that we seek to explore with you maintaining wellbeing while focusing on publishing an open text book and then using this publication to lessen barriers to learning.

- This workshop, facilitated by the authors of the open textbook ‘Wellbeing in Educational Contexts’, aims to support you to create a contextualised wellbeing model that has professional and personal applications. During the ninety minutes, **explore the construct of wellbeing** and attributes associated with health and wellbeing. You will be actively engaged in a range of online activities, including **co-constructing content** and **examining how to apply the themes of wellbeing** to the library digital context and to **‘the self’**. The open educational principles of inclusive access, participant voice, and shared resources employed in the workshop will also be professionally relevant to librarians, especially those in the academic sector. An introduction to open education and open textbooks, based on the facilitators continued engagement with publishing will also be provided.



Research and Practice

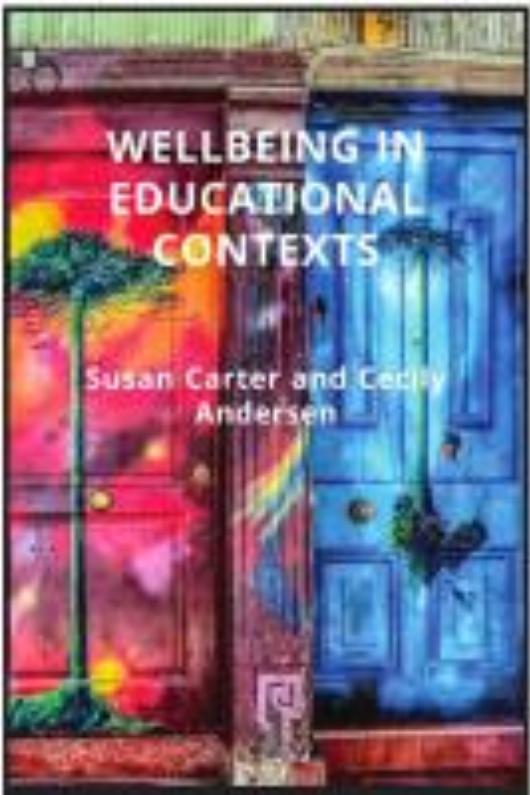
This presentation is linked to research. The information presented is based on 10 years work and our work continues in this space. This session uses tools – Mentimeter and Hypothes.is to capture any written responses that you chose to contribute to our on-going research. All information shared is de-identified. Our discussion (e.g., break out rooms) is NOT part of research but simply linked to exploring understandings and we practical ‘take aways’ for you.

You are most welcome to participate in the session and post no responses on Mentimeter and Hypothes.is



- Forefront the importance of well-being
- My PhD research Highlighted 3 processes used by principals in my study:
 1. **Fuel IT (FIT)**
 2. **Awakening, Thinking, Enacting and Reflecting (ATER)**
 3. **MegaPositioning.**
- Further work and reviewing of the Literature lead to the publication of Wellbeing in Educational Contexts with a practical suggestions for possible enactment

Writing and Open Text



- Access:

<https://usq.pressbooks.pub/wellbeingineducationalcontexts/>

Why Open?



'Education will be the lynchpin of a sustainable development agenda whose success relies on individuals, throughout their lifetime, acquiring relevant knowledge and developing positive attitudes to address global challenges.'

Education for Sustainable Development and the SDGs, UNESCO Policy Brief,
January 2018
[<https://en.unesco.org/sites/default/files/gap_pn1_-_esd_and_the_sdgs_policy_brief_6_page_version.pdf>](https://en.unesco.org/sites/default/files/gap_pn1_-_esd_and_the_sdgs_policy_brief_6_page_version.pdf)

Open education and freedom



- Open education is about **freedom**
- *to licence, and then retain, reuse, revise, remix, and repurpose (the 5R's)*
- *to retain your intellectual property, to decide if/how you will profit from it*
- *from prevailing commercial structures of knowledge and enclosure*
- *to create authentic, inclusive, and diverse learning experiences*
- *for students to meaningfully contribute as emerging professionals*



How do open systems function?



Low, or no, barriers to access

A desire to share, and seek different forms of impact

Shared ownership, and power – return to the Commons – leading to broad networks and collaboration

Legal mechanisms to (re)use, revise, repurpose, remix, and retain information resources (open licencing)

A focus on context

Knowledge and information as fundamental to a participatory democracy



Image from Pixabay, released into the Public Domain from: <https://pixabay.com/photos/house-keys-key-the-door-castle-1407562/>

What is well-being?

- A definition of well-being is complex as disciplines such as education, philosophy, health and psychology have defined it differently with respect to particular contextual constructs (Larsen & Eid, 2008; Gillet-Swan, 2014).



Activity 1: *explore wellbeing*

- Q. What is well-being?
- Please either click onto the Mentimeter site to post your responses or write your own definition elsewhere.
- We will give you 2 minutes to do this and then we will place you into breakout rooms for 5 minutes to discuss wellbeing.

Q 1. What is wellbeing?

**Join the discussion
with a QR Code**

Voting Code: 1603567

**Or join the discussion
with the following link**

<https://www.menti.com/b6xgc6ecna>



Meaning Making



Diener's (2009) definition of SWB consists of three components, all of which involve *cognitive appraisal*.

The three components are:

- life satisfaction, where one has **cognitively** appraised that one's life was good;
- positive affect (i.e., high levels of pleasant emotions); and
- relatively low levels of negative moods.



Break Out Room 1:
let's discuss ...

Situation



Demarcation between work and home has become increasingly blurred in many sectors, and trying to negotiate the converging worlds of work, study, and home lives becomes a constant challenge. Rather than 'working from home', we are instead 'taking home to work' and this creates implications for perceptions of personal and professional wellbeing.

'Know yourself and know what impacts or enables your wellbeing' - Susan

Activity 2: *explore wellbeing*

Q. What are the impactors to wellbeing in your educational context?

Please either **click** onto the **Mentimeter** site below to post your responses **or write your own response elsewhere**.

We will give you 2 minutes to do this.

Q2. What are the impactors to wellbeing in your educational context??

**Join the discussion
with a QR Code**

Voting Code:3549876

**Or join the discussion
with the following link**

<https://www.menti.com/kvej2dqk5y>



Activity 3: *explore wellbeing*

Q. What are the enablers to wellbeing in your educational context?

Please either **click** onto the **Mentimeter** site below to post your responses **or write your own response elsewhere**.

We will give you 2 minutes to do this.

Q3. What are the enablers to wellbeing in your educational context and are these different now due to Covid 19?

**Join the discussion
with a QR Code**

Voting Code:8767660

**Or join the discussion
with the following link**

<https://www.menti.com/3rytkg9asn>





Ways of working

Let's explore what
actually works



Cognitive appraisal

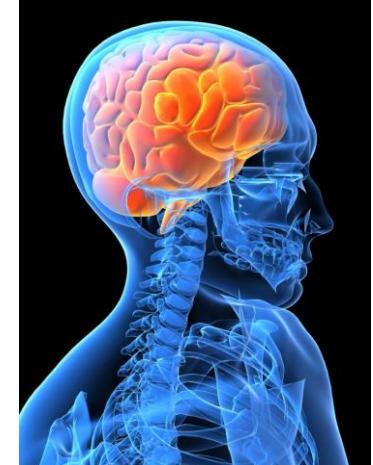
You control your thinking,
select the right tool to build
your approach.



Image Source:
<https://pixabay.com/images/search/builder/>



■ Dialogical Self (Hermans, 1996, 2002, 2002b, 2003, 2006)



“Occurs within the individual as imaged dialogue with others” (McIlven and Patton, 2007, p. 5).

Well-being in the work Context

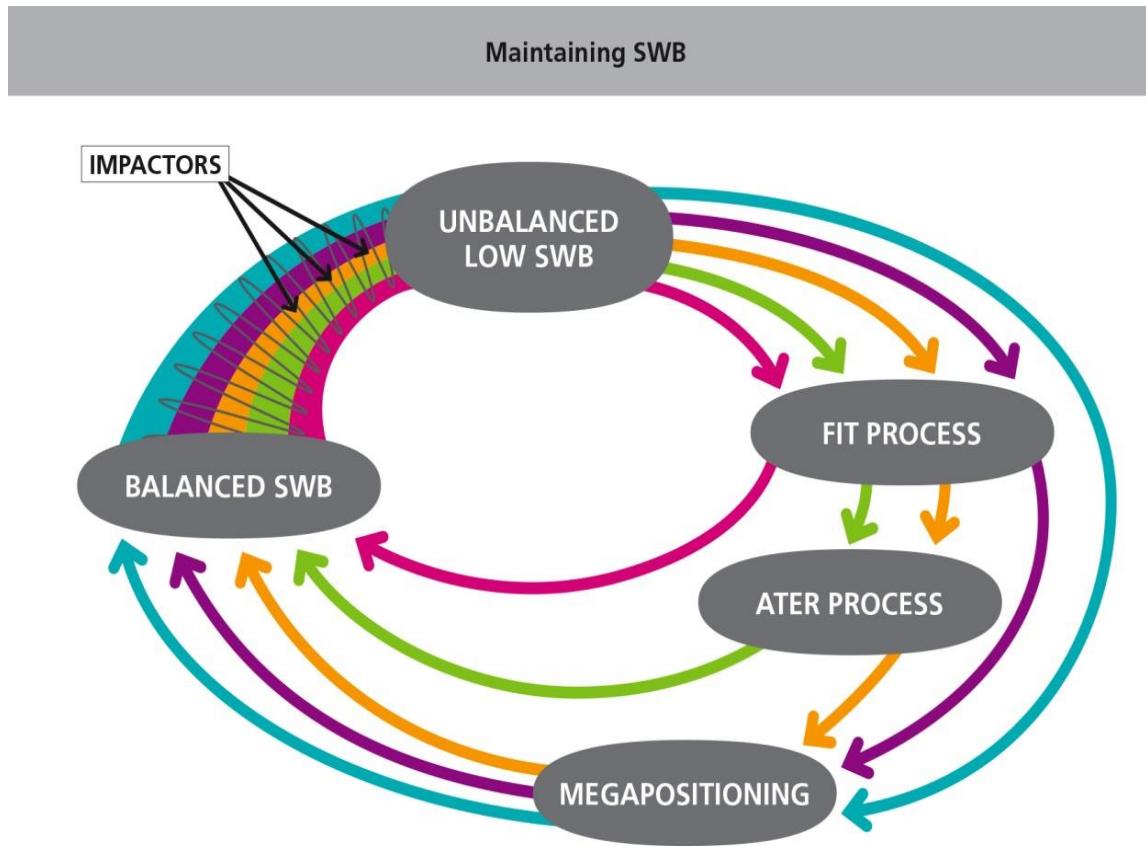
Research Findings :

There are learned ways of working that help people to maintain their SWB even though they are in a complex situation.

2016 study participants were utilising:

- Ways of working that involved tacit knowing
- Cognitive evaluation and core motivators
- Three processes (FiT; ATER, MegaPositioning)
 - Management mindset (FiT and ATER)
 - Engineering mindset (MegaPositioning)
- **2019 Research showed 12 Pathways (Wellbeing in Educational Contexts)**

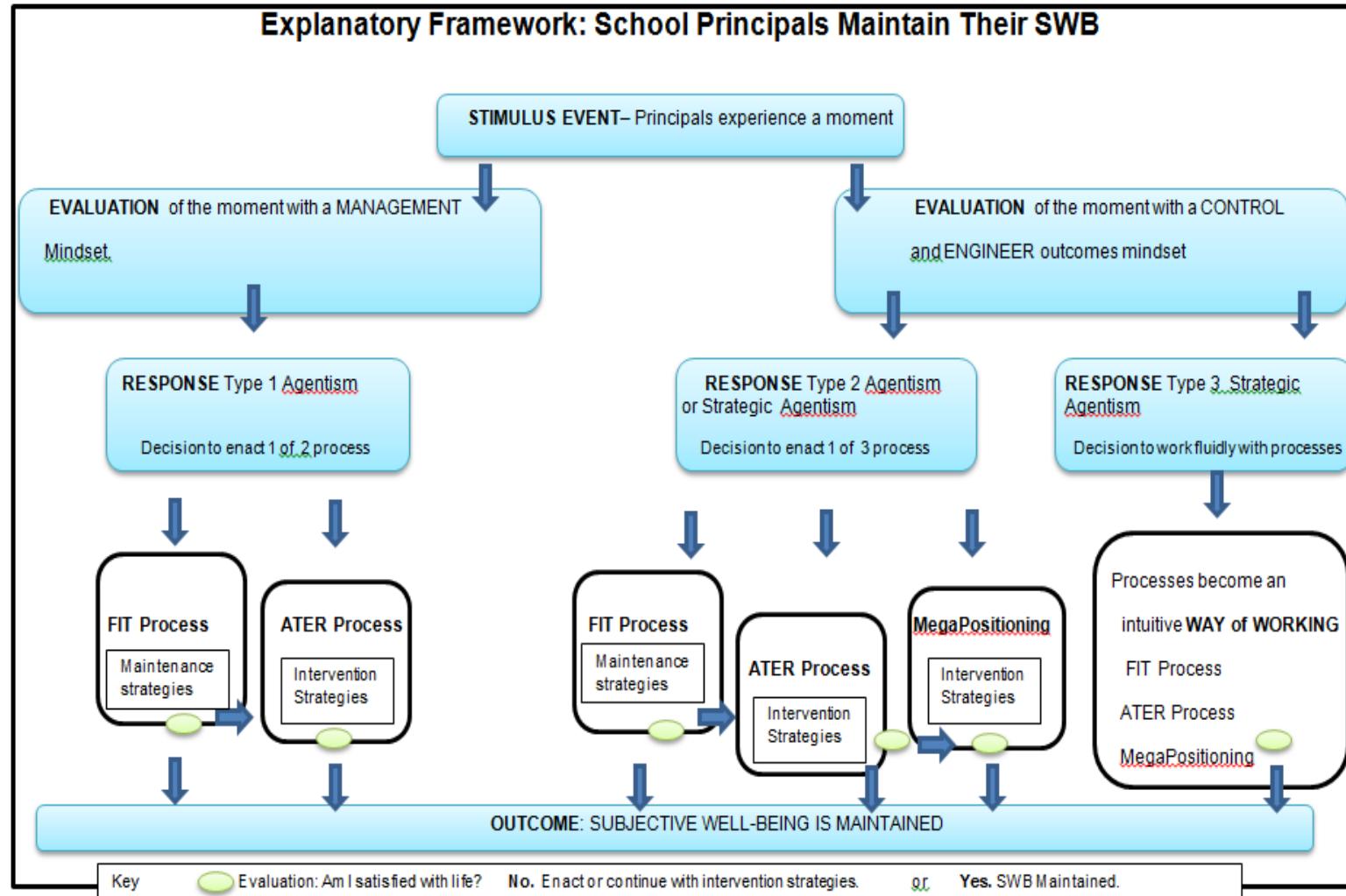
Maintaining SWB



Overview of Process used to Maintain SWB

Source: Carter, S. (2016)

How some principals maintain SWB



Source:
Carter, S. (2016)

Activity 4: *explore wellbeing*

Q. Are the organisation's ways of working actually supporting wellbeing promotion?

Please either **click** onto the **Mentimeter** site below to post your responses **or write your own response elsewhere**.

We will give you 2 minutes to do this.

Q4. Are the organisation's ways of working actually supporting wellbeing promotion?

**Join the discussion
with a QR Code**

Voting Code:3626433

**Or join the discussion
with the following link**

<https://www.menti.com/e7mkxarrb5>



Activity 5: *explore wellbeing*

Q. In what ways do conversations contribute to your wellbeing?

Please either **click** onto the **Mentimeter** site below to post your responses **or write your own response elsewhere**.
We will give you 2 minutes to do this.

Q5. In what ways do conversations contribute to your wellbeing?

**Join the discussion
with a QR Code**

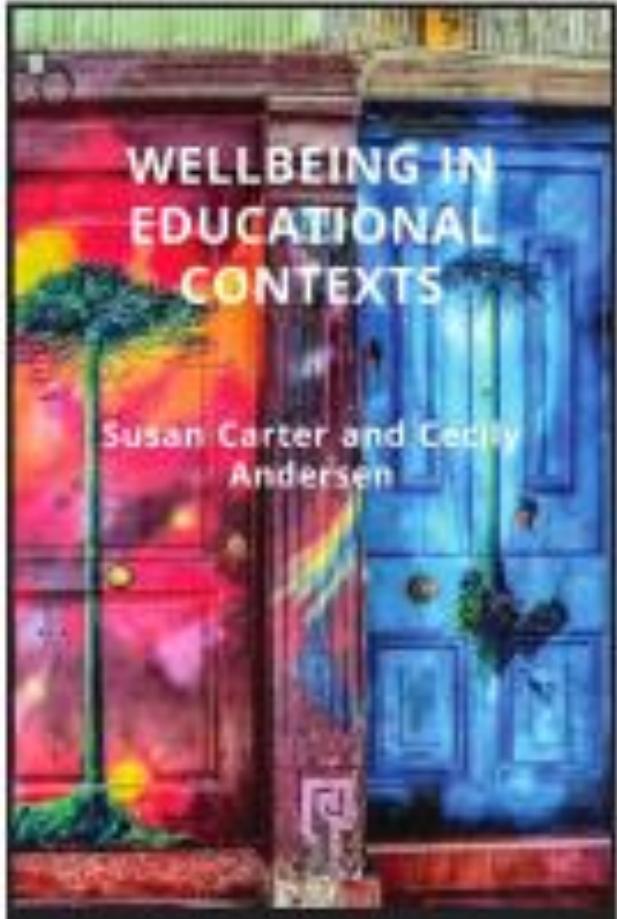
Voting Code: 1603567

**Or join the discussion
with the following link**

<https://www.menti.com/b6xgc6ecna>



Activity 5: View Open Text



Access:

<https://usq.pressbooks.pub/wellbeingineducationalcontexts/>

Move to Chapter 6

Navigating to the book (and using Hypothes.is)



How to navigate the OpenText using Hypothes.is

- **Step 1:** go to <https://hypothes.is/groups/vbjRqi2m/wellbeing-disrupted> (*this can also be found in the Chat for ease of use*)
- **Step 2:** Click on the book title (as shown below)

A screenshot of a web browser displaying a Hypothes.is group page. The URL in the address bar is https://hypothes.is/groups/vbjRqi2m/wellbeing-disrupted. The page title is "Wellbeing Disrupted". On the left, there is a sidebar with "2 Matching Annotations" and a date range "Last 7 days". The main content area shows a list of annotations. The first annotation is from "usq.pressbooks.pub" titled "Ecological and Contextual Analysis of Wellbeing in Your Context". A red oval highlights this title. On the right side of the page, there is a sidebar with "Annotations: 2" and "Created: January 31, 2021", along with "Edit group" and "Leave this group" buttons.

- **Step 3:** Click on 'Visit annotations in context' (as shown below)

A screenshot of the "Visit annotations in context" view for the book title "Ecological and Contextual Analysis of Wellbeing in Your Context". The view shows two annotations. The first annotation is by "Susan_Carter" dated "01 Feb 2021". The second annotation is by "AdrianStagg" dated "01 Feb 2021". Both annotations have a red oval highlighting the "Visit annotations in context" link. The sidebar on the right shows the number of annotations (2), the creation date (January 31, 2021), and buttons for "Edit group" and "Leave this group".

10 Minute break

Please grab a coffee and settle into reading chapter 6.



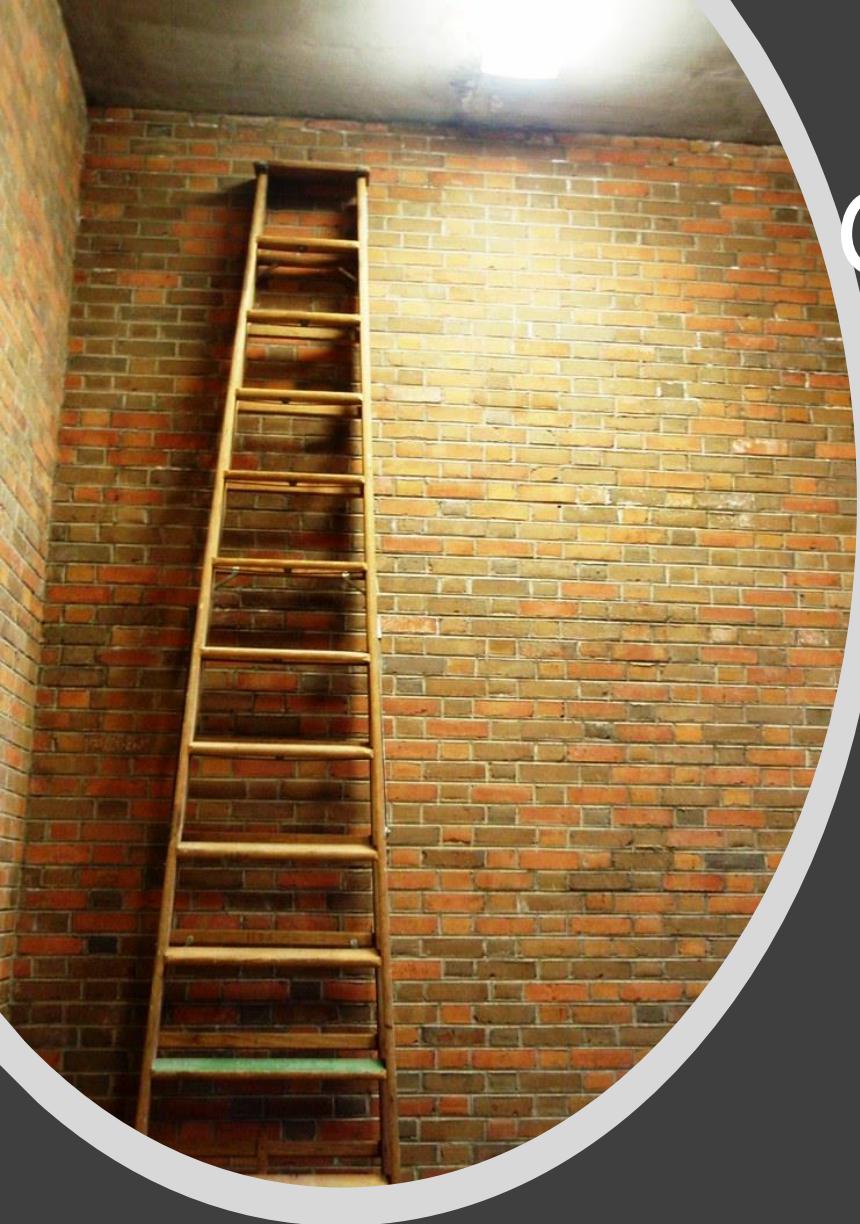


Break Out Room 2

Let's Discuss



Growing / engaging

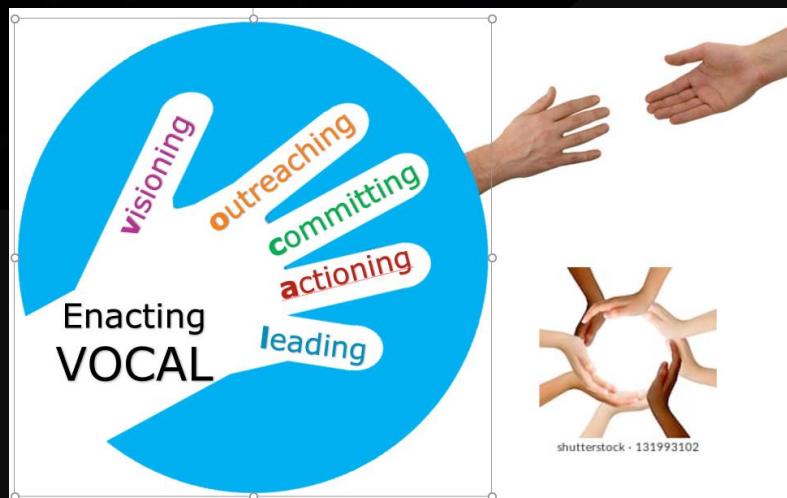
A circular inset photograph showing a wooden ladder leaning against a brick wall. The ladder has several rungs and a green cloth or mat at the bottom. The brick wall is made of reddish-brown bricks.

Growing / Engaging

- **12 Key Pathways to embedding a whole of context focus on wellbeing**
 - Expert school leadership
 - Strategic visioning
 - Quality teaching & learning
 - A supportive, caring and inclusive environment
 - Social and emotional competencies
 - A sense of meaning & belonging
 - Using monitoring & strength based approaches
 - Strategies encouraging a healthy lifestyle
 - Programs to develop prosocial values
 - Family & community partnerships
 - Spirituality



Activity 6: Your Take Away



Q. What are you going to supporting wellbeing promotion?

Please USE the VOCAL process (Abawi & Carter, 2021) to complete your action plan.



Decide to:

- Begin Understanding ‘Self’
 - Being Aware of Cognitive evaluations of ‘the moment’
 - Engage ways to cognitively reframe and balance wellbeing
 - Maintain Subjective Well-Being
-
- *‘Begin being VOCAL.’*

Wellbeing at Work Manifesto



USQ
AUSTRALIA

Wellbeing at Work Manifesto (devised by Kate Lister and adopted by me because I think it is fabulous)
I believe in supporting wellbeing in the workplace. I promise to try to:



- Avoid booking meetings for lunchtimes, or after working hours
- Acknowledge colleagues' contributions to group endeavours
- Support any colleague experiencing wellbeing or mental health issues
- Make time to have informal catch-ups with colleagues
- Encourage positivity, laughter and fun in the workplace

Q6. What are your 3-key take aways from this session?

**Join the discussion
with a QR Code**

Voting Code:3626433



**Or join the discussion
with the following link**

<https://www.menti.com/57bavv1a22>

Where to from here

- You are important and you matter. You have control – how can you cognitively and positively reframe and use self talk?

If you are interested in finding out more about our research please contact our Team:

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- Cecily.Andersen@usq.edu.au
- Adrian.Stagg@usq.edu.au
- Michelle.Turner@usq.edu.au





We greatly appreciate
the opportunity of
sharing with you.

Thank you for
participating in this
workshop.

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