

A bit of PRE- forum thinking but only if you have time. It is here to stimulate your thinking. Your group will choose to consider either hope and wellbeing practice or Building Spiritual Quotient for the dialogue. Thanks Anne & Annette (Faciliators for these forums)

Building our spritual Intelligence is required to create hopefulness, wellbeing and resilience.

THREE TYPES OF INTELLIGENCE		
Capital	Intelligence	Function
Material Capital	IQ: Rational Intelligence	What I think
Social Capital	EQ: Emotional Intelligence	What I feel
Spiritual Capital	SQ: Spiritual Intelligence	What I am

Spiritual intelligence is an ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self and to embed these meanings, values, and purposes in living richer and more creative lives. Signs of high SQ include an ability to think out of the box, humility, and an access to energies that come from something beyond the ego, beyond just me and my day-to-day concerns.

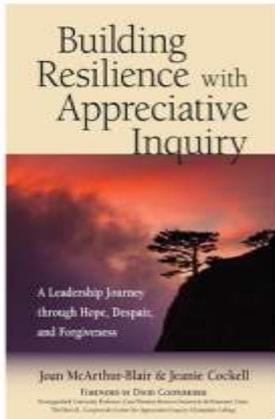
12 PRINCIPLES OF SPIRITUAL INTELLIGENCE	
Self-Awareness	Knowing what I believe in and value, and what deeply motivates me
Spontaneity	Living in and being responsive to the moment
Being Vision- and Value-Led	Acting from principles and deep beliefs, and living accordingly
Holism	Seeing larger patterns, relationships, and connections; having a sense of belonging
Compassion	Having the quality of "feeling-with" and deep empathy
Celebration of Diversity	Valuing other people for their differences, not despite them
Field Independence	Standing against the crowd and having one's own convictions
Humility	Having the sense of being a player in a larger drama, of one's true place in the world
Tendency to Ask Fundamental "Why?" Questions	Needing to understand things and get to the bottom of them
Ability to Reframe	Standing back from a situation/problem and seeing the bigger picture; seeing problems in a wider context
Positive Use of Adversity	Learning and growing from mistakes, setbacks, and suffering
Sense of Vocation	Feeling called upon to serve, to give something back

[Refence:-https://thesystemsthinker.com/spiritual-intelligence-a-new-paradigm-for-collaborative-action/](https://thesystemsthinker.com/spiritual-intelligence-a-new-paradigm-for-collaborative-action/)

Implicit in spiritual intelligence is applying hope, wellbeing and reliance practices to everyday life.

Building Resilience with Appreciative Inquiry: A Leadership Journey through Hope, Despair, and Forgiveness

By: Joan McArthur-Blair and Jeanie Cockell



Zoom dialogue with authors register, [Click Here](#)

Date: September 24, 2020

Time: 10:00am – 11:30am New York time

“Building Resilience with Appreciative Inquiry is about making being human a sustainable endeavor in a world of complexity, adversity, and uncertainty. This book provides tools, practices, and reflective questions that will build your capacity to dance fluidly with hope, despair, and forgiveness. The result: resilience, an essential strength for leaders committed to evolving a more positive future.

Building on their decades of work on Appreciative Inquiry, they share what’s next for building organizations for ecological sustainability and social justice. Jeanie and Joan make a critical link between positive approaches in organizations and resilience and demonstrate how the latter can support leadership development and transformation at the individual, group, organization, and societal levels.

A bit of a pre read before THINKING YOU NEED THIS BOOK OR BEFORE JOINING THE 24/9 DIALOGUE WITH THE AUTHORS.

<https://cockellmcarthur-blair.com/wp-content/uploads/2019/12/building-resilience-with-appreciative-inquiry-excerpt-1.pdf>

HOPE- what really does it mean to inspire and grow hope?

In his classic book, *On Leadership*, the late John Gardner (1990), asserted that “the first and last task of a leader is to keep hope alive. Never denying the difficulties, they must keep confidence unimpaired” (p. 195). He said:

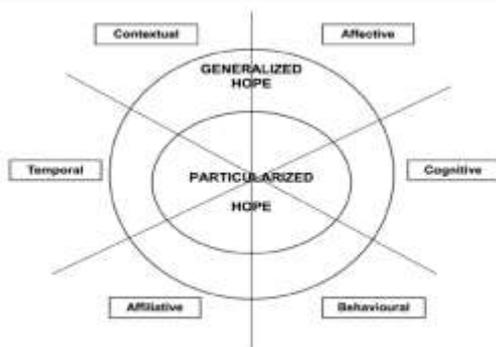
We need to believe in ourselves and our future but not to believe that life is easy. Life is painful and rain falls on the just [and the unjust]. Leaders must help us see failure and frustration not as reason to doubt ourselves but a reason to strengthen resolve (p. 195).

I find this to be a provocative, inspiring, and instructive statement for leaders; but, also, one grounded in reality and impatient with light, fatuous optimism, and pixie-dust-like notions of hope (Tinder, 2001). We are not here simply trying to “sweeten the sour apple” (Freud cited by Smith, 2001, p. 38).

Link to Fostering Hope –Kieth Douglas Walker

https://www.researchgate.net/publication/235284780_Fostering_hope_A_leade_r%27s_first_and_last_task#pf12

“Walker argues that leaders who foster warranted hope will improve educational practice and the experiences of learners and their communities. Practical implications – The author provides leaders with an overview of the utility of a reality-based notion of hope that may serve to legitimate and focus constituent energies and make sense of key organizational challenges. Originality/value – Provides a unique framing and synthesis of the multi-dimensional concept of hope into the context of educational leadership, association with relevant allied constructs, and the challenges of education in the twenty-first century.



Source: Dufault and Maroscchio (1995, p. 302)

Understanding the model

Hope is “a multidimensional dynamic life force characterized by a confident yet uncertain expectation of achieving a future good which, to the hoping person, is realistically possible and personally significant” (Dufault and Maroscchio, 1995, p. 302). In addition, Koesterbaum (1991) stated. **A leadership mind is characterized by hope** What is needed is hope, the realistic perception that there is a way out, that there is a future, that there is a solution The leader has the capacity and the will to take charge of generating hope (p. 65)

Generalized hopefulness keeps one from despair, focuses one on the meaningfulness of life, and empowers people to work for something because it is significant, not just because it stands a chance to succeed. Dufault and Martocchio (1985) theorized that generalized hope “gives a broad perspective for life and thought that includes flexibility and openness to changing events” (p. 380) Hope enables the leader to envision, dream, and anticipate possibilities, rather than despair, within an unknown, challenging, and ever-changing future.

Particularized hope calls upon persons and learning communities to commit themselves to transformation and to fine-tune their energies in a way that leads to fostering hope to whatever the object of hope might be.

Learning communities are able to say “we are different, better and more like we hope to be today than we were yesterday

ERO has a range of documents to reference regarding well being

<https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/online-resources-for-schools/#the-five-ways-to-wellbeing>

Online resources for schools

On this page:

Health Promoting Schools
Mental health matters: a health education resource for junior secondary school
Guidelines for Mentally Healthy Schools
The Five Ways to Wellbeing
Bullying Prevention and Response
Digital Technology: Safe and responsible use in schools
Preventing and Responding to Suicide
Positive Behaviour for Learning
Ministry of Education - Physical Activity for Healthy, Confident Kids
Aotearoa Youth Voices Toolkit
S.K.I.P - Strategies with Kids - Information for Parents
Ministry of Education - Curriculum in Action
SPARX information for young people
Additional international resource

Introduction
Effective practices to promote and respond to wellbeing
What ERO knows about student wellbeing
Improving wellbeing in your school
Promoting student wellbeing
Responding to wellbeing issues and concerns
Useful wellbeing resources
Sources of wellbeing data for internal evaluation
Online resources for schools

NZIWR is dedicated to increasing wellbeing and resilience in individuals, communities and organisations.

<https://nziwr.co.nz/>

A huge range of resources and research eg Quinlan and Hone





DR DENISE QUINLAN

Dr Denise Quinlan is a Research Fellow at the University of Otago and lectures internationally in Positive Psychology. She contributes to the development of wellbeing in education and the workplace through her research, programme development and face-to-face consulting and training. Having worked and worked with leaders in positive psychology at the University of Pennsylvania, her PhD at the University of Otago focused on wellbeing interventions in the NZ context. Denise's work in international banking and management consultancy with KPMG and Deloitte ensure her workplace wellbeing work reflects her understanding of corporate environments. Her work is published in international academic journals and edited volumes.

[View More](#)



DR LUCY HONE

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Dr Lucy Hone is a research associate at AUT University, as well as having her scientific research published in leading academic journals internationally, she writes for the Sunday Star Times and Psychology Today. Having been trained by the thought leaders in the field at the University of Pennsylvania, she completed a PhD in public health at AUT. She now assists organisations – from leading law and aviation firms, to schools and health practitioners – to design and implement wellbeing initiatives, creating sustained and meaningful change. The widespread respect for Lucy's work is demonstrated by five large-scale projects she is currently running involving hundreds of NZ schools, backed by Ministry of Education funding.

[View More](#)

Both presenting at ACEL Conference which online and free. They will be keynote on Day 2 1st October at 10.30 am Australian time

<https://nziwr.co.nz/why-wellbeing-matters-to-you-and-me/>

While there are multiple ways to conceptualise and measure wellbeing, Felicia Huppert's definition "feeling good and functioning well" provides a succinct definition of what wellbeing is. Our psychological wellbeing includes but goes well beyond the physical components of health, such as eating, sleeping and moving well.

Individuals high in wellbeing are physically healthier, less stressed, are more productive at work and take less time off. There is clear evidence that higher levels of psychological wellbeing benefit not just the individual, but their families, communities and society on the whole.

Strategies for increasing wellbeing are numerous. A great place to start in our everyday lives is learning about strengths and positive emotions. Knowing our strengths, using a strengths-based approach to all areas of life, and learning to play to our strengths is one path to higher levels of psychological wellbeing. Increasing and harnessing the range of positive emotions we experience broadens our outlook, increases creativity and makes for better problem-solving.

Wellbeing literacy, like academic literacy, is an essential life skill. Understanding the tools, strategies and barriers of our own wellbeing means we are able to go out into the world feeling good and functioning well. Having wellbeing literacy means that individuals have a 'toolkit' which they can draw on throughout their lives as needed.

Another term used to promote wellbeing is "Positive schooling"



FROM SURVIVING TO THRIVING WITH POSITIVE EDUCATION

Positive Education is the umbrella term for wellbeing education and character development within a school context. As New Zealand representative of the International Positive Education Network, DR LUCY HONE explains what positive education looks like in schools. She also shares insights from the pilot scheme she's been running to implement 'Pos Ed' in five Christchurch primary schools this year.

<https://n7j3d7s4.stackpathcdn.com/wp-content/uploads/2017/12/From-surviving-to-thriving-1.pdf>