

IPPA Education Division Charter (DRAFT)

The Charter is a member-created document to be reviewed annually and revised as necessary.

Name: IPPA Educational Division (IPPAed)

Context:

The International Positive Psychology Association (IPPA), founded in 2007, aims to promote the science and application of positive psychology, facilitate collaboration, and share findings with as many people as possible. IPPA organizes activities related to positive psychology around the world, bringing together the best knowledge from research with the best knowledge of application.

The IPPA Education Division (IPPAed) supports collaborative research and application in positive education. Positive education (PosEd) combines the science of positive psychology with the science and best practices of education to support and build wellbeing and character in students, staff, schools, and educational communities as a whole (Norrish et al., 2013; Seligman et al., 2009; White, 2016).

Mission:

The mission of the IPPAed Division is to bridge research and practice related to the application of positive psychology in formal and informal educational settings at all levels and all ages, including early education, primary, secondary, tertiary, and beyond. The Division strives to facilitate collaboration amongst members from around the world, support high quality research, translate research into practice in an ethical manner, foster open dialogue, and promote the sharing of knowledge and resources amongst academics, researchers, practitioners, educators, and students worldwide.

Vision:

IPPAed is a member-driven, international forum of academics, researchers, students, practitioners, and educators from around the world dedicated to bringing out the best in educational communities through the intersection of the science of positive psychology and best learning educational practice. IPPAed recognizes the plurality of theories, models, methods, and perspectives relevant to PosEd. IPPAed aims to connect members from

around the world, fostering open dialect and the sharing of knowledge and resources, to empower individuals and educational communities worldwide to create and shape environments that allow all members of the community and the communities to flourish. IPPAed emphasizes ethical, high quality research, and helps translate research into practice, safeguarding the science from illegitimate uses. As part of the larger IPPA organization, the Division connects members with scholars and practitioners from diverse, interdisciplinary backgrounds, and provides a home for IPPA members interested in education.

Objectives:

Like other Divisions within IPPA, the IPPAed objectives are aligned under the three strands of the Association's overall mission:

- To advance the scientific study and ethical application of positive psychology.
- To facilitate collaboration among researchers, teachers, students, and practitioners of positive psychology around the world and across academic disciplines.
- To share the findings of positive psychology with the broadest possible international audience.

Within the next five years, IPPAed aims to:

- Be a community of academics, researchers, students, educators, and practitioners dedicated to advancing best educational practices through the ethical application of the science of positive psychology within educational settings.
- Emphasize the plurality of theories, models, and perspectives relevant to positive education, benefiting from the richness of perspectives, experiences, and diversity of its members.
- Foster and enable open dialogue and friendly debate about best practice approaches for defining, studying, and applying positive education.
- Connect Division members from across the world, enabling collaboration across countries and institutions.
- Emphasize the role of high quality, ethical research.
- Actively bridge gaps between research and practice, helping educators understand legitimate uses of science.
- Connect educational research with other fields of study, including sub disciplines of psychology, health sciences, organizational scholarship, and the arts and humanities, through its connections with the IPPA organization.

- Create evidence based curricula, programs, and tools that benefit its members and the broader communities where members work and live.
- Maximize access to resources across nations and cultures.
- Develop empirical and practical knowledge that can inform policy recommendations regarding positive changes in educational practice.
- Have a strong presence at the biennial IPPA conferences, and enable connections amongst members between the conferences.
- Work collaboratively with local organizations and networks that promote positive education to disseminate research findings.

Activities:

We will accomplish these objectives by encouraging the following activities by Division leadership and members:

- 1) Identify existing and needed research for the implementation of positive psychology within education. Critical to this is actively engaging researchers and practitioners across multiple disciplines, countries, and backgrounds.
- 2) Translate research into practical, evidence-based solutions, with easy-to-use materials for educators that can be incorporated into educational settings.
- 3) Test the impact of positive psychology interventions within and across schools, including impacts on student, staff, families, and local communities.
- 4) Inform the practical application of positive psychology in education, through collaborative studies, evaluation, and open sharing of challenges, successes, and resources.
- 5) Develop synergistic partnerships with other organizations around the world with shared values.
- 6) Communicate research findings and practical knowledge, developing a database of best practice approaches for PosEd.
- 7) Have a strong presence at the biennial IPPA World Congress.
- 8) Represent education interest to IPPA. Positively influence future policy development, initiatives, and the development of IPPA.
- 9) Encourage networking, share results, be a vetting ground for educators who don't have the background to judge validity of the results

Partnering With Other PosEd Organizations and Networks

IPPAed joins a growing number of local, national, and international PosEd organizations around the world, including the International Positive Education Network (IPEN), the Positive Education Schools Association (PESA), and the Wellbeing in Higher Education network (WiHE). IPPAed will work in partnership with other organizations, aiming to complement other PosEd efforts. IPPAed emphasizes the importance of research, close links between research and practice, and the plurality of theories, models, methodologies, and perspectives of its members. IPPAed is dedicated to safeguarding the science of positive psychology, providing a voice of science and care, concern, critique, and anchor for other organizations. IPPAed will benefit from members who belong to other organizations, who can identify and foster synergistic roles across organizations.

Division Membership:

IPPAed aims to be collectively led and member-inspired. Our desire is to grow a strong membership base with a productive mix of academics, researchers, students, practitioners, and educators. Division membership is open to all Members and Students of IPPA. Division membership lasts for the length of one's IPPA membership, and involves the following benefits and responsibilities:

- Division members are encouraged to actively participate in webinars, committees, topic groups, or forums, and/or contribute resources to the online database to help build knowledge within the community.
- Division members can volunteer to be a part of member-led committees and leadership roles, including regional members who organize members for local meet-ups and aid with membership engagement efforts.
- Division members are eligible to vote in Division elections and contribute to ongoing dialogue about Division activities.
- Division members will have access to the resources shared within the community.
- Division members can sign up to receive regular updates about Division activities and research findings.

Communication:

Communication with members will occur through direct email and a member-only online portal accessible via the IPPA network (ippanetwork.org). A Division specific online forum will be available for direct communication amongst members. Additional communications will include:

- An annual report to the IPPA Leadership and Board of Directors by the President.
- An annual report on Division activities, available to members.

Leadership:

The Division will be headed by:

- An Executive Committee, which will include the Immediate Past President, President, President-Elect, Secretary, Treasurer, and Committee Leaders.
- An Advisory Group, which will provide strategic oversight to the division.

Given IPPA's dual emphasis on the advancement of scholarship and practice, the leadership structure should inherently reflect both of those interests, with a mix of academics and practitioners serving leadership roles. Leaders will serve two-year terms. The roles and responsibilities are as follows:

Division President

The Division President is the highest-ranking elected officer, who presides over and supports all activities of the Division. Key responsibilities include:

- Consulting with Division members and IPPA leadership to identify and develop programs, offerings, and activities that advance the mission of the Division and Association.
- Serving as the primary spokesperson for the Division.
- Reporting to the IPPA Leadership and the Board of Directors on an annual basis about Division activities, main accomplishments, membership levels and financials, and any challenges or future plans that would benefit from IPPA support.
- Ensuring that Division members' interests are represented in IPPA Board meetings and discussions through collaboration with IPPA Leadership.

Division President-Elect

The Division President-Elect is the second-ranking elected officer in each division and assumes the highest-elected position at the next election. To encourage diversity, the President-elect must be from a different country than the current President. Key responsibilities include:

- Supporting the Division President in fulfilling the goals and objectives of the Division by providing continuity to established programs and by formulating future programs.
- Assuming the responsibility of the Division President in his or her absence.
- Accepting responsibilities delegated by the Division President, such as overseeing special projects and being a committee member/project team liaison.

Immediate Past-President

The Immediate Past-President serves in an advisory role to the President and President-Elect on an as-needed basis. Responsibilities include:

- Utilizing and sharing experience gained as a previous President to provide advice and leadership regarding past practices.

Division Secretary

The Division Secretary serves as the chief administrative officer for the Division. Key responsibilities include:

- Assuring the maintenance of records and compliance with Division and Association policies and procedures.
- Oversight of communications, including recording minutes of division meetings, initiating correspondence both within the division and between the division and IPPA, liaising with committees, and sharing knowledge internally.

Division Treasurer

The Division Treasurer serves as the chief finance manager for the Division. Key responsibilities include:

- Monitoring all financial aspects of the Division, assuring all financial transactions (income and expenses) are recorded in a transparent manner.
- Ensuring the financial integrity of the Division.

Committee Leaders

Committee leaders will serve on the Executive Committee and lead sub-committees to achieve the aims of the Division. Additional committee leaders may be developed over time as needs arise.

- Communications lead: Oversees communications within the Division and between the division and IPPA. Manages written communications with Division members, marketing, and other external activities.
- Membership lead: Organizes activities related to cultivating and maintaining the Division's membership base, including active recruitment and advising leadership on member needs and interests.
- Partnership lead: Actively builds the Division's relationships with other groups, associations, organizations, and networks.
- Events lead: Serves as the point person for events organized by the Division, and ensures the Division has appropriate content and representation at relevant events.
- Congress lead: Point person for the biennial IPPA World Congress.
- Research-Practice lead: Oversees strategies for bridging research and application.

Leadership Meetings:

Division leadership will convene meetings as follows:

- Periodic meetings to share and discuss progress made towards the Division's vision, coordinated and sanctioned by elected officers
- Division business meeting to be held at the IPPA World Congress
- Committee-specific meetings may be held outside of the general Division meetings

Appointment and Election Process:

To secure a strong foundation, the initial Executive Committee will be selected from the IPPA Membership base. Interested Members should provide a short biography and statement of what they will contribute to the Division. A selection committee consisting of researchers and practitioners will appoint the initial Executive Committee. The Committee will finalize the charter, allow members to provide further comment on and ratify the charter, and will lead the Division through the initial two years.

In subsequent cycles, the Executive Committee will invite nominees from the IPPA Membership base. Candidates will be asked to submit a short biography and statement of purpose, which communicates the nominee's motivation and intended approach in pursuing the role. These submissions will be shared with all Division members for a period of time before voting, wherein members may submit questions via a general forum for candidates to respond. Division members will then be invited to vote for the nominees, and election will be based on majority vote. To ensure continuity of the Division, in the case of insufficient nominations, leadership will be appointed from within the Member base by the Executive Committee.

Resources and Support Available from IPPA:

IPPA will provide the Division with access to IPPA membership and the Board. Depending on available resources and as appropriate, the Division can apply for funds from the Association by submitting a detailed proposal and budget to the Board of Directors. IPPA Leadership will help to promote the opportunities and activities of the Division to members and contact lists, encouraging greater participation, and will also make appropriate introductions to relevant researchers and scholars on the Board or within its network. In addition, the Association will share access to existing communication systems, and work with the Division to determine the best way to house information online.

References:

- Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3, 147-161.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293-311.
- White, M. A. (2016). Why won't it stick? Positive psychology and positive education. *Psychology of Well-Being*, 6, 2. Doi: 10.1186/s13612-016-0039-1