INFORMATION PACKAGE

Student Residence Manager, Kooloobong Village, the Manor and International House
Accommodation Services Division

Accommodation Services

From 1 January, 2015 the University entered into a 39-year licence agreement of its entire student accommodation portfolio to a private sector consortium – Living + Learning Partners (LLP). LLP is providing the University with a funding injection that will be used to invest in its core teaching and research endeavours as well as building an additional two on-campus residences, taking the number of beds the University can provide to students to more than 2,500. The University has retained responsibility for the day-to-day operations of student accommodation whilst the management of the buildings and grounds is the responsibility of Programmed Facility Management, one of Australia’s leading providers of facility management services.

The University of Wollongong has 1,811 places available in student accommodation within four organisational units and nine geographical locations.

- Campus East – 616 student places.
- Weerona College & Gundi – 238 student places.
- Marketview, Keiraview and Graduate House – 268 student places.
- Two new residences will be online by 2018 providing an additional 1000 student places, 800 of which will be in three new buildings in the Kooloobong Village precinct.

Kooloobong Village

Kooloobong Village is located on the University campus amidst a bushland setting on the edge of Mount Keira. Kooloobong Village is a vibrant student hub with a residence population made up of 458 both undergraduate and post graduate students.

Kooloobong Village is a mix of new units recently completed in 2013, and the existing buildings, all of which are managed as one community. Kooloobong Village is a self-catered residence and accommodates to students who wish to live independently - doing their own cooking and cleaning.

Kooloobong Village has taken a unique approach to creating a culture of wellbeing by becoming the world's first Positive Residence, planned and supported by the science of Positive Psychology and Positive Organisations. The vision of having every student flourishing while living at UOW is firmly supported by the combination of wellbeing and education.

More on Positive Psychology and its role at Kooloobong Village

A “Positive Residence” is considered to be a facet of positive education. It refers to how organisational development and service delivery at KBV is influenced and guided by the science of
positive psychology and the principles of positive organisational scholarship. Positive psychology is the science of optimal human functioning, one that is oriented towards understanding the best aspects of human experience and, through the application of this knowledge, the enhancement of wellbeing. Relatedly, a positive organisation is one where leadership and management seek to enhance the use of strengths, positive communication, positive emotions and positive relationships of all those associated with the organisation. To implement these general principles at KBV, five enablers were developed which inform the programming. This award winning program is part of Kooloobong’s mission to “Foster life-long Wellbeing”, enabling students and staff to ‘Live out Loud’

For further information about Positive Psychology please refer to article “Positive Tertiary Education in a Residential Setting: Kooloobong Village” attached to this information package or for the full article with references please refer to Cambridge University Press.

For more information about Kooloobong Village please see:


**International House**

International House is the original University of Wollongong residence and is an affiliate of the 15 International Houses Worldwide. Home to many Australian and international students this residence first opened its doors to students over 27 years ago. It now proudly boasts a community of 222 students representing over 30 nations.

International House is fully catered and located in North Wollongong. International House offers a vibrant and culturally diverse support network for its students, with widely varied programs including the awarding winning iLIVE program.

For more information about International House please see:


**The Manor**

The Manor is a small, self catered, premium quality residence that provides a unique living experience to nine higher degree research (HDR) and post graduate students. The Manor is located near International House and is supported by the staff at International House.

For more information about The Manor please see:


**Current and Future Considerations**

The current arrangement of the new partnership program as discussed above is to expand the number and quality of student residence beds at the University of Wollongong. One of the key developments currently underway is at Kooloobong Village.
The current construction phase includes the demolition of existing residences with the view to provide an additional 800 beds taking the total number of beds to over 1200 at KBV. The delivery of the new building is scheduled to be ready for occupancy in 2018. The successful candidate will, as Kooloobong Village Student Residence Manager, be required to be involved in finalising the design and fitout as well as making the appropriate staffing arrangements for the new buildings.

The Kooloobong Village Student Residence Manager will be responsible for the entire Kooloobong Village precinct, in addition to International House and The Manor, with appropriate support from their management and administrative staff. The current structure of the team at Kooloobong Village and International House includes:

- 1 x Deputy Student Residence Manager
- 1 x Assistant Student Residence Manager
- 4 x Administration Assistants
- Student Leaders
- Casual staff

**Job or Lifestyle?**

Because the nature of the position is quite unique it is important that you understand the type of work in which you will be involved and the personal qualities, skills and abilities that will be required of you. As the SRM you will be required to live in a University-owned residence and be available to be a part of community activities and events and to manage critical incidents. The provision of a residence close to Kooloobong Village and International House facilitates this. Although there are support staff (e.g. Residential Advisors, Night Clerks and UOW Security) on duty, the SRM must be prepared to provide a senior-level staff response as appropriate. If you are a person who is driven by routine and adherence to a schedule then this position may not be the one for you. Flexibility and adaptability is the key.

You should be aware that there are some peak times for a Student Residence Manager, particularly during February each year, when you should expect to be away from home for three to four nights to participate in the annual Student Leader training programme, and be required to be in the office to be an active leader in Kooloobong Village and International House move-in weekends and orientation activities. On some occasions this may well involve several consecutive nights of consistent “after hours” telephone calls.

**Manager’s Residence**


**Enquiries**

Enquiries regarding the position should be directed to:
Nigel Pennington  
Director, Accommodation Services

We suggest that you contact the Director’s Assistant on telephone (02) 4221 5656 to arrange a mutually convenient time for Nigel to return your call.

19\textsuperscript{th} April 2016
Chapter 21 Positive Tertiary Education in a Residential Setting: Kooloobong Village

by

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Chapter to appear in


Word limit: 5,000 words

Introduction

Positive Education is the development of educational environments that enable learners to engage in established curricula, whilst also developing knowledge and skills that help to develop their own and others' wellbeing (Oades et al, 2011; Seligman et al, 2009). A key purpose of universities is to educate students. As described, university residences support this process by providing an immersive and hopefully transformative experience in which students can develop as scholars but also as whole people. Positive education makes this latter step more explicit. In this sense, university residential settings potentially can be perfect exemplars of positive education, a proposition this chapter seeks to advance using the case of Kooloobong Village (KBV). The intention is to extend upon Waters et al’s (this volume) description of positive education to demonstrate how a ‘positive residence’ like KBV represents an important facet of positive education at the tertiary level.

KBV is a 553-bed student residential community located on the main campus of University of Wollongong, NSW, Australia. The case study that follows documents the Five Enablers that have underpinned both program development and organisational development at KBV. These include: (1) Web and smartphone based self-regulation tools; (2) integrated wellbeing social marketing; (3) positive psychology coaching training and culture; (4) wellbeing informed activity planning; and (5) the enhanced knowledge, use and spotting of personal strengths. The formal program (commonly referred to as the “Live Out Loud” program) will also be outlined, along with a description of how it is being formally and informally evaluated.

Finally, the chapter will also address the interface between wellbeing and mental health recovery, insofar as it is relevant to KBV (e.g. student mentors as peer support workers). Relatedly, the role of positive tertiary education in mental health prevention and promotion is also explored, and it is argued that the mission of KBV (i.e. enabling lifelong wellbeing for self and others) mirrors modern day population health agendas, albeit delivered at an organisational unit level.

Positive Education and Wellbeing
Whilst there are vast and well-developed literatures focused on the engagement, satisfaction and achievement of learners in academic settings (e.g. Jungert, Alm & Thornberg, 2014; Lee & Reeve, 2012; Salmela-Aro & Upadyaya, 2013), research in these areas appears to be ultimately concerned with behavioural (e.g. student dropout) and/or academic (e.g. grade level) outcomes. Whilst these literatures have no doubt made positive contributions to the way primary, secondary and tertiary education is organised and managed, less attention has been paid to the holistic development of learners in these environments. However, a recent groundswell of interest in the concept of positive education (Brunwasser, Gillham & Kim, 2009; Durlack et al, 2011; Waters, 2015) has seen the educational research agenda expand to include the cultivation of well being as a key outcome of formal education at all levels (e.g. Oades, Robinson, Green & Spence, 2012; Jarden & Jarden, 2015). Whilst past researchers have examined the influence of college residence halls on academic performance (Bliming, 1989; 1993), and to students’ lives more widely (Pascarella, Terenzini, & Blimling, 1994), Parameswaran and Bowers (2014) recently have argued that although the context for learning is different, residential environments should meet the same pedagogic standards as coursework. Kooloobong Village is now described as a positive residence, where the learning is focussed on wellbeing.

Kooloobong Village as a Positive Residence

KBV is situated on the main campus of the University of Wollongong (UOW), a regional university located approximately 100kms south of Sydney, Australia. The residence currently houses 550 residents, all of whom are students at UOW. After undergoing an expansion from 200 beds in 2013, the name ‘Kooloobong Village’ was adopted and a commitment made to run the facility as a “positive residence”. In this chapter, “positive residence” is considered to be a facet of positive education. It refers to how organisational development and service delivery at KBV is influenced and guided by the science of positive psychology and the principles of positive organisational scholarship. Positive psychology is the science of optimal human functioning, one that is oriented towards understanding the best aspects of human experience and, through the application of this knowledge, the enhancement of wellbeing (i.e. feeling good and functioning well) in a variety of contexts (Rusk & Waters, 2015). Relatedly, a positive organisation is one where leadership and management seek to enhance the use of strengths, positive communication, positive emotions and positive relationships of all those associated with the organisation. To implement these general principles at KBV, five enablers were developed and are now described.

Program and Organisational Development at KBV: The Five Enablers

The Five Enablers model (shown in Figure 1) was developed to capture the underpinning philosophy of KBV and to provide a set of concepts and principles that would assist staff and students to realise its mission and potential. At no stage have the Five Enablers been used to prescribe programmed activities or impose a ‘top down’ agenda. Indeed, the enablers were developed through training and support over an 18 month period, after which the community leaders were encouraged to use them for the benefit of all people linked to KBV. This co-production of materials has proven very important to the autonomy and sustainability of the program development, and also the ongoing management style and organisational culture.

As can be seen in Figure 1, the outer ring of the model captures common features of ‘standard’ university residents. As the mission of KBV is to improve lifelong wellbeing, the model specifies key initiatives and planning tools that are deigned to help approach this target (the inner ring) and actively...
shape the KBV culture. Each enabler will now be described, starting with the outer ring and moving towards the centre.

**Enabler 1: Web and Smart Phone Based Self-Regulation Tools**

The first enabler (between 1 o’clock and 3 o’clock visually) refers to “discipline and control-based cultures in residences”. University residences, colleges, dormitories or housing are predominantly frequented by young adults between 17-23 years of age. Popular stereotypes of university students involve them “running wild” and often attract strict behavioural protocols that aim to minimise unwanted, unhealthy or unlawful behaviours (e.g. binge drinking). To circumvent this dominant paradigm (and remain faithful to a positive psychological approach), KBV encourages residents to take responsibility for their lifestyle decisions via the use of a smartphone-enabled self-regulation tool.

There is significant empirical evidence of the importance of self-regulation skills in day-to-day functioning (e.g. for managing diet, exercise, sleep, etc). At a time when many residents are experiencing significant change (e.g. leaving home and starting university) and coming to terms with increased freedom and responsibilities, the issue of self-regulation becomes paramount.

As with any form of life change, students in residence typically have to deal with a considerable amount of stress and overwhelm. At KBV the aim is to assist students to maintain or adopt coping strategies that will support their intellectual, physical, emotional and social functioning over the long term. To maintain consistency with basic principles of self-regulation (Baumeister & Tierney, 2011), it was important to provide residents with a system that enabled them to develop intentionality (by setting key goals) and maintain awareness (by monitoring and reflecting on progress). In 2014 this enabler was progressed through the piloting of the web-based self-management platform BeIntent.

BeIntent was originally a web-based self-management platform developed for adults in the workplace. Its fundamental aim is to assist individuals be more intentional about the immediate tasks required for achieving important goals (e.g. remembering to interact with energising people as a step to improving one’s mood). In many ways, the technology represents a form of assisted self-regulation. At KBV BeIntent has been piloted for use with tertiary students, with a key change making it available for smartphone technology and adjusting the words and examples for the tertiary sector. Moreover, at KBV many of the reminders within the BeIntent platform are adapted to integrate with the other five enablers, particularly the language of the Wheel of Wellbeing.

**Enabler 2: Integrated Wellbeing Social Marketing**

The second enabler (between 3 o’clock and 5 o’clock visually) refers to “ad hoc messaging regarding wellbeing, not based on evidence”. Whilst “wellbeing” is a frequently used term, it is multifarious in nature and understanding. As such, a lot of the public discourse and social marketing of wellbeing is very piecemeal and often disconnected from wellbeing science (Gordon & Oades, 2015). For this reason, KBV implemented a systematic framework to promote key predictors of wellbeing using established social marketing principles.

The Wheel of Wellbeing (WOW) is a social marketing tool and organisational framework that has been adopted at KBV. The WOW was designed in 2008 and is now part of an ongoing collaboration between the Mental Health Promotion Team at South London and the Maudsley NHS Foundation Trust at Uscreates (for an example of WOW resources visit: www.wheelofwellbeing.org).

The WOW consists of six domains of mind, body, spirit, people, place and planet, which are visually represented in a wheel to capture the various experiences and conceptions of wellbeing. It was a refinement of the Five Ways to Wellbeing from the New Economics Foundation (NEF, 2011), which
was developed to provide a set of evidence-based actions to promote people’s wellbeing. The five actions when ordered to match the first five of the WOW domains are *Keep Learning, Be Active, Give, Connect and Take Notice*. The WOW added the domain of planet to include the environmental issues linked to wellbeing. These actions were derived from the evidence gathered in the UK government’s Foresight Project on Mental Capital and Wellbeing (Government Office For Science, 2008).

The adoption of the WOW as a KBV enabler is related to its utility for framing and organising the “Live Out Loud” program activities for residents. Where possible, *Live Out Loud* activities explicitly address the six WOW domains. That is, the range of social and personal activities offered to residents are explicitly categorised into the six domains, with the aim of ensuring activities are available in all domains. The different colours visually associated with the domains are promoted within the residence. Each of the student leaders are assigned a key domain to promote, and each have different coloured T-shirts to indicate their primary domain of responsibility. Moreover, as part of the broader social marketing of these ideas, KBV also has a “wellbeing walk”. This walk involves a path to the main university campus buildings with large trees on either side. All students take this walk to go to classes. On the trees on either side of the path are coloured tree bands surrounding the trunks. The bands have repeated WOW domain words (e.g. People, which act as visual reminders of the domains and create intrigue for people less familiar with the positive residence concepts at KBV.

Enabler 3: Positive Psychology Coaching Training and Culture

The third enabler (between 5 o’clock and 7 o’clock visually) refers to “impersonal communication not leading to development of individuals”. Organisations may communicate to staff and customers through highly impersonal means such as advertising, blanket emails, generic training or other non-individualised means. Whilst this may lead to information transfer, the non-relational component may make the message less impactful and certainly less targeted. University residences have a tradition of using tutors, mentors, resident assistants or senior residents who are often older students who have lived in the residence longer. These students provide leadership and mentorship for newer residents. As will be discussed later, this has strong similarities to the use of peer support workers in mental health contexts - except the lived experience relates to living in residence rather than living with mental illness. As a means to guiding more personalised and tailored growth-based conversations with residents, training in positive psychology coaching has been implemented at KBV, with the ultimate aim of developing a coaching culture.

Oades and Passmore (2014) define positive psychology coaching as an evidence-based approach that seeks to improve short-term wellbeing (i.e. hedonic wellbeing) and sustainable wellbeing (i.e. eudaimonic wellbeing) via the use of knowledge drawn from positive psychology and the science of wellbeing. Importantly, such coaching should also enable a coachee to maintain high levels of wellbeing after the coaching is finished.

At KBV the ultimate aim is to develop a coaching culture, which means that people in the network consistently relate to each other in ways that resemble a coaching style (by using active listening, emphasising strengths, supporting personal goal striving, etc). At KBV the way that senior student mentors relate to other student residents is a particularly relevant example. Hence, rather than using “power over” styles, a guiding and socratic style of relating is encouraged. To date all KBV management and senior student mentors have been trained in coaching skills, and continue to be
provided with forms of group coaching. As part of the evaluation, more systematic ways to assess the development of a coaching culture are currently being developed.

Enabler 4: Wellbeing Informed Activity Planning

The fourth enabler (between 7 o’clock and 10 o’clock visually) refers to “limited planning for activity/event impact”. Activities and events are common to the social and recreational fabric of university residences. These activities may often be driven by tradition or overwhelmingly driven by what is considered fun, which is often focused on alcohol and food consumption. At KBV the aim was to ensure that the important social and recreational activities continued and that their planning be better informed by the science of wellbeing.

Cook et al (2011) developed the Mental Wellbeing Impact Assessment (MWIA) based on principles and practices of health impact assessment. The essence of the MWIA process can be stated simply in the question, “when initiating a new program, initiative or policy what impact is it likely to have on mental wellbeing?” As part of the MWIA toolkit there is a screening instrument which tracks users through the many predictors of mental wellbeing, that range from broader social determinants through to individual psychological characteristics. At KBV this tool was adapted to assist residents and staff to plan activities for residents. It is standard practice for university residences to have an array of social and leisure activities for residents. As such activities are so integral to the milieu of the residents, KBV has deliberately and explicitly taken the predictors of wellbeing and built them into activity planning.

Enabler 5: Strengths Knowledge, Use and Spotting

The fifth enabler (between 10 o’clock and 12 o’clock visually) refers to “deficit and remedial based cultures”. Similar to the critique that positive psychologists have directed towards ‘standard’ psychology, and the notion that bad is stronger than good (Baumeister et al, 2001), residences also may focus on removing deficits and helping problem students, either academically, behaviourally or emotionally. This is evidenced by increased focus on anti-bullying campaigns or anti-harassment campaigns. Whilst these are important initiatives, they are incomplete. The focus on strengths was seen as an important enabler to assist the development of KBV as a positive residence and has been pursued via the development of strengths knowledge, encouraging strengths use and through regular strengths spotting.

Strengths knowledge involves gaining awareness of personal strengths through the use of structured tools such as the Values in Action (VIA) survey (Peterson & Seligman, 2004; Proctor et al, 2011; Madden, Green & Grant, 2011) or the Realise2 survey. Strengths are defined as personal characteristics that one finds energising and that one is good at (Linley, 2008). For example, one may like writing because it energises them, produces positive emotions and thereby generates a reliable flow of motivation to do it. Moreover, they may also feel that they write to a high standard and experience enhanced competence or effectiveness as a result. Strengths use simply refers to the perceived frequency with which one uses a personal strength. Strengths spotting involves noticing strengths in self and others when they are being used (Linley et al, 2010). Whilst strengths knowledge is intrapersonal, strengths spotting is interpersonal.

The Realise2 strengths assessment tool has been a key component of developing a strengths-based culture at KBV. Developed in the UK, the Realise2 utilises a three dimensional model of strengths based on performance, energy and frequency of use. It also organises the assessment results into four areas of reporting (known as the 4M model). Realised strengths, referred to as “your passions” involve strengths that are high performance, energising and are currently being used. Learned behaviours, referred to as “your skillset” involve strengths that can be high performance, de-energising and the use varies depending upon need. Weaknesses, referred to as “your vulnerabilities”
generally lead to low performance, being de-energised and their level of use varies. Unrealised strengths, referred to as “your potential”, lead to high performance, feeling energised, however these strengths are currently underused.

The tool is further organised to provide guidance on how one should use the knowledge garnered from completing a Realise2 strengths assessment, including strengths coaching. The 4M model (as it is known) recommends that individuals: Marshal realised strengths for outstanding performance; Moderate learned behaviours for efficiency (and to prevent burnout); Minimise the impact of weaknesses; Maximise the use of unrealised strengths for career advancement and personal development.

At KBV strengths assessments have been utilised to assist with improving strengths knowledge, strengths use and strengths spotting amongst the staff, student leaders and residents. In 2014 residents could voluntarily complete a Realise2 assessment to gain a personal strengths profile, and in 2015 all new residents were encouraged to complete an assessment close to their arrival. Several staff members and senior student leaders were also trained in the profile to provide debriefing sessions to help residents understand their personal strengths profile. The student leader team has also adopted a system of strengths spotting where a person is emailed or told directly that one of their personal strengths has been spotted. At time of writing, a new doctoral research program regarding the diffusion of strengths spotting at KBV has also commenced.

In terms of student leader and resident interaction, student leaders have been trained to identify strengths in residents, including during times when the residents’ behaviours are outside of required university protocols. For example, rather than simply reporting and seeking further discipline for a misdemeanour student leaders are encouraged and supported to have strengths-based conversations with residents, including how they can use personal strengths to modify required behaviours to maximise benefits when living in residence. More senior staff responsible for formal disciplinary proceedings on behalf of the University also use this approach.

The Live Out Loud Program

The Live Out Loud Program refers to the covert and observable program components that make up the planned and emergent social and personal activities at KBV. As described, planned activities that emerge from residents are developed in consideration of their likely wellbeing impact. The program is framed around the Wheel of Wellbeing, and all events are promoted in a fashion that links them to the domains of the wheel. For example, a team sporting activity would be promoted under the banner and colour of “Body” (See Table 1). KBV each year employs a resident life coordinator, a resident program coordinator, and a team of student leaders, all of whom are student residents, to coordinate the program of activities.

Insert Table 1 here.

Evaluation of the Program

Figure 2 summarises the program logic behind the positive residence programming at KBV. As described in the figure, the goal is a comprehensive and sustainable program that promotes and enables lifelong wellbeing for all people connected to KBV. The program logic outlines the resources that enable the activities, with particular focus on the five enablers described previously. Currently the process evaluation of Year 2 is being completed. As is illustrated in the Year 5 anticipated outcomes, the development of research capacity is also included to enable longer-term rigorous scientific investigation of the trajectories of student wellbeing.
To assist with program development and evaluation an International Advisory Team has also been appointed including international experts on wellbeing interventions and practice from Australia, Canada, New Zealand and United Kingdom. All of the team members have visited KBV.

**Wellbeing and Recovery Combined at Kooloobong Village**

Thus far the majority of the discussion of KBV has been in terms of wellbeing. Related to the broader question of linking wellbeing ideas with mental health recovery ideas, one could ask “how might mental health services change if they used the principles of KBV?” The positive psychology principles and the positive organisation principles used are directly relevant to answering such a question. However, to explore this issue in further detail there are three areas to consider.

1. **Mentors are peer support workers**
   At KBV, like most university residential facilities, more senior or experienced students are typically employed (often via rent reduction inducements), to provide supportive services to other residents (e.g. mentoring, tutoring). This is because the person has a lived experience of the residence and should have the ability to empathise and understand the experiences of newer residents. In many ways this is very similar to the consumer-provider model which underpins the peer support approach (Oades, Deane & Anderson, 2012).

2. **Residences are built for peer support**
   Social support and positive relationships are well established as important predictors and protective factors of wellbeing (Cooke et al, 2011). University residences have a long history (dating back beyond Oxford and Cambridge model to older monastic traditions) and in many ways are built for their peer support aspects. That is, it is helpful for students to live together because of all of the peer support that they can give each other. Like many residences, KBV actively seeks to promote positive relationships between its residents, who are there for a common purpose of studying at the university. This poses questions for contemporary mental health services that involve residential facilities. What is the common purpose? How well does the organisation promote positive and supportive relationships between residents?

3. **The common objective is to assist people to learn to manage their own wellbeing**
   Mental health recovery, mental health promotion and positive education have one unifying theme. They each involve and engender the notion of one taking some personal responsibility for one’s own health and wellbeing related behaviours. Hence, the issue of personal agency and autonomy becomes paramount, as do social and environmental factors.

**What is next for wellbeing enhancing tertiary education?**

Oades et al (2011) described various ways to develop a positive university that, like is being done at KBV, draw on evidence from positive psychology, positive education and positive organisational scholarship (the idea of positive institutions). Universities and colleges increasingly collect evidence of student performance and graduate outcomes (Bowen et al, 2009). Such data include metrics such as academic performance, student retention, graduate employment and graduate starting salaries. Tertiary institutions have recognised the need for pastoral care for many years, however only recently has it become more rigorously quantified. One obvious opportunity is to add wellbeing metrics of students and graduates to this suite of measures used to assess the quality of institutions.
In many tertiary and secondary educational institutions a shift in language is occurring from pastoral care to student wellbeing. However, this is still considered an “extra curricula” endeavour, not seen as a central or necessary component of student curriculum. Hence, whilst tertiary education is linked with better distal economic and health outcomes for individuals involved, there may be even greater proximal and distal outcomes if wellbeing literacy was taught explicitly within curriculum. This is different than teaching students about preventing anxiety and depression. Whilst an important and worthwhile endeavour, it relates to absence of ill health as opposed to presence of positive attributes. With the emerging scientific evidence base from the sciences of wellbeing and positive psychology, there exists great opportunity to provide future leaders of our communities with explicit education in the literacy of wellbeing.

Conclusion
This chapter has provided a rich organisational case study of Kooloobong Village, a university residence that has been founded on principles derived from positive psychology and positive education, and which aspires to be a positive institution. Arguably KBV serves as a good example of positive education in the tertiary sector, undergirded by a residential community providing immersive and transformative experiences for young people. Given the size and reach of university residential communities, there is great potential for replicating such endeavours and complementing existing approaches, which are primarily focused on preventing illnesses such as anxiety and depression.