

## **Applied Positive Psychology**

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### **Lecture 28: Approaches to positive education**

I welcome you all to module 10 of this course. So module 10 is about positive psychology interventions in education and classroom teaching. So, in this module, we will focus on specific interventions of positive psychology that can be applied in specific areas. In this module, we will be focusing on education and classroom teaching, and how positive psychological principles can be applied in education and classroom teaching. So today, we will be talking about lecture 25. So, in lecture 25, we will be focusing on approaches to positive education.

This is the first lecture of this module, and overall it is lecture number 25. So, we will be looking at broadly different approaches and theoretical frameworks from positive psychology that can be used in the context of classroom teaching and education. So, before we talk about today's lecture, let me give you a brief recap of the last lecture, which is lecture number 24, which was part of another module that was basically about positive relationships. So, in the last lecture, we discussed various theoretical models of what makes for a good relationship. So, we discussed that when we talk about relationships with other people, we can explain the relationships and their outcomes based on various theoretical models, and we discussed a few such models. We discussed models such as attachment theory, and theories like attachment theory. Balance theory, social exchange theory, and so on. And we try to understand how these theories can explain human relationships and their outcomes. We also discussed various interventions and specific practices that can be implemented to foster positive relationships. We also discussed various specific exercises in the last model. So, these are a few things that we discussed in the last lecture. So, in today's lecture, we will be focusing on it as it is focused on specific interventions in the context of classroom teaching and education. So, we will be discussing what the meaning of positive education is. What is the meaning? What are the ideas behind positive education? We will also focus on some approaches that are used in positive education, as well as some broad theoretical frameworks from positive psychology that can be applied in the context of education and classroom teaching. And at the end, we will be discussing a specific case study of Geelong Grammar School (GGS), where this positive education

has been utilized in a whole school approach. So, we will see a specific case study of positive education using the example of one particular school.

So, let us start. So, when we talk about positive education, we are talking about how positive psychological principles can be applied in the context of educational settings. So, positive education can be defined as applying positive psychology in schools, which integrates well-being and academic skills without compromising either.

When we talk about positive education, we are talking about relooking at this whole approach to education in terms of adding the dimensions or dimension of some principles of positive psychology that can be applied in the school context, in the classroom teaching context, and so on. So the focus is on enhancing student well-being in addition to whatever is going on in terms of academic skills, without compromising the academic content of the schools and classroom teachings. So there is an additional focus on enhancing student well-being in the context of positive education, in addition to whatever regular academic skills and teachings are ongoing. So that's the basic idea behind positive education. So, the fundamental goal of positive education is to promote flourishing or positive mental health within the school community.

So, the additional aspect of positive education compared to the traditional education system is that positive psychology principles are applied to promote flourishing and positive mental health within the school community. So positive education is an approach. These are like different ways of defining it within the broader field of positive psychology that focuses on fostering well-being, resilience, and flourishing in educational settings. So the basic idea is that it's a broad field of positive psychology within that is a particular applied aspect of positive psychology called Positive Education. The principles and theories of positive psychology are used to enhance or foster well-being, concepts that are very relevant in the school context or in the context of children and adolescents, such as well-being, resilience, flourishing, and so on. So, in the context of positive education, it integrates the science of positive psychology with whatever we know from the research. Positive psychology is combined with traditional educational practices to promote both academic achievement and personal development. So, this is an additional focus given in the context of positive education and the various principles of positive psychology. So, the goal of positive education is to equip students with the skills and mindset needed to lead fulfilling, meaningful, and productive lives.

Now, this is very significant. Why positive education has become so important will also be the focus of the next module, particularly because education is not just about acquiring academic skills; it is also about the overall development of the personality. It is about enhancing well-being and looking at life in certain ways, changing your thought processes, overall personality development, and many other dimensions that are important to succeed

in life and lead a life of well-being. So, education is not just about acquiring academic skills, which is one aspect of it, but another aspect that completes this whole education system is promoting well-being, which is the focus of positive education.

So, positive education basically focuses on these two dimensions, which are shown in this diagram. One is the skills of achievement, which are related to typical academic skills that we learn through different courses, and the other is the skills of well-being. So this is something that is missing in the traditional education system: the skills of well-being are not given enough attention, nor are they integrated within the whole education system. So the students learn only the skills of achievement or the skills that are required for a particular course or profession, and so on. But somehow, in this whole approach, we are kind of overlooking the skills of well-being and so on. So, to kind of fulfill that and to make this holistic growth of children, these two aspects are combined in the positive education system. So that is what positive education is all about.

Now, let us look briefly into how this whole concept of positive education came into existence, a little bit like historically. Let us look at that. Now, this whole concept of positive education has become kind of prominent in the field of positive psychology with the public publication of a seminal paper by Seligman and his colleagues. They identified positive education as a specific sub-discipline of positive psychology, largely based on the work of the Geelong Grammar School (GGS).

So, basically, they conducted an intervention and experiment with a school, GGS School, where they applied a lot of positive psychology principles, and from there, this whole idea of positive education formally came into existence within the discipline of positive psychology. So at that school, we'll be talking about how they did and what they did in detail at the end of this lecture. But here, in terms of history, let us briefly look at how this whole thing became important. So at that school, GGS School, Seligman and his team explicitly taught positive psychology to the staff who then taught it to the students, eventually adopting a whole-school approach to embed the science into the broader school culture.

So it was a very systematic, step-by-step approach. First, staff and teachers learned about many of these principles of positive psychology. Then they taught it to the students, and eventually, it became a part of the whole school approach and a part of this whole school culture, and so on. So this approach basically centered on Seligman's PERMA model of well-being, which we have also discussed earlier. Basically, this is a model that talks about different components of well-being.

So PERMA basically talks about positive emotion, engagement, relationships, meaning in life, and achievement. or accomplishments and so on. So, basically, these are the important

components that kind of make or enhance the well-being of our lives, or you can say the building blocks of well-being. We will also be focusing on this model in a little bit more detail in the upcoming lectures. So, this whole approach was based on positive education in that school; the experimentation with that school was based on Seligman's PERMA model of well-being, where they added another component called H. So it was like PERMAH. This additional element of H, or health dimension, was added because many consider health to be a very important component of well-being. So apart from these other factors, health was added, and that is what was focused on in those schools in terms of integrating into the culture of those schools.

Now this school has implemented a strategy of learn it, leave it, teach it, and embed it where the staff first learned and applied positive psychology, they then taught it to the students and gradually integrated it into everyday practice. So that is what you know about the systematic steps they followed. Over time, this school also focused on establishing school-wide policies and processes to embed well-being into areas such as assemblies, sports, music, chapel services, and parent events. So slowly, they integrated into all the different dimensions of school activities so that it became a part of school culture and so on. We'll focus on other details later.

So, that was one of the first experiments that were done in terms of how positive psychology can be integrated at the school level. Now, after this intervention in the GGS schools, many schools have adopted this positive education to equip students with the skills to prevent mental illnesses, promote flourishing, and support academic performance. So after that, many other schools also slowly adopted this whole program of positive psychology and integrated it into their school curriculum. Over the past decades, positive education has seen significant uptake in Australia and many other countries. Countries like Australia have actively integrated many of these positive education programs into their schools and so on.

Now, these private independent schools with greater financial capacity and curriculum flexibility have been the early adopters because it is not so easy to adapt such programs suddenly. So mostly the private schools, or the schools that had a lot of resources, or independent schools that had much greater financial capacity, and there was a lot of flexibility, could integrate a lot of these positive education programs. Initially, these were the schools that could adapt because of their flexibility and financial capacity, helping to build evidence-based practices, share best practices, and inspire schools worldwide to consider the benefits. So, they were the early adopters. They became examples for many of these programs in the school.

Now we'll be talking in detail about how this intervention was done in the school later. Now, in this lecture, we are particularly focusing on the different broad approaches within

positive psychology that can be applied in the context of schools, teaching programs, and so on. So that's called positive education. So, in the context of positive education, certain paradigms, certain frameworks, certain theories, and models can be integrated into the school programs. We'll be discussing those broad theoretical frameworks.

So, in that context, we'll be focusing on these four theoretical frameworks. There are others as well, but I will focus on these four major frameworks that have been applied in the context of positive education. The first one is a social and emotional learning framework. Now, this framework was developed long before the emergence of positive psychology, but it somehow integrates into positive psychology very smoothly. So, this framework has also played a very important role in positive education. We will also focus on character education, growth mindset, resilience, and mental toughness. And we will discuss each of them separately to understand how they are relevant in the context of positive education.

Now let us talk about the social and emotional learning (SEL) framework and how it can promote positive education. The social and emotional learning framework is a comprehensive approach to developing students' social-emotional competencies, which are crucial for success in academic and life settings. So basically, this focuses on developing students' social and emotional skills. In addition to the typical academic things that they are learning, these two skills are very important in terms of succeeding in both personal and professional life; therefore, this framework of social and emotional learning focuses on the social and emotional competencies and abilities that are crucial for success in any aspect of life. So, SEL focuses on enhancing students' ability to recognize and manage their emotions, develop healthy relationships, and make responsible decisions. So, how do these social and emotional capacities reflect in terms of when we have better social learning, social skills, and better emotional skills, and how are they reflected? It is reflected in terms of one's ability to recognize and manage emotions. You are better able to understand yourself and manage your emotions. You are able to build healthy relationships, make responsible decisions in life, and so on.

So these are the skills that were taught within this framework. So, this framework is typically organized around these five core competencies. So the focus of the SEL program or framework is to teach students these five competencies or skills in addition to whatever they are learning in school and so on. So, these are broadly social skills and emotional skills. So the first one is self-awareness and self-management.

The second is self-management. So these are related to understanding oneself, self-awareness, and self-management. Then comes social aspects, social awareness, and relationship skills. Then comes responsible decision-making. So, if you look at these dimensions, they are very similar to the dimensions of emotional intelligence. If some of you have read about emotional intelligence and Goldman's models of emotional

intelligence, the dimensions are actually very similar to that, so these are like competencies related to emotional intelligence.

The SEL framework actually focuses on these dimensions. Now, when we talk about self-awareness, let us briefly look into each of them. Very briefly, what is self-awareness? It is about understanding one's own emotions, strengths, weaknesses, values, and how they influence your behavior. Self-awareness basically means your ability to become aware of your own inner dimensions of behavior. To what extent are you aware of yourself? What kind of emotions do you have? In what context? How do you react to situations? Are you aware of it? Are you just unconsciously reacting to the situation without really understanding why you are behaving like that? So self-awareness is a reflection of one's own understanding of one's own emotions.

Are you aware of the patterns of emotion that you generate? Are you aware of your strengths and weaknesses? Do you have a value system? Are you aware of the kind of values that guide and influence your behaviour? These are the aspects of self-awareness. The more you are aware of yourself, the better you understand yourself; the more you can control yourself, the more you know how you react to situations, what your inner desires are, what your inner directions in life are, and so on. So you are very clear about your own aspects, drives, desires, reactions, and so on. So that's called self-awareness. It helps students or anyone recognize their emotional responses and develop a growth mindset.

So, the more you are aware of yourself, the more you will be able to understand yourself; the more you will be able to control and regulate yourself. So, the second dimension is directly connected to self-awareness. This is called self-management. So, self-management is about the ability to regulate emotions, thoughts, and behaviors in different situations. So, are you able to manage yourself? Are you able to manage your emotions? Sometimes destructive, negative emotions arise, and people start fighting and conflict.

Are you able to regulate yourself appropriately according to the situation? Are you able to control your thoughts, which are destructive, and overall your actions? So, this self-management is an ability that is also directly connected to the self. And the more you are aware of yourself, the more you will be able to manage yourself. So, people who have better self-management skills can manage their stress, control impulses, and stay focused on goals. Students learn how to set and achieve personal goals, and so on.

So, these are the reflections of self-management. If you are able to manage yourself, you can control your impulses, manage stress, stay focused on your goals, and so on. So, that is called self-management. Then comes social awareness, which is the social dimension of behavior. These are all connected to one another. Your self-awareness will also help you

understand other people.

Because the more you understand yourself, the better you can understand how other people are reacting. So social awareness is your ability to empathize with others, understand diverse perspectives, and recognize social and cultural norms. So social awareness is also about awareness beyond yourself. Are you able to understand other people's perspectives? Are you able to connect with other people in terms of their different diverse perspectives? You may have certain ways of looking at things, but you also understand that people look at the world in very different ways. So, are you able to empathize with them, understand them, and think from their perspective? So these are the important skills that help you function better in a social world.

They are able to understand norms of society, cultural aspects, and so on. So this competency helps students develop an understanding of others' feelings, needs, and viewpoints, which is very important for functioning in the social world. In the social world, you cannot function if you just only behave from your own perspective. When you relate to other people, you have to understand others' perspectives as well. That is where, you know, a lot of this harmony happens in relationships and so forth.

Then comes relationship skills, which are also connected to social awareness. This competency focuses on the ability to establish and maintain healthy relationships, communicate effectively, cooperate, resolve conflicts, and seek help when needed. It includes building strong interpersonal skills such as active listening, teamwork, and so on. So, these are all important aspects of relationship skill. If you have these skills, they will help you make better and more harmonious relationships.

So, you will be able to maintain a healthy relationship and communicate effectively. You will be able to cooperate and help other people resolve conflicts. Also, sometimes we need to seek help from others and so on. So, all these are important relationship skills that are essential to functioning in the social world.

The last one is responsible for decision-making. Decisions are very important. We have to make decisions on a daily basis. Some decisions are very important and have a large impact, you know, long-term impact on our lives. Some decisions could be very small in terms of their impact, and so on.

So we make lots of decisions on a daily basis. So taking the right decisions is very important because it determines the quality of your life. Right decisions lead you to the right directions in your life, and overall, they determine a lot of the quality of your life and so on. So, responsible decision-making involves making ethical, constructive choices about

personal and social behavior. So, are you able to make constructive choices and the right kind of ethical decisions in your life, and so on? So students learn to consider the well-being of themselves and others when making decisions. So people who have self-awareness and social awareness can make much better decisions because they consider their own perspective and how it influences other people.

So weighing the consequences of their actions on others, on themselves, and so on. So this social awareness and self-awareness also help you make responsible decisions. So this is the major theoretical aspects related to social-emotional learning framework or SEL framework. Now, this framework is quite old in terms of its connection to Plato's holistic curriculum.

Modern SEL emerged from the Yale School of Medicine in the 1960s. So it was long before positive psychology actually came into existence. CASEL, which is an acronym for the Collaborative for Academic, Social, and Emotional Learning, was established in 1994. It is an organization that aims to integrate evidence-based SEL into schools. So that also did a lot of work in implementing SEL in schools. So this CASEL framework includes the five core competencies that we talked about just now.

So they try to implement this in different schools, and so on. This SEL program has also been integrated into different schools and programs, including the various programs like the ELS RULER program, Resilience Right and Respectful Relationship program, RRRR program, and 4Rs program. So this is also called the 4Rs program, MindUp. These are different programs where this SEL program has been implemented into different school curriculums and so on. So, this CASEL emphasizes not only curriculum and instruction, but also creating a supportive environment through school-wide practices and family community relationships. So, this can only be successful when the right kind of environments are created in the schools, not just by teaching.

So, that is what the focus is on here. So let us look into some of the research findings related to how SEL programs have been implemented. Research shows that SEL programs significantly improve social-emotional skills, positive behaviors, and academic achievement, with a meta-analysis of 213 studies showing an 11% gain in academic performance as well. So some research showed that SEL had really significant benefits for students. So apart from various emotional and social skills, they also had a significant improvement in academic performance when such programs were implemented. Mastery of SEL competencies is linked to greater well-being and school success, while deficiencies can lead to personal, social, and academic difficulties.

These are also some of the findings. SEL predates positive education, as we have already

said, because positive education emerged with the rise of positive psychology. But the SEL program was actually developed much earlier. While the two intersect very smoothly, their connections are kind of unexplored, so that needs more research here. SEL competencies align with Seligman's PERMA model, also supporting positive emotions, engagement, relationships, and meaning. So this framework very harmoniously integrates with the positive psychology framework and models like the PERMA model of Seligman and so on.

Therefore, it can be very easily implemented in the context of positive education. Obviously, when we talk about such a program where some kind of additional framework should be utilized within the school, there are certain challenges that make it not so easy to implement. Now implementing SEL programs can be challenging due to competing curriculum demands, fragmented approaches, and insufficient teacher training, and so on. So certain schools that had higher financial capacity, and so on, a lot of these private schools could integrate many of these programs. But obviously, this may be highly challenging for other schools where their financial capacity is not great.

And it demands effort from the entire school administration. And the teachers also need to be trained, which is not an easy task. So, these are very significant challenges in terms of implementing them. So, this effective implementation requires holistic stakeholder involvement, professional development for teachers, ongoing mentorship to ensure high-quality delivery, and so on. So these are the things that need to be in place in terms of, you know, continuously implementing such programs.

So all stakeholders have to be involved. Professional development training for teachers has to be done very regularly and so on. Ongoing mentorship should continue indefinitely. So, which is not easy for a lot of schools. So SEL is a valuable component. In the context of a broader positive education program, research shows that it can significantly contribute to the well-being of students, but there are also certain challenges to implementing it.

The next framework in positive education that we will be talking about here is character education. Now this concept is basically associated with character strengths within positive psychology. So that framework has also been applied in various schools and it has also a lot of promise in terms of promoting positive education and so on. This character here, when talking about it, is mostly discussing certain personal characteristics or traits, like those that are morally valued and respected by others. So those characters are basically called character strengths. And we have already discussed character strengths in the earlier module. So I will not go into the details of the concept of character strength here. I will only be focusing on how some of the aspects of this program have been utilized in the context of education and schools; these are traits and certain characteristics admired and

respected by others. These are integral to who we are, who we want to become, and the values we bring to the world, and so on. These are basic aspects of character, different characteristics or traits that are morally valued and respected by others and integral to who we are as individuals.

So this character education, rooted in the teachings of Plato and Aristotle, focuses on helping young people discover and develop virtues and strengths that lead to a flourishing life. So these characters are a very significant aspect of that significant contributor to the quality of our life. Because these characters actually, you know, influence us all the time and influence other people around us. So if we are more conscious about them and develop them into virtues and strengths, they can make a lot of positive contributions to our lives and in terms of education as well. Now values in action, which we have via a model of character strength, have already been discussed in detail in the earlier module.

So, this is basically the framework developed by Peterson and Seligman in 2004. They developed a classification of character strengths that are prominent in humans, and they identify six virtues. Within these virtues, there are 24 character strengths that are universally valued across different cultures. So, we have discussed all of them in the earlier module. I will not talk about them here. So, this framework actually helps us to understand character strengths and how to implement them and so on.

So, this is a framework that is valuable. So research shows that recognizing and using this strength enhances well-being, resilience, academic performance, and reduces stress and anxiety. So there is a lot of positive impact from these character strengths when we build them consciously, understand them, and they can positively impact enhancing well-being, resilience, academic performance, and reducing stress and anxiety. So there are a lot of positive implications, at least the research indicates that. So, that can be integrated into the school setup.

So, this VIA framework is widely used in positive education. So, a lot of schools actually use this framework in terms of positive education in the school curriculum and so on, with initiatives like the US-based KIPP programs, which is the Knowledge Is Power Program. It explicitly integrates seven key character strengths. So among all these 24 character strengths, they took these seven and tried to use them as an intervention in the school. So these are like curiosity, gratitude, self-regulation, grit, social intelligence, optimism, and zest in their curriculum.

So they selected these few because they found them more relevant in the school context. So this KIPP measures student progress using a character growth report card. So they use the report card to assess whether the students are developing and participating in different

activities and so on. Similarly, in the UK's Jubilee Centre for Character and Virtues, it promotes character development through a whole-school ethos and explicit teaching within the subjects, and so on. So these are different programs that try to use character strengths in schools and develop character strengths within the students.

So the third approach, which is prominent in positive education, can be called a growth mindset. Let us see what a growth mindset is. So a growth mindset refers to the belief that human capacities, such as intelligence and abilities, are not fixed but can be developed over time. So this is a kind of mindset about how you look at yourself. How do you see yourself? Are you saying that your mind is fixed on things that nothing can be done about regarding my abilities and my capacities? Or do you feel that you can enhance yourself or expand your capacities, your intelligence, and so on? So that's how people can differ in that mindset. So a growth mindset is the ability to believe that your capacities, intelligence, and abilities are not fixed; they are dynamic and can be changed through effort and dedication. So that's called a growth mindset. This framework was proposed by Carol Dweck's work on implicit theories of intelligence, which formalizes the distinction between fixed and growth mindsets, showing that students with a growth mindset are more motivated and achieve better academic outcomes. So this mindset helps students in many ways; if you have a growth mindset, you will behave according to it, trying to expand and grow, doing things that enhance your skills and abilities. If you have a fixed mindset, you will think that nothing can be done, and your behavior will also reflect that. So this was a framework that was first discussed in Carol Dweck's work.

It became much more popular with a later book titled *Mindset*. Carol Dweck wrote and elaborated on this idea of a growth mindset in her book called *Mindset: The New Psychology of Success* in 2006, which popularized this concept much more. So this concept contrasts with the fixed mindset and has had a major impact on education, business, and personal development. So this can also have a lot of influence on the educational setup, and this can be applied in positive education. So people with a growth mindset believe that, as we have already said, intelligence, talents, and abilities can be developed and expanded through effort, learning, persistence, and so on.

So that's the idea. In contrast, a fixed mindset assumes abilities are innate and unchangeable, so if you have a fixed mindset, you think, "My capacities, my skills, my abilities are fixed; I cannot change them much because these are inherent or genetic." Whatever it is, you know, so this is how these two mindsets differ. Here is a more detailed description of how this can manifest in terms of how you perceive and behave in the world.

So, fixed mindset versus growth mindset. So here it is shown that this is about a fixed mindset. This site is about the growth mindset. So if you see here, people with a fixed

mindset avoid challenges because they probably think they cannot face those challenges. People with a growth mindset view challenges as opportunities because they feel that they can grow, learn, and face those challenges. A fixed mindset doesn't accept failures or mistakes.

Growth mindset people embrace constructive feedback, and they try to move on and improve themselves. People with a fixed mindset believe talent is a static thing. Growth mindset people learn and grow from failures. They keep working on themselves so that they can improve, and so on.

People with a fixed mindset shy away from unfamiliar things. They don't want to experiment with new things. People with a growth mindset believe in skill development, and they keep experimenting with things in which they can grow, and so on. So these are different manifestations that are possible when you have a fixed mindset compared to when you have a growth mindset. So, research indicates that growth mindset interventions can improve academic performance. So, effect sizes are not small to moderate, but some research actually indicates that people or students with a growth mindset, you know, when interventions are done, when the students are taught about growth mindset, such interventions actually improve the academic performance of students.

So Dweck and Yeager (2019) caution us against oversimplified growth mindset implementation. But Dweck also said that you should not have an oversimplified idea that you can just grow and so on. Implementation has to be based on proper strategies, not just on superficial things like, you know, saying that you can grow and do things. How do you do that? One has to have proper strategies for that. Not just having a mindset, but I can do, and you can do, and so on. That may not work because one has to have proper strategies for that. So that should not be just an oversimplified concept of growth mindset. It has to be based on proper strategies, implementation, and so on. For example, if a teacher notices a student struggling with a math problem and says, "Great effort, keep trying," without helping the student understand the mistake and learn better strategies, it will not be helpful. Just saying you can do it, you can keep trying, and so on may not work in many situations because the student has to learn how to do that, what the strategies are, and so on.

So, a growth mindset has to be implemented with proper strategies, not just talking without any basis. So, in education, growth mindsets align with both academic and well-being priorities because this mindset is completely synchronized with the whole idea or aim of positive education. However, obviously, effective implementation requires high-quality teacher training to ensure evidence-based practices and strengthen teachers' own mindsets, as their beliefs significantly influence outcomes. So, the main issue in implementing all these things in the school is that somebody has to teach it, and that teacher has to have that

understanding and that quality. Teachers should also have a growth mindset; only then can they teach students about a growth mindset.

So a teacher has to know; a teacher has to change themselves. So that is the main challenge where we need to have agents for teaching the proper and right kind of people. That may be a challenging thing in terms of implementing this framework. So ultimately, growth mindset interventions should be carefully designed and embedded within the supportive school environment to maximize benefits. Then comes resilience; the concept of resilience and mental toughness also has some relevance in the context of school and the education system.

So when you talk about resilience, we have already discussed resilience earlier in the module. So I will not go into the details of the conceptual details here. It is only about understanding the framework and how it is implemented in the school setups. So resilience and mental toughness are key focuses in schools, often aimed at addressing adversity rather than enhancing general well-being. So when we talk about resilience, the concept is mostly used in the context of life's challenges and adversities.

Then only this concept is relevant. So resilience is not discussed in the context of the general well-being of life and so on. Resilience is your ability to bounce back from a challenging or adverse situation in your life. When something goes wrong in your life, resilience helps you to come out of that situation. So that quality is relevant in the context of challenges, resilience, or adversities in life.

Their resilience is very significant, and obviously, everybody faces problems and challenges in their lives. So the quality of resilience is very important in terms of enhancing one's overall well-being or flourishing in life. So resilience, why is it relevant in the context of schools and educational setups? Why is it so significant? So these are some important reasons. One student faces constant stress and academic pressure.

So resilience is needed to get out of that. The first one is academic stress and pressure. Students regularly face exams, peer comparisons, performance anxiety, and workload pressure. In all this concept, if you want to remain sane and able to go on with your life. Despite all this stress and these problems, resilience is very relevant. So, in the context of a school setup, resilience is relevant.

One of the reasons is that students face a lot of academic stress and performance pressure, and so on. Second, students also face a lot of social and emotional challenges. For example, they face bullying in school, peer conflicts, self-esteem issues, and family problems that affect student well-being. In all these social and emotional challenges, if the student has a

quality of resilience, they will be able to deal with them properly and constructively and come out of them. Otherwise, a lot of these challenges may take students down very negative pathways in terms of destructive behavior, suicidal ideations, and so on.

So resilience will help them come out of that. The mental health issue is another important reason for resilience. Resilience is a protective factor against anxiety, depression, and burnout. We all know that nowadays students and children are facing a lot of issues related to anxiety, depression, and burnout. So resilience helps them protect themselves, basically. If a student is resilient, these things will be easier, or they will be able to tackle them in a much better way.

So that is where resilience becomes important in the school context. Then, school engagement and performance are also connected to resilience. Resilient students are more engaged in learning, persist in the face of difficulty, and show improved academic outcomes. So that is why resilience is also significant for performance. There is one program that has also been implemented in the context of schools called the Penn Resilience Program, or PRP.

So this program aims to prevent depression in youth and has shown positive impacts on well-being. So this program has actually been implemented in the schools. So this Penn Resilience Program is an evidence-based intervention developed by the University of Pennsylvania. So that is why it is called the Penn Resilience Program, because it was developed at the University of Pennsylvania to foster resilience, mental toughness, and well-being. So this is a structured program that has been implemented in various schools in the US, Australia, and so on.

So it is rooted in positive psychology and cognitive behavior therapy. So it focuses on both positive psychological processes or concepts and CBT therapy concepts. They integrate both of them into the school context to help individuals cope with stress, overcome challenges, and thrive in the difficult situations of life. So the major aspects of this pen resilience program include a few things.

I will just focus briefly on that. One reason is that it focuses on cognitive restructuring. What it means is that it helps students identify and challenge negative or inaccurate thoughts. A lot of this depression and many emotional issues are because we have a faulty thought system where our thoughts are very negative. And when something bad happens, this thought goes into the loop of continuous negative thought patterns. So cognitive restructuring teaches people to identify this whole thought and logically challenge it, showing that these are not accurate thoughts.

These thoughts are like biased ones. One thing happens, and you say, "My life is useless." So there is no logic in this. It is just one thing. And you are saying that your whole life is useless. So these are illogical thoughts that need to be challenged. So this is how students are taught to identify and challenge these negative thoughts.

It also encourages more flexible, optimistic thinking in the face of setbacks. When challenges happen, think constructively, optimistically, and so on. So cognitive restructuring talks about this. Second is emotional regulation. Students are also taught how to regulate their emotions.

Teaches strategies to manage strong emotions like anger, sadness, and anxiety; builds self-awareness and calmness under pressure. So various techniques are taught to them when emotions are very strong, especially destructive emotions, on how to manage them and keep them under control, and so on. The third one is problem-solving skills. Students are also taught how to identify problems, brainstorm solutions, and evaluate outcomes.

So it is not just about academic issues. It could be problems with life situations and so on. So it empowers students to act proactively rather than reactively. So how do we proactively, you know, engage with problems before they happen? So that prepares you before the problem happens, and so on. So the students are taught about problem-solving skills. They are also taught about assertiveness and communication skills, which encourage clear, respectful self-expression and listening skills.

It strengthens interpersonal relationships, peer support, and so on. So that is also a thought. The last one is goal-setting and realistic optimism. Students are also taught about setting achievable personal goals and maintaining a hopeful outlook. Goal setting is very important in one's life. So if you are not able to set the right kind of goals or realistic goals, one will experience frustration and so on.

Setting achievable personal goals is also a very important aspect of this program. It also helps build confidence and perseverance. These are all qualities that are very important for anyone's life, particularly students' lives and so on. So, it's a structured program where all these modules are taught to students in schools and so on. However, such a program is not easy; it may include costs and so on. So, it may be especially challenging for schools with less financial capacity and so on.

The elaborateness, details, and expense of the programs may limit their use in many schools and similar institutions. But overall, the impact of this program has been very good in terms of how it influences students' well-being and so on. Now, how can we strategically incorporate all these approaches? Now, these are the approaches we have talked about. All

these approaches can be implemented in the context of positive education. Now, how can we actually implement any of these programs? That is the main challenge.

These are very good theoretically, conceptually, and also when applied in context; they all show a lot of benefits. But how do you incorporate that? That is the major challenge in schools. So, some of the strategies that are generally discussed in the literature I'll be talking about here. So strategically incorporating these positive education approaches requires a tailored, context-sensitive strategy rather than a one-size-fits-all model. So because every school is different, you cannot have one concept, one type of program for every school. So it has to be tailored and made context-sensitive based on where the school is, which country, what kind of culture, and what kind of financial capacity.

So it has to be tailor-made according to the schools. The nature of schools, the kinds of schools, and so on; where they are located; what kinds of cultural norms, and so on. So, it has to be incorporated based on that all the sensitivity rather than we cannot have an one size fits for all kinds of program. So, because schools are very different, Schools face numerous pressures, including academic expectations, bureaucracies, resource limitations, and staff retention challenges, which can make such initiatives difficult. So one has to be very clear about all these challenges while implementing such things.

One has to understand all these blockages and problems and address them. Teachers who are already managing a crowded curriculum may experience stress and burnout, leading to cynical resistance. Because if teachers are already highly stressed and the number of teachers is, let's say, less, they're already experiencing burnout and are overburdened with the curriculum. In addition to that, if we give such kinds of things, it may not work in many cases. So one has to have all the proper strength of teachers and so on to implement such programs. Positive education should be seen as an added value that can be lived, taught, and embedded within the school culture rather than as an additional layer of initiative.

So the best approach is that it should not create an additional burden; rather, it should be smoothly synchronized or kind of embedded within this whole curriculum. So there have to be, like, you know, different school activities. It can be incorporated rather than being made an additional program or something like that.

So in that context, it is much more likely to succeed, and so on. So it has to be lived by everyone. It has to be taught properly and embedded within the school culture, which may take time. But once that has become a part of school culture, it then functions smoothly without really having any additional burden. So, these various approaches to positivity can be treated as complementary.

It should be treated as complementary, and schools can flexibly integrate it according to whatever curriculum they have. It should not be very rigid, and so on. So, these are the things that should be taken care of. One can use certain broader frameworks to integrate all these components or frameworks like PERMA-H. H is for Health. In addition to the PERMA model, health frameworks like these can help align multiple approaches and programs. For example, schools like the Galang School, which we'll be talking about, use this framework to help leadership, teachers, parents, and students reflect on their current state and future goals.

Fostering a shared understanding of strengths and areas for improvement. So, such frameworks can also be used in terms of implementing, because this gives a very useful framework, where lot of this other component can be integrated within the same framework. Most importantly, the commitment of school leadership is essential. Without school leadership getting interested, you cannot do anything about it. So, they should be interested. So, we will see how this PERMA model has been used in one school; that little bit we have discussed about is called the Galang Grammar School case study, and how this has been implemented in that school.

So, a little bit we will talk about how this PERMA model was used as an example of a positive education program. So, this GGS school, or Galang Grammar School, model of positive education is structured around this. PERMA H model. So, the PERMA H model focuses on P for positive emotions, E for engagement, R for relationships, M for meaning, A for accomplishment, and H for health. So these are like positive words used in all these things, so that you know there are positive emotions, positive engagement, positive relationships, positive meanings, positive accomplishments, and positive health.

So these components were focused on in that school, how to integrate these aspects into the program. In addition to that, character strengths were also focused on in terms of this positive education program, so three domains, three aspects were present in this program: one is "leave it," "teach it," and "embed it." So "leave it" means the level emphasized in the first level, leave it in this level. It was emphasized in that school the importance of staff well-being and their ability to model principles of positivity. First, the staff and teachers were taught about it so that they understand it firsthand and can understand the benefits of these principles authentically themselves, and they can then only teach others. Comprehensive programs are designed to support staff in applying the skills taught in positive education. The majority of the staff, including both teaching and non-teaching personnel, participate in multi-day training programs to deepen their understanding. So mostly this was taught to the staff and teachers first through training and workshop modules.

Once they learn it, leave it, then they can teach it. The next is to teach it. Positive education is explicitly or implicitly taught to students. It can be taught explicitly or implicitly. What is the difference? In explicit teaching, it involves regular timetable lessons on positive education for students. So, explicitly means it is already integrated into the curriculum itself.

So that is taught properly as an explicit subject. So, these lessons cover a wide range of skills, knowledge, and mindsets aligned with the models of positive education. Some of the different approaches that we talked about are also taught in the lessons. The goal is to help students understand the key concepts, engage meaningfully, reflect on them, and so on. So, explicit teaching impulses actually include them in the curriculum. Implicit teaching is about integrating these whole principles, positive education principles, into the different subjects, not as a separate subject, but within all the subjects that are there.

So ensuring well-being is woven into the fabric of daily life. Like in history, students can explore genealogy through the lens of character strengths by interviewing family members. Some activities can be given in different subjects. In art, students create visual representations of their understanding of flourishing; they can express it in the art form. In geography, for example, students examine how the physical environment can enable flourishing communities and so on.

So some of this concept can be integrated into the other subjects to understand, make them understand, and link with other aspects of the world, and so on. Teaching can also be informed by positive education, such as integrating mindful practices, mindfulness practices, and fostering a growth mindset in students, and so on. The last one is embedded. It means it's a complementary school-wide process.

So you kind of implement it in the school culture itself, not just in subjects. Like, you know, devoting assemblies or chapel services to character strengths. So you can have a one-day assembly where character strength is focused on activities. The activities of assembly will be related to character strengths.

Displaying a board on what went well. To promote gratitude, students can write on a board what went well today. So they can write about it to focus on the positive aspects. Running project focuses on random acts of kindness. One can have a project on topics like random acts of kindness. They can perform acts of kindness and report on them, and so on. So, like this, it can be embedded in the culture of the schools.

Parents can also be engaged in the multi-day residential training program to support their understanding of positive education and personal programs. So this can also be extended

to the parents of the student. So this is how it was done. So they did it using "live it, teach it, and embed it." And overall, they also talked about character strengths, so this was the approach that was taken in that school in the initial experimental setup, which was modeled later by other schools and so on.

This is just to show what the overall framework of this whole approach is, which we have already discussed. These six components are positive emotion, positive engagement, positive accomplishment, positive purpose or meaning, positive relationships, and positive health, so these are the components that are focused on. And how they were promoted through comprehensive programs for staff and teachers, then teaching them, then embedding them in the whole school culture, so through them all these five character strengths were also focused on and ultimately led to the flourishing of student life, feeling good and doing good. So, all these things ultimately lead to the end goal of a flourishing life or higher well-being.

This is just a diagrammatic way of showing what we have discussed. Now, this is another way of showing how it was implemented. At the core of it is how to increase flourishing or well-being, and at the periphery, it was promoted through teaching character strengths and all these six components. Leaving them, embedding them, and so on. So, this is how it was shown in diagrammatic form. So, with this, I end here. So, this is about a broader approach to positive education that can be implemented in the context of schools, classroom teachings, and so on. Thank you.