

CONTRIBUTIONS OF POSITIVE EDUCATION TO CHILD WELL-BEING: SCIENTIFIC EVIDENCE

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Positive Psychology aims to promote people's well-being, which includes students and teachers, who have been dealing with the effects of the pandemic and remote teaching, a reduction in the perception of well-being, and students and the new ways of contacting the school community. The SARS - Covid-19 pandemic has presented many challenges for psychology and education due to social distancing, school closures and mental health issues. Positive education is an approach that combines Positive Psychology concepts with education best practice guidelines to design empirically validated interventions and programs that have an impact on student and school staff well-being. The present research work is inserted in the field of positive psychology and positive education and is guided by an evidence-based practice in the school context. The objective is to present a literature review of the scientific evidence of the impact of positive education on children's well-being as well as on school performance/achievement. In addition, initiatives in positive education programs in Brazil are also presented, in addition to international literature. Positive education uses so-called “positive” interventions that aim to promote positive emotions, behaviors and thoughts and well-being. The main interventions used and their results in different countries of the world are identified and presented. In general, the aims of the interventions are to increase well-being in general. Positive psychology interventions can be effective in increasing subjective and psychological well-being and can help decrease symptoms of depression. Positive interventions in the school context present robust scientific evidence, showing that these programs are significantly related to an increase in student well-being, positive relationships and improvement in school performance. It is pointed out that some findings indicate a lack of focus on the integration of professional practice of the teacher with Positive Education, signaling the importance of teacher training. The results of follow-up studies of some interventions showed that the positive effects on student's school performance are consistent and long-lasting (over 6 months). The relevance of investing in the well-being of students and educators is discussed. It is concluded that the applications of Positive Education have been advancing. We must work with all levels of education, new theoretical models and pedagogies, as well as a whole school approach.