

1. Title

Positive Psychology Interventions: Towards Pragmatic, Flexible and Engaging Tools in Educational Contexts

2. Overarching Abstract

Wellbeing skills and academic skills go hand in hand. Yes. A very large body of literature strongly suggests it. Research also points out that educators' and children's wellbeing is alarming. For more than ten years now, Positive Education models, research and practices are on the rise. Researchers tell us how Positive Education can ameliorate academic skills and prevent as well as promote mental health. But then: why won't it stick? It is 2024, and we still do not have any sufficient answer to White's 2016 question. If progresses were made, there are still many obstacles to Wellbeing skills development in educational contexts. This entails a focus on personal, social, and academic competencies. To foster lifelong learning effectively, education must adopt an active, inclusive, and engaging approach that is relevant and meaningful for. In this engaging symposium on perspectives on Positive Psychology Interventions, the researchers present applied research and methods for improved practice, tailored to the professional needs. Each presentation will use a different perspective to promote engaging education in different contexts and from the different actors.

3. Themes, categories

Positive education, wellbeing skills development in students and teachers, psychosocial skills development in students and teachers, toolbox approach, universally delivered interventions, stand-alone interventions,

4. Short Authors Presentation

1. From the University of Teacher Education, Valais Switzerland and PhD-student at University of East London, Elena Lucciarini introduces the Toolbox Approach: a literature review of mega-analysis.
2. From France Dr. Ilona Boniwell, professor of positive psychology at the University of East London and the director of Positran introduces the innovative concept of Mini Club Med +,
3. From Switzerland, University of Applied Sciences and Arts of Southern Switzerland (SUPSI) Sara Benini, lecturer and researcher, Jenny Marcionetti, professor, and from the

University of Teacher Education, Valais and PhD-student at University of East London
Elena Lucciarini introduce the Positive Education in Action in School project.

4. From Switzerland, University for Teacher Education of Vaud (HEP-VD), Dr. Nicolas Burel introduces an integrative approach to promote students' socio-emotional competencies during physical education sequences.

5. Elena Lucciarini

5.a. Short title

A Systematic Review of Meta-Analytic, Stand-alone, and short or Shortenable Positive Psychology Interventions: building the Toolbox Approach for Education

5.b. Abstract

This contribution presents a systematic review aiming at identifying and evaluating practical resources and strategies that can be readily applied in general settings to enhance the well-being and psychosocial skills of the general population. Through a systematic approach, a rigorous selection process of 198 initially analysed in Carr's 2023 mega-analysis of Positive Psychology Interventions, 25 were retained, for a total of 1777 studies and 246'683 participants. From these meta-analyses, Positive Psychology Interventions were identified. The findings underscore the potential of these interventions to positively impact various outcomes relevant to well-being, such as self-regulation, prosocial behaviour, emotional distress, mindfulness, and performance. The review is in line with the Toolbox Approach (Lucciarini & Boniwell, 2023) which aims at offering a diverse range of stand-alone, evidence-based tools that can be flexibly implemented within short timeframes. Limitations include the fact that meta-analyses may have excluded relevant studies published in other formats, and individual study-level details were not extensively examined. Future research should focus on adapting, developing, and implementing the Toolbox Approach. The identified interventions offer promising avenues for a wide range of professionals interested in promoting mental health, such as educators, coaches, parents, policymakers, and researchers.

6. Ilona Boniwell

6.a. Positive education in a holiday setting: A case study

6.b. Abstract

This presentation explores the innovative concept of Mini Club Med +, a unique initiative by Club Med that integrates principles of positive psychology into children's vacation experiences. Recognising societal changes and evolving family dynamics, Club Med embarked on a journey to reimagine their children's clubs, initially established in 1967. The goal was to enhance the child's leisure time, while also facilitating their socialisation and skill development in a non-anxiogenic environment.

The Mini Club Med+ concept, born from the intersection of positive education and the traditional mini clubs, aims to prepare children for future societal challenges through developing their psycho-social competences and strengths, including creativity, cooperation, and courage, through fun and meaningful activities.

The presentation will delve into the collective two-year development process of this concept. It will also discuss how the new programme structure, including various activity categories and the focus on developing children's strengths, contributes to the overall objective of preparing children for future societal demands. This exploration of the Mini Club Med Plus concept offers insights into the potential of integrating positive education principles into leisure and vacation contexts, thereby extending learning and development beyond traditional educational settings.

7. Sara Benini, Jenny Marcionetti, Elena Lucciarini

7.a. Short title :

Developing Wellbeing skills in the classroom: The PEAS project: Positive Education Actions in Schools

7.b. Abstract

Teachers today do not only have to develop disciplinary skills but are also asked to promote psychosocial competences in their classrooms. However, there is no established psychosocial skills instructional support, so they often lack the adequate and specific material to do so, nor is there a common ground in Swiss teacher-training to reflect on this topic. Positive Education in Action in School (PEAS) is an international and multilingual project involving the three linguistic regions of Switzerland and is conducted by the University of Applied Sciences and Arts of Southern Switzerland and the University of Teacher Education, Wallis, in collaboration with the University of East London. This contribution will focus on the presentation of a jointly soon-to-be published handbook for the implementation of positive psychology in schools, as well as an online platform and a new future CAS for teachers. The book, the platform and the course draw on the newest research results and evaluated practices, to promote the sharing of tools, procedures and materials specific for teachers, significantly contributing in that way to the instructional support and disciplinary innovation in the field of Positive Education.

8. Nicolas Burel

8.a. Short title

An integrative approach to promote students' socio-emotional competencies during physical education sequences.

8.b. Abstract

Despite growing interest among teachers and promising initial pedagogical implementations, the teaching of socioemotional competences in schools is still struggling to become widespread. In addition to time-consuming dedicated implementations, competition between the development of academic content and more cross-disciplinary learning, with which teachers have had little experience, is still holding back the development of psychosocial skills in the classroom. One possible perspective might be to make available physical education sequences that are both close enough to traditional academic teaching to facilitate their adoption, and simultaneously ambitious enough in terms of developing socioemotional competences.

In this contribution, we present the results of a pilot study carried out at the University of Teacher Education from Vaud (HEP-VD; Switzerland). The pilot study involved constructing two teaching sequences for elementary school pupils, aiming both academic and emotional skills learnings. Based on 6 lessons each, these sequences were implemented during the spring 2024 semester. Teachers' adherence, as well as fidelity and efficacy of the interventions were tested.