

Book

# Handbook of Positive Psychology in Schools

Supporting Process and Practice

*Edited By Kelly-Ann Allen, Michael J. Furlong, Dianne Vella-Brodrick, Shannon Suldo*

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## ABSTRACT

The *Handbook of Positive Psychology in Schools* offers the most current and comprehensive insights into how positive psychology principles provide a framework for young people to become active agents in their own learning. The third edition of this groundbreaking volume assembles the latest global research identifying fundamental assets—hope, optimism, gratitude, self-efficacy, emotional regulation, among others—that support students' learning and well-being. Chapters examining social-ecological perspectives on classroom quality and school climate provide best practice guidance on schoolwide policies and practices. These 35 new chapters explore positive psychology's ongoing influence and advances on prevention, intervention, and assessment practices in schools.

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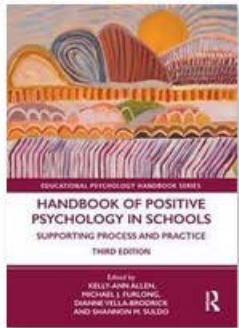
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Chapter

## Coming Together

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### ABSTRACT

Definitions of belonging vary across different disciplines. But despite the differences in perspectives, each field recognizes the value of belonging particularly in schools. School belonging is associated with positive social and academic outcomes and overall well-being. However, a large proportion of students worldwide have a low sense of belonging and many feel that they do not belong. This chapter will discuss how belonging is defined, its importance for students and the issues related to school belonging through an innovative transdisciplinary lens. This chapter is the first of its kind to integrate the concepts of different transdisciplinary conversations to improve the understanding of school belonging and present potential solutions through collaborations among researchers and educators in different fields.