CHAPTER 44

HAPPINESS IN THE CLASSROOM

JENNIFER M. FOX EADES[1], CARMEL PROCTOR[2], AND MARTIN ASHLEY[1]

[1]Edge Hill University, UK; [2]Positive Psychology Research Centre, UK

THERE is great interest today in the subject of happiness and well-being. In December 2009 policy-makers from 100 countries traveled to Brazil to consider ways of creating policies that focus on happiness instead of economic growth (Grainger, 2010). This concern for happiness extends to the field of education. Schools all over the world are focusing on topics such as emotional literacy, resilience, and well-being. The second Australian Positive Psychology and Well-being Conference in 2010 had an entire section devoted to positive education while psychologists such as Martin Seligman suggest that well-being should be taught in schools alongside traditional subjects (Seligman, Ernst, Gillham, Rievich, & Linkins, 2009).

It might be argued that schools should concern themselves less with happiness and more with learning. However, there is no contradiction between a concern for happiness and a concern for learning. We agree with Noddings's (2003) contention that "happiness and education are, properly, intimately related: Happiness should be an aim of education and a good education should contribute significantly to personal and collective happiness" (p. 1). This chapter is grounded in the belief that happiness is an appropriate aim of education and also a tool for facilitating effective education because how we feel has a direct impact on how we learn. Happiness in the classroom however extends beyond merely "feeling good" and includes feeling competent, challenged, autonomous, respected, and engaged in meaningful activities. For children and young people "happiness" will encompass the highest possible standards of education, a high level of challenge and ample opportunities to develop as active and ethical citizens. This chapter will give examples of classroom practice that include a focus on happiness or well-being. It will argue that an appropriate concern for the happiness of both students and teachers will ultimately enhance learning and in no way detract from this core purpose.

An Idea with History

There are educational traditions that have focused on the well-being and happiness of the child for many years. Montessori (2008) emphasized intrinsic motivation and "spontaneous concentration" and argued for the creation of a classroom environment that would integrate both freedom (autonomy) and a high level of challenge (Shernoff & Csikszentmihalyi, 2009). Soka Education, developed by Japanese philosopher and educator Tsunesaburo Makiguchi (1871–1944), was founded on the principle that the purpose of education is the lifelong happiness of the learner (Jaffe, 1993). More recently the Dalai Llama has sponsored an educational initiative (informed by Tibetan Buddhist traditions) called The 16 Guidelines (Murdoch & Oldershaw, 2008). These guidelines encourage teachers and students to focus on 16 positive qualities known to enhance one's quality of life and relationships. The education of the whole child is a goal that has also been held by other religious traditions. For example, in a recent book by Christopher Jamison (2008), the Abbot of Worth Abbey and former Head Teacher of Worth School, he argues that well-being in its deepest sense has always been at the heart of the Christian monastic tradition.

While a concern with happiness in the classroom cannot be said to be new, the understanding that emotions are intimately bound up with cognition and learning, coupled with concern at apparently growing rates of depression among young people, has led to increased interest in the subject of well-being within schools and colleges in recent years (Craig, 2007). The field of positive psychology is helping to provide a growing body of evidence about what contributes to happiness and why it is important. It is argued that whilst the human tendency to preference the negative aspects of our experience has had evolutionary value, directing excessive attention towards such experiences compromises our happiness and impedes our ability to learn (Seligman, 2002). Positive psychologists propose that this negative attentional bias can be deliberately and effectively balanced by a focus on the positive. Evidence emerging from the field supports the work of teachers in considering the "whole child" and in adopting positive approaches to education. For example, work on the effects of positive emotion on learning, creativity, and memory (Frederickson, 2001; Isen, 2000) strongly suggests that happy students are likely to learn more effectively. Research such as this is helpful for cultivating classroom practices and curricula that will promote happiness and well-being, whilst also providing excellent educational opportunities.

Promoting Happiness Alongside Educational Excellence

The following example illustrates how concepts from positive psychology can be applied creatively by teachers to simultaneously promote educational excellence and student well-being. Whilst the case study represents an unpublished piece of action research, it is described here to illustrate how positive psychology may be used to benefit students of varying ability.

The Milestone School is a school for students with severe learning difficulties (aged 2–16 years) which runs a project called "Making Listening Special" (Thompson, 2009). The project uses concepts from Gentle Teaching (McGee & Menolascino, 1991), an approach to working

with special needs that explicitly focuses on well-being. The aim of the project has been to increase the happiness, confidence, and sense of belonging of a class of children on the autistic spectrum. It does this by putting the strengths of the children at the heart of curriculum planning and classroom organization. Daily planning is informed by both the curriculum content and the extent to which activities enhance student self-worth and are perceived as meaningful. The staff achieve this via direct observation of students (to detect personal strengths) and then plan daily activities that are designed to utilize those strengths. Activities that allow children to enter "flow" and feel calm are typically given priority and are often used at the start of each day to increase positive emotions (such as serenity). The explicit aim of the project has been to improve learning and deal with the educational challenges of students by maximizing their choices and involving them in decision-making. For example, a common difficulty in class is turn taking and sharing. To address this challenge a weekly session was planned that drew on students' favorite activities and incorporated choices about how they would work on the skills of "wait and share." Not only did these skills develop quickly as a result of these sessions, the staff also noticed a transferring of these skills back into the classroom. As a result, the staff have realized that taking the time to listen and observe students is key to gaining an understanding of their individual strengths and needs. Indeed, listening to the students and involving them more in decision-making, appears to have been a potent combination in increasing students' levels of participation, confidence, understanding, and co-operation, whilst also enabling the students to influence the culture and organization of the school.

What Kind of Happiness Matters in the Classroom?

Ricard (2003/2006) argues that happiness is not simply the absence of unhappiness. Indeed the construct of happiness is a complex one. Seligman (2002) distinguishes between three kinds of happiness, which lead respectively to what he calls the pleasant life, the engaged life, and the meaningful life. All three kinds of happiness are relevant in the classroom and there is considerable overlap between them in educational contexts. Based on this conceptualization, one can argue that a happy classroom is not the same as a flourishing classroom.

The pleasant life (or hedonic happiness)

This is perhaps what most people think of when the word "happiness" is used. Positive emotion has an important impact on our ability to learn in the present moment and on our longer-term well-being. Frederickson (2001) highlights the effect of positive emotions like gratitude, joy, serenity, and delight on memory, verbal dexterity, openness in social relationships, and creativity. Creating a positive mood at the start of a school day or a class lesson (e.g., through play, laughter, savoring a happy memory or a piece of food) is likely to have a positive impact on learning (the rationale use by the Milestone School). Research has also shown that positive reminiscence about the past increases happiness in the present (Bryant, Smart, & King, 2005) and that expressing gratitude can lead to increased optimism and satisfaction with life (Lyubomirsky, 2008). These insights are potentially helpful for teachers

in shaping curricula that allow students time to focus on the positive, through activities like writing about happy memories or writing thank you letters. This also emphasizes the educational value of making space during school days to stop and savor one's experiences (a practice that is likely to also shape school culture).

The engaged life (or fulfillment)

This dimension of happiness has obvious relevance to the classroom. Mihalyi Csikszentmihalyi (1990) has identified the state of flow as a combination of concentration, interest, and enjoyment. Flow is best described as a state of optimal functioning in which an individual is fully immersed and absorbed in the task at hand, to the extent that they fail to notice the passage of time (Csikszentmihalyi, 1990). According to Csikszentmihalyi (1990), flow emerges during periods where the challenge of a task and a person's skill level are at a point of equilibrium and subsides whenever they are not. Accordingly, challenging activities attempted with too little skill typically result in anxiety and frustration, and skill levels that exceed the level of challenge typically result in boredom or disinterest. The challenge for educators is to design activities that balance skill and challenge and to facilitate in older students the total absorption often seen in the very young (who appear to enter flow states easily and regularly). Results of studies conducted in the USA indicate that high school students are less engaged and experience less flow in the classroom than anywhere else. Shernoff and Csikszentmihalyi (2009) found that students experience greater enjoyment, motivation, self-esteem, and engagement when they perceive themselves to be in control, active, and competent. During after school activities, students experienced a greater variety of instructional techniques than in the classroom and reported more flow and more engagement. Engagement and enjoyment were also higher in mixed adult/student groups than for students alone.

Oral story telling is one practical way of increasing flow in the classroom. When a teacher tells a story well and is completely focused both on the story and the audience they are likely to approach a state of flow. The listeners are also in flow, recreating the story for themselves in their imaginations and totally absorbed in the present moment. It is rare for students not to fully engage with a well-told story. When students learn to tell stories for themselves they become fully engaged in the task at hand, relishing the experience of being in control in deciding how to retell a story: what to include, what to leave out, what words to use, whether to use props or gestures. Full concentration is both essential in storytelling and a precondition for flow.

Mindfulness is another construct with relevance to engagement. Whilst flow is characterized by the narrowing of attention (on the task at hand) and diminished awareness of non-task related information (e.g., situational factors, bodily sensations, etc), mindfulness, by contrast, is associated with an expanding of awareness and an ability to direct one's attention towards present moment experience without becoming enmeshed in it (or captured by it). These are clearly important skills to promote in any classroom. A student's ability to pay attention to the task in hand has a direct bearing on their success and mindfulness practice has been shown to improve a variety of perceptual and cognitive abilities related to the quality of attention (Murphy, Donovan, & Taylor, 1997). Hart (2004) gives examples of simple practices that can integrate mindfulness into the classroom from preschool to university level. For example, teachers at Milestone School hold a basic intention to be mindful and seek to develop their ability to reflect, to monitor their emotions and to teach "with love, kindness, and compassion" (Thompson, 2009).

The Mindfulness in Schools Project in the UK is currently trialing a number of mindfulness training programs within different educational contexts with encouraging results (Burnet, 2009; Morris, 2009). Whilst not all schools will feel equipped to teach mindfulness in a formal sense, at the simplest form mindfulness can be promoted by encouraging students to become more aware of themselves and of others. Other classroom programs such as Celebrating Strengths (Fox Eades, 2008) and Strengths Gym (Proctor & Fox Eades, 2009) both utilize a teaching technique called a community of enquiry (Lipman, 2003) that cultivates mindfulness in students. A community of enquiry is a structured discussion in which participants can speak without interruption and where time is spent in silent reflection. Used thoughtfully and regularly, a community of enquiry will help students to become more aware of their own thought processes, more attentive to their peers, and consequently more mindful.

The meaningful life

Whilst this is perhaps the most difficult dimension of happiness to apply in the classroom, it is possibly the most crucial. This is the dimension that aligns most closely to the Buddhist conception of happiness. Ricard (2003/2006) argues that while pleasure is important, it is fleeting and focused on the individual. Buddhist notions of happiness, however, regard it as a form of lasting well-being, with selflessness an integral part. According to Seligman (2002) meaningful happiness includes values and strengths, a sense of belonging or social connectedness, and satisfaction with life. It might also include a focus on spirituality and ethics. As Montessori (2008) discovered, meaningful activities are essential to fostering intrinsic motivation, whilst concentration, attentiveness, and student engagement have all been found to be significantly higher when learning is perceived as both challenging and relevant (Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2003). As mentioned earlier, the Milestone School found that allowing students to choose meaningful activities increased classroom participation levels. Other studies have confirmed this observation. For example, a pilot study conducted by Frost and Stenton (2010) involved students in the management of their schools (by giving them meaningful activities and some operational responsibilities) and observed a "radical shift" in the attitudes of participating students.

Whilst all the dimensions of happiness discussed overlap significantly, all make unique contributions to the flourishing classroom. The examples in this chapter reflect a small sample of the range of creative work being done in schools around the world.

Happy Students or Happy Schools?

Whilst schools are principally concerned with the academic achievement and well-being of individuals, teaching most typically occurs within groups and a broader educational context that influences happiness. The question can therefore be asked: Are educators best to focus on the happiness of individuals in classrooms or on whole classrooms and the wider institution? Positive psychology has been criticized in the past for an overemphasis on the individual and a neglect of what is required to create positive institutions (Gable & Haidt, 2005). Ideally, a focus on happiness in the classroom will consider both the individual and the wider institution of which individuals are part.

Much of the work in education inspired by positive psychology has, indeed, focused on individuals rather than on institutions. A pilot study by Ewen (2009) found that a 10-week positive psychology group coaching program for Year 5 students resulted in significant increases in goal striving, hope, and well-being. The students completed the Values in Action (VIA) Inventory of Strengths for Youth (Park & Peterson, 2006) and created "Strengths Shields" for display in the classroom. They also learned about goal setting, completed mindfulness exercises, wrote gratitude letters, and told a story about themselves at their very best. Similarly, a high school study by Green, Grant, and Rynsaardt (2007) found that ten individual coaching sessions, facilitated by a trained teacher-coach, resulted in significant increases in cognitive hardiness and hope and decreases in depression for a group of female students (n = 28). Another individually focused program is The Penn Resiliency Program (PRP), which aims to reduce hopelessness, anxiety, and depressive symptoms and to increase students' ability to withstand the common problems of adolescence (Gillham, Brunwasser, & Freres, 2007). Designed and researched by psychologists over the past 20 years using control studies, PRP delivers a series of structured lessons designed to teach realistic thinking (Gillham, Brunwasser, et al., 2007; Gillham, Reivech, et al., 2007). Research has shown that this program is optimized when it is facilitated by either psychologists or by teachers who have undergone intensive training and supervision.

By contrast, the Geelong Grammar School in Australia is currently attempting to embed positive psychology into the practice and curriculum of the whole school (Seligman et al., 2009). Starting in January 2008, teachers at the school received intensive training from a team of psychologists over a period of months in topics such as resilience, strengths, gratitude, and positive communication. The school has introduced stand alone courses (across several grades) on subjects like strengths and supplemented them with whole-school practices, such as students starting the day with a focus on "what went well" (WWW) the previous day (Fox Eades, 2006). In addition, teachers are developing their own methods of applying the principles they have learned. For example, a sports coach using a character strengths framework to debrief teams following a game (Seligman et al., 2009).

Celebrating Strengths—A Focus on the Institution

One institution-wide approach is the Celebrating Strengths framework (Fox Eades, 2008), which takes a whole-school view of well-being. One of the unique features of this approach is that it focuses as much on the adults as it does on the students in a school, and as much on the school environment as it does on the content of lessons. The approach is built upon the belief that a flourishing classroom requires a flourishing teacher, recognizing that a highly stressed, unhappy teacher will find it hard to create the conditions needed for students to flourish. Developed in collaboration with teachers and students in the UK, Celebrating Strengths started as a pilot project designed to promote mental health in classrooms through a focus on oral storytelling and regular community celebrations.

A wide range of traditional stories, told by students and teachers alike, are connected to seven annual celebrations. Particular strengths are then associated with each celebration

and students learn to "strengths spot" in themselves, in the stories they hear, and in one another. Story telling, like strengths, crosses the entire curriculum so it enables positive concepts like courage and kindness to be embedded into the daily life and the curriculum of the school. Schools using the Celebrating Strengths approach do not have dedicated lessons on positive psychology. This was partly to avoid adding to an already overcrowded curriculum, and partly because the aim was to embed principles of positive mental health into the existing curriculum, organization, and daily life of the school.

An unpublished evaluation of Celebrating Strengths found that the project had affected teachers as well as students (Linley & Govindji, 2008). Pilot schools reported increases in student confidence, self-esteem, and social and emotional intelligence. They also reported increases in teacher engagement, work enjoyment, and resilience. One teacher reported a renewed sense of vocation. In addition, student behavior and especially teamwork improved and students realized, sometimes for the first time, that their peers with special educational needs also had strengths. According to the findings from this pilot study, a focus on the whole institution resulted in increases in happiness for individuals (Linley & Govindji, 2008). Encouraged by these preliminary findings, several other institutional interventions are currently being piloted with the aim of developing strengths-based school cultures and increasing teacher satisfaction, student academic performance, and the well-being of students and teachers.

An example of this work is the development of Strengths Gym (Proctor & Fox Eades, 2009). Originally conceptualized as a component of the Celebrating Strengths framework, Strengths Gym is now a program in its own right[1] and is being used by students between the ages of 11–14. The aim of Strengths Gym is to encourage students to build their strengths, learn new strengths, and to recognize strengths in themselves and others. Student booklets contain descriptions of 24 strengths, based on the VIA inventory of strengths classification (Peterson & Seligman, 2004) and a selection of exercises, called "Strengths Builders" and "Strengths Challenges," that encourage students to reflect on the strengths they see most in themselves and to use those strengths in different ways. Designed to be used flexibly, these exercises can be completed by students working alone or in class and may be applied in school-wide initiatives (such as focusing on a particular strength for a day). The Strengths Gym handbook provides teachers with brief theoretical rationale for each strength, along with ideas for lesson plans. It also provides stories, historical or contemporary, that illustrate the strengths being used in real life. Preliminary research has found that participation in the program is associated with significant increases in life satisfaction among students (Proctor, Tsukayama, Wood, Maltby, Fox Eades, & Linley, 2010).

To complement the use of Strengths Gym with younger students, work in one high school that piloted the program also focused on engaging the staff and older students in trying to embed strengths-based ways of working into all levels of school life. This included having senior leaders participate in strengths-based coaching conversations designed to deepen their awareness of their own strengths and setting time aside at leadership meetings to engage in development work that focused explicitly on strengths. A range of initiatives were developed, including strengths-based careers preparation for older students, a strengths-based student leadership program, cross-curricular links to strengths, school wide "traditions" with a

[1] Please see: http://www.strengthsgym.co.uk for more details.

focus on strengths, and reflective and strengths-based assemblies. While the initiatives were wide ranging, all were underpinned by the following core principles: (1) the focus on strengths applied to staff and students equally; (2) students were to be involved in the planning and implementation of projects wherever practical; (3) teachers and students were the "experts" in their own school, and (4) teacher well-being was central to the success of the project.

Creating the Conditions for Happiness

Self-determination theory (Ryan & Deci, 2000) proposes that well-being derives from the satisfaction of three basic human needs: autonomy, competence, and relatedness. All of the work that has been described in this chapter may be seen as fulfilling one or more of these needs. For example, evidence-based coaching interventions (e.g., Ewen, 2009; Green, Grant & Rynsaardt, 2007) and programs like the PRP (Seligman et al., 2009) which teach skills like goal setting, explanatory style, or active constructive responding, increase students' sense of competence and their perceived ability to face challenges. Similarly, work at the Milestone School (Thompson, 2009) has adopted "student as expert" as one of its guiding principles, purposefully maximizing student choice and thus promoting autonomy for children with severe learning difficulties. It also promoted student competence, by respecting and making space for students' strengths, and relatedness through a focus on warm accepting relationships with the teacher. As such, it appears that (in line with the basic predictions of self-determination theory) an explicit focus on strengths may create conditions that enhance well-being through the satisfaction of basic psychological needs for autonomy, competence, and confidence (Linley & Harrington, 2006).

Another crucial element of the "happy classroom" is the provision of meaningful activities. Montessori education is a good example of a tradition that places "meaning" at the heart of education. Students engaged in what they regard as pointless exercises will struggle to concentrate or to feel any degree of engagement with what they do. Epstein (2007) argues that much of the "problem" with teenagers in the West today stems from the fact that our culture deprives them of autonomy and meaningful activity. Indeed, research has demonstrated that schools which foster student autonomy, responsibility, and egalitarian staff–student relationships report higher levels of student engagement than traditional schools with more controlling staff and more rigid, irrelevant curriculum (Shernoff & Csikszentmihalyi, 2009).

Teachers are the single most important factor in creating happiness in the classroom so the well-being and happiness of each teacher is of great importance. Meaningful challenge is certainly crucial to student engagement, but whether challenge is perceived as positive or negative by students is directly related to the classroom climate created by the teacher. A focus on process rather than outcome, on effort rather than attainment, and on the positive value of risk taking and mistakes produce a high level of motivation and enjoyment for students (Turner & Meyer, 2004). Turner and Meyer (2004) also argue that this emphasis on challenge, effort, and student accountability must be accompanied by positive affect and enthusiasm on the part of the teacher. For this reason, any program that promotes happiness for students but which neglects the happiness of staff is not likely to be a successful long

term strategy. As Noddings (2004) points out, "if children are to be happy in schools, their teachers should also be happy. Too often we forget this obvious connection." (p. 261) A focus on student happiness needs therefore to be underpinned by a whole school philosophy that respects and promotes autonomy, competence, and relatedness for staff and students alike. Controlling management practices, deficit-based performance review, rigid learning schemes that allow no place for teacher creativity or student initiative will undermine or limit the effectiveness of any number of happiness programs. A focus on the individual will therefore ideally be balanced by a genuine and authentic whole school ethos that promotes well-being for all members of the community.

Imposing Happiness?

The challenge for leaders, coaches, or psychologists wishing to promote applied positive psychology innovation in schools is that imposed change can lead to demoralization and a perceived lack of autonomy and competence in staff. A recent study by Grenville-Cleave (2009) found that UK teachers had less perceived control—and less well-being—than other professionals. As Frost and MacBeath (2010) point out, "Teachers have, for decades, been at the receiving end of so many demands and 'brilliant' but ephemeral ideas, so that any impetus for sustained change has to be understood within the context and developmental history of the school" (p. 28). A top-down, expert-led initiative can be counter productive if it imposes rigid structures on teachers and does not acknowledge their expertise. As such, the challenge for researchers and practitioners becomes: How can new ideas be introduced into classrooms in a way that affirms the existing strengths and expertise of staff and students?

Strengths Gym (Proctor & Fox Eades, 2009) is an example of a program that, despite being designed by "experts," seeks to satisfy the autonomy, relatedness, and competence needs of both students and staff. For students choice is an integral part of the program, with options being provided within each lesson. For example, students can choose to work individually or in groups. They are considered to be the "experts" on the strengths they possess and are invited to lead classes whenever their strengths become a focus of study. For the teachers, they are encouraged to engage in activities alongside students as co-learners, not experts. Their handbooks present Strengths Gym as a flexible framework, rather than a blueprint, and provide suggestions and ideas, rather than prescriptions. In addition, stories are provided in the handbook for each lesson because story telling is considered a key pedagogical tool, an inherently respectful teaching method, and a powerful means of building positive relationships (see Fox Eades, 2006, 2008).

Another approach that offers great potential in this area is Appreciative Inquiry (AI; Cooperrider, Whitney, & Stavros, 2008), as the use of AI at the institution level would involve seeking to identify what is already being done to enhance happiness in schools and then to build upon the best elements of such work. In so doing, an institution's current efforts become a platform for transformative initiatives that emerge from within the institution itself (even though they may be enhanced by theories or knowledge derived from other disciplines, like positive psychology). Though not widely known in education, some schools are already using AI to bring about effective change at the level of the institution (Adamson, Samuels, & Willoughby, 2002).

Making Room for Unhappiness?

It is perhaps unfortunate that schools in the UK are now assessed on how well they promote student well-being. Creating happiness targets alongside targets for achievement in English, maths, and science was perhaps not the best way of recommending well-being to the UK's teachers. There is a danger that happiness becomes yet another target for both staff and students to fail at and it is too important for that. As Parke (2007) notes, "nothing truly valuable can ever be made into a target."

Recently Ben-Shahar (2002) has called for "permission to be human," emphasizing the fact that we all feel a full range of emotions at some point, including occasionally feeling discouraged or low. A school or classroom that promotes a meaningful level of happiness, as opposed to simply pleasure, will be one where both students and teachers can be authentic, however they are feeling. Students learn regardless of how well or unhappy they are feeling because they are remarkably resilient. Teachers teach effectively however much stress they may be under because they are competent professionals. One of the reasons Celebrating Strengths (Fox Eades, 2008) has always used traditional stories in the classroom is that they make space for the negative or uncomfortable emotions (like anger, fear, and hate) in a safe and containing way. All emotional life is relevant to the flourishing classroom. Moreover, sometimes, as Bushe (2007) argues, "the motivation underlying 'keeping the focus on the positive" (p.4) is to avoid the anxiety of dealing with real concerns or to suppress the expression of dissent." Neither is desirable. A classroom or a school that takes happiness seriously will stifle neither debate nor the appropriate expression of any human emotion.

Recommendations for Practice

The following recommendations can be made for practitioners interested in promoting happiness within educational contexts:

- Change initiatives must take the well-being of staff into account.
- Involve students and staff in considering how to apply positive principles in a school.
- Focus on the whole-school culture as well as the individual.
- Practice positive psychology in lessons and life, don't just teach about it.
- Positive practices need to be modeled by the adults within the school.
- Make space for unhappiness—it is part of being human.

Conclusion

Ricard (2003/2006) points out that happiness, in the sense of a deep, lasting well-being, is a skill that can be learned with committed effort. Whilst teachers cannot guarantee their

students happiness, they can ensure that they create conditions (both at the classroom and school levels) that allow their students to flourish and learn the skills required to be happy. The conditions that promote happiness in the classroom—autonomy, relatedness, competence, meaningful activities, a focus on strengths, mutual respect, and positive regard—are also the conditions that promote creativity, curiosity, love of learning, and intrinsic motivation. A focus on happiness is not an "add on" to the real business of education, but a necessary condition for fostering the lifelong love of learning that is the goal for every school. Moreover, for schools to realize that goal, it is not enough for teachers to be concerned with the well-being of their students; school leaders, politicians, and society as a whole must also consider the well-being of teachers. Schools where teachers and students feel valued and able to flourish, will be effective schools, as well as happy ones.

References

Adamson, J., Samuels, N., & Willoughby, G. (2002). Changing the way we change at heathside school. *Managing Schools Today, March*, 24–27.

Ben-Shahar, T. (2002). *The question of happiness*. London, UK: Writers Club Press.

Bryant, F. B., Smart, C. M., & King, S. P. (2005). Using the past to enhance the present: Boosting happiness through positive reminiscence. *Journal of Happiness Studies*, *6*(3), 227–260.

Burnet, R. (2009). *Mindfulness in schools, learning lessons from the adults-secular and Buddhist*. Unpublished manuscript.

Bushe, G. R. (2007). Appreciative inquiry is not (just) about the positive. *OD Practitioner*, *39*(4), 30–35.

Cooperrider, D. L., & Srivasta, S. (1987). Appreciative inquiry in organizational life. *Research in Organizational Change and Development*, *1*, 129–169.

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *Appreciative inquiry handbook* (2nd ed.). Brunswick OH: Crown Custom Publishing, Inc.

Craig, C. (2007). *The potential dangers of a systematic, explicit approach to teaching social and emotional skills (SEAL)*. Glasgow: Centre for Confidence and Wellbeing.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper and Row.

Deci, E. L., & Flaste, R. (1995). *Why we do what we do*. London, UK: Penguin.

Epstein, R. (2007). *The case against adolescence: Rediscovering the adult in every teen*. Sanger, CA: Quill Driver Books.

Ewen, W. (2009). *The strong kids programme*. Unpublished manuscript.

Fox Eades, J. M. (2006). *Classroom tales: Using storytelling to build emotional, social and academic skills across the primary curriculum*. London, UK: Jessica Kingsley Publishers.

Fox Eades, J. M. (2008). *Celebrating strengths: Building strengths-based schools*. Coventry, UK: CAPP Press.

Frederickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*, 218–226.

Frost, D., & MacBeath, J. (2010). *Learning to lead: An evaluation*. Cambridge, UK: Leadership for Learning, University of Cambridge Faculty of Education.

Frost, D., & Stenton, S. (2010). *Leading to lead: The story so far*. Cambridge and Wells, UK: University of Cambridge Faculty of Education/Learning to Lead CIS.

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, *9*(2), 103–110.

Gillham, J. E., Brunwasser, S. M., & Freres, D. R. (2007). Preventing depression early in adolescence: The Penn Resiliency Program. In J. R. Z. Abela, & B. L. Hankin (Eds.), *Handbook of depression in children and adolescents* (pp. 309–332). New York, NY: Guildford Press.

Gillham, J. E., Reivich, K. J., Freres, D. R., Chaplin, T. M., Shatté, A. J., Samuels, B., … Martin, E. P. (2007). School-based prevention of depressive symptoms: A randomized controlled study of the effectiveness and specificity of the Penn resiliency program. *Journal of Consulting and Clinical Psychology*, *75*(1), 9.

Grainger, L. (2010, January 2). A happier measure. *The Times*.

Green, S., Grant, A., & Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. *International Coaching Psychology Review*, *2*(1), 24–32.

Grenville-Cleave, B. (2009). *UK teachers in 2008: Surviving or thriving?* Unpublished manuscript.

Hart, T. (2004). Opening the contemplative mind in the classroom. *Journal of Transformative Education*, *2*(1), 28–46.

Ikeda, D. (2001). *Soka education: A Buddhist vision for teachers, students and parents*. Santa Monica, CA: Middleway Press.

Isen, A. M. (2000). Positive affect and decision-making. In M. Lewis, & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (pp. 417–435). New York, NY: Guildford.

Jaffe, C. (1993). Tsunesaburo Makiguchi: Teacher, philosopher, value creator. *Teaching Education*, *5*(2), 101–105.

Jamison, C. (2008). *Finding happiness: Monastic steps for a fulfilling life*. London, UK: Weidenfeld & Nicolson.

Linley, P. A., & Govindji, R. (2008). *An evaluation of celebrating strengths*. Unpublished manuscript.

Linley, P. A., & Harrington, S. (2006). Strengths coaching: A potential-guided approach to coaching psychology. *International Coaching Psychology Review*, *1*(1)

Lipman, M. (2003). *Thinking in education*. Cambridge, UK: Cambridge University Press.

Lyubomirsky, S. (2008). *The how of happiness*. London, UK: Penguin Press.

McGee, J., & Menolascino, F. J. (1991). *Beyond gentle teaching: A nonaversive approach to helping those in need*. New York, NY: Plenum Press.

Montessori, M. (2008). *The Montessori method*. USA: BN Publishing

Morris, I. (2009). *Teaching happiness and well-being in schools: Learning to ride elephants* London, UK: Continuum International Publishing Group Ltd.

Murdoch, A., & Oldershaw, D. (2008). *16 guidelines for a happy life, the basics*. London, UK: Essential Education.

Murphy, M., Donovan, S., & Taylor, E. (1997). *The physical and psychological effects of meditation: A review of contemporary research 1991–1996* (2nd ed.). Petalum, CA: Institute of Noetic Sciences.

Noddings, N. (2003). *Happiness and education*. New York, NY: Cambridge University Press.

Noddings, N. (2004). *Happiness and education* (New ed.). New York, NY: Cambridge University Press.

Park, N., & Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the values in action inventory of strengths for youth. *Journal of Adolescence*, *29*(6), 891–909.

Park, N., Peterson, C., Seligman, M. E. P., & Steen, T. A. (2005). Positive psychology progress: Empirical interventions. *American Psychologist*, *60*(5), 410–421.

Parke, S. (2007). *The beautiful life: Ten new commandments because life could be better*. London, UK: Bloomsbury.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A classification and handbook*. Washington, DC: American Psychological Association.

Proctor, C., & Fox Eades, J. (2009). *Strengths Gym*. St. Peter Port, Guernsey: Positive Psychology Research Centre.

Proctor, C., Tsukayama, E., Wood, A. M., Maltby, J., Fox Eades, J., & Linley, P. A., (2010). Strengths Gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents. *Journal of Positive Psychology*, *6*, 377–388.

Ricard, M. (2003/2006). *Happiness: A guide to developing life's most important skill.* (J. Browner, Trans.). London, UK: Atlantic Books. (Work originally published in 2003).

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78.

Santorelli, S. (1999). *Heal thy self.* New York, NY: Three Rivers Press.

Seligman, M. E. P. (2002). *Authentic happiness*. London, UK: Nicholas Brealey Publishing.

Seligman, M. E. P., Ernst, R. M., Gillham, J., Rievich, K., & Linkins, M. (2009). Positive psychology and classroom interventions. *Oxford Review of Education*, *35*(3), 293–311.

Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, *18*, 158–176.

Shernoff, D. J., & Csikszentmihalyi, M. (2009). Flow in schools, cultivating engaged learners and optimal learning environments. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 131–145). New York, NY: Routledge.

Thompson, J. (2009). *Making listening special.* Unpublished manuscript.

Turner, J. C., & Meyer, D. K. (2004). A classroom perspective on the principle of moderate challenge in mathematics. *The Journal of Educational Research*, *97*, 311–318.