

As already suggested in the theoretical background, the goal of positive psychology in the school setting is to change the direction from “repairing” what is bad to supporting and cultivating what is good. In recent decades school has been required to focus not only on performance, the amount of knowledge or academic competence. It should create adequate conditions for the development of the highest possible amount of personality competences contributing to an increase in the level of mental health by creating a safe environment, good interpersonal relationships, favourable social climate, support of self-confidence, positive self-concept and, last but not least, better understanding of oneself. One way to begin is a regular self-evaluation of students’ and teachers’ mental health, which may also work as prevention of various emotional, social, or behavioural problems. Various long-term preventive programmes (Way to Emotional Maturity, Say it Directly, Do not Destroy your Wise Body, Tolerance Development Programme, etc.) may fulfil a protective function for mental health. Stehlíková (2016) emphasizes the necessity of change in professional training of future teachers. To be able to respond effectively and adequately in school social interactions mainly with pupils and parents by applying principles of positive psychology, teachers need to develop modifications of various important competences systematically and continuously also by means of various intervention programmes.

And last but not least, it is necessary to support school’s good and effective co-operation with family, school psychologists, special pedagogues, social and health-care staff, and working together solve any problems in behaviour and learning that occur at school and that disrupt optimal social and educational conditions.

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