

The strengths-based approach to flourishing and well-being starts with 11 beliefs

1. All students have strengths and can flourish.



2. Students' strengths shape their success and define who they are.



3. What we focus on becomes reality.



4. All students want to succeed and contribute positively.



5. Students can flourish and experience well-being when supported.



6. Focusing on challenges limits students from identifying their strengths.



7. When students feel valued and safe they will value what others offer.



8. Flourishing and experiencing well-being is a dynamic process unique to each student.



9. Supportive relationships bring positive change.



10. Students do the best they can with what they have learned and experienced.



11. What a student thinks about themselves is more important than what others think.



Building the capacity to flourish starts with adopting a strengths-based approach. This approach enhances the development and educational outcomes of children and youth. Embracing this approach is believing that all students and their families have strengths, resources, and abilities to flourish when supported by caring developmental relationships. Public Health Sudbury & Districts has adopted this approach as a lens through which we connect with our school communities. The following beliefs serve as the foundation for guiding and implementing strength-based practices.



1. All students have unique strengths and the ability to be resilient and flourish.
2. It is the unique strengths of students that will shape their success and define who they are—not their limitations or the mistakes they might make.
3. What one focuses on (strengths or weaknesses) will become a student’s reality.



4. All students want to be to be successful, explore the world around them, and contribute to their communities in positive ways.
5. A student’s capacity to flourish and experience well-being can be realized when supported with the right conditions and resources.
6. A sole focus on challenges can limit students from identifying their innate strengths and ability to find their own meaningful solutions.



7. When students feel valued and safe, they will be receptive to, and value, what others offer.
8. Flourishing and experiencing positive well-being is a progressive and unique process that evolves over time and is unique to each student.
9. Positive change occurs in the context of unconditional and supportive relationships.



10. All students are just trying to do the best they can with what they have learned and experienced to date.
11. What a student thinks about themselves is more important than what others think.

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School health promotion team

705.522.9200, ext. 393 | 1.866.522.9200
schoolhealthteam@phsd.ca | phsd.ca

  @PublicHealthSD

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