

## **Abstract**

“If our only knowledge about students is limited to the negatives in their lives – low test scores, low grades, negative behaviour reports, and deficit-oriented diagnostic labels – then our ability to differentiate learning effectively is significantly restricted” (Armstrong, 2012b). In contrast, a strengths-based approach to learning focuses on student’s gifts, interests, and passions in order to create inclusive and engaging classroom experiences for all of the diverse learners in the school community (Lopez & Louis, 2009). The purpose of this study was to investigate the relationship between strengths-based teaching strategies and student attitudes toward life and learning. Through a systematic review of the literature, three attitudes that may be impacted by this approach to learning were identified: student well-being, student mindsets, and student engagement. In addition to this, specific practical strengths-based teaching strategies and resources were identified. Despite the many benefits of strengths-based teaching strategies, there have been limited systematic research documenting its impact. This study concludes by suggesting further areas for future research and recommending the need for continued educator training in the implementation of a strengths-based approach to learning.