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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. Inventing youth wellbeing by Julie McLeod & Katie Wright -- 2. To be well is to be not unwell: The new battleground inside our children's heads by Linda Graham -- 3. Vulnerability and wellbeing in educational

settings: The implications of a therapeutic approach to social justice by Kathryn Ecclestone -- 4. The limits of wellbeing by Johanna Wyn, Hernan Cuervo & Evelina Landstedt -- 5. Constructions of young women's health and wellbeing in neoliberal times: A case study of the HPV vaccination program in Australia by Kellie Burns & Cristyn Davies -- 6. Young people, sexual pleasure and sexual health services: What happens when "good sex" is bad for your health? By Ester McGeeney -- 7. "I'd just cut myself to kill the pain": Seeing sense in young women's self-injury by Kathryn Daley -- 8. Rethinking role-play for health and wellbeing: Creating a pedagogy of possibility by Helen Cahill -- 9. Wellbeing and schools: Exploring the normative dimensions by Amy Chapman -- 10. Social-emotional learning: Promotion of youth wellbeing in Singapore schools by Chong Wan Har and Lee Boon Ooi -- 11. Happiness, wellbeing and self-esteem: Public feelings and educational projects by Julie McLeod -- 12. From targeted interventions to universal approaches: Historicizing wellbeing by Katie Wright.

Sommario/riassunto

This volume offers a critical rethinking of the construct of youth wellbeing, stepping back from taken-for-granted and psychologically inflected understandings. Wellbeing has become a catchphrase in educational, health and social care policies internationally, informing a range of school programs and social interventions and increasingly shaping everyday understandings of young people. Drawing on research by established and emerging scholars in Australia, Singapore and the UK, the book critically examines the myriad effects of dominant discourses of wellbeing on the one hand, and the social and cultural dimensions of wellbeing on the other. From diverse methodological and theoretical perspectives, it explores how notions of wellbeing have been mobilized across time and space, in and out of school contexts, and the different inflections and effects of wellbeing discourses are having in education, transnationally and comparatively. The book offers researchers as well as practitioners new perspectives on current approaches to student wellbeing in schools and novel ways of thinking about the wellbeing of young people beyond educational settings.
