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Soggetti	Personality Difference (Psychology) Psycholinguistics Educational psychology Counseling Developmental psychology Personality and Differential Psychology Psycholinguistics and Cognitive Linguistics Educational Psychology Counseling Psychology Child and Adolescence Psychology Personalitat Salut mental Psicologia pedagògica Gramàtica cognitiva Llengua d'ensenyament Llibres electrònics
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Nota di contenuto	Chapter 1. Introduction: the psy-self.-Part one: Tell me my self -- Chapter 2. Making strange the history of psychological discourses of the self in education -- Chapter 3. Schooling the (achieving) self --

Chapter 4. Mental disorder in school and the damaged self -- Chapter 5. Wellbeing and happiness -- Part two: Counter-narratives of the self -- Chapter 6. The pleasure(s) of the self -- Chapter 7. The capable self -- Chapter 8. Re-presenting the self -- Chapter 9. Politicising the self -- Chapter 10. Performing the self: counter-narratives in everyday life.

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Sommario/riassunto

This book examines the emergence of psychologised discourses of the self in education and considers their effects on children and young people, on relationships both in and out of school and on educational practices. It undertakes a Foucauldian genealogy of the discourses of the self in education in order to scrutinise the 'focal points of experience' for children and young people. Part One of the book offers a critical analysis of the discourses of the self that operate within interventions of self esteem, self concept, self efficacy and self regulation and their incursions into education. Part Two provides counter-narratives of the self, drawn principally from the arts and politics and providing alternative, and potentially radical, ways of when and how the self might speak. It also articulates how teachers may support children and young people in giving voice to these counter-narratives as they move through school. Julie Allan is Professor of Equity and Inclusion at the University of Birmingham, UK where she was formerly Head of the School of Education. Julie's research focuses on inclusion, disability studies and children's rights and encompasses both empirical and theoretical work. She has been an expert adviser on policy, practice and research to governments, NGOs and Council of Europe. Julie and Valerie co-edited, together with Clara Jørgensen, The Routledge World Yearbook in Education 2020: Schooling, governance and inequalities. Valerie Harwood is a Professor of Sociology and Anthropology of Education, Sydney School of Education and Social Work, The University of Sydney. Valerie's research is centred on a social and cultural analysis of participation in educational futures. This work involves learning about collaborative approaches and in-depth fieldwork on educational justice with young people, families and communities. Valerie and Julie are the authors of *Psychopathology at School: Theorising Mental Disorder in Education* (2014, Routledge) and *Medicus Interruptus in the Behaviour of Disadvantaged Children in Scotland*, in the *British Journal of Sociology of Education*.

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