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Altri autori (Persone)	KaukkoMervi WindsorSally MahonKathleen KemmisStephen
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Soggetti	Educational sociology Education and state Education—Philosophy Sociology of Education Educational Policy and Politics Educational Philosophy Educació Condicions socials Justícia social Benestar Llibres electrònics
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Nota di contenuto	Searching for worlds worth living in -- Education for living well in a world worth living in -- Why listen? Student voice work defended: Students as 'expert witnesses' to their experiences in schools and other sites of learning -- The heart of the small rural village school: Roots and wings, solidarity and autonomy -- Leading for love, life, wisdom, and voice in Steiner schools: Constraints and conditions of possibility -- The sand through my fingers: Finding Aboriginal cultural voice,

identity and agency on country -- Leading by listening: Why Aboriginal voices matter in creating a world worth living in -- Practices and experiences in educational researcher training: Reflections from research students exploring the theme, living well in a world worth living in, during the COVID-19 pandemic -- Partnering for Hope: Agentic narrative practices shaping a world worth living in -- Keeping each other safe: Young refugees' navigation towards a good life in Finland, Norway, and Scotland -- "The kitchen is my favorite place in the house": A world worth living in for children with feeding difficulties and their families -- Facing the climate crisis, acting together: Young climate activists on building sustainable future -- Finding worlds worth living in.

Sommario/riassunto

This open access book is the first of a two-volume series focusing on how people are being enabled or constrained to live well in today's world, and how to bring into reality a world worth living in for all. The chapters offer unique narratives drawing on the perspectives of diverse groups such as: asylum-seeking and refugee youth in Australia, Finland, Norway and Scotland; young climate activists in Finland; Australian Aboriginal students, parents and community members; families of children who tube feed in Australia; and international research students in Sweden. The chapters reveal not just that different groups have different ideas about a world worth living in, but also show that, through their collaborative research initiative, the authors and their research participants were bringing worlds like these into being. The volume extends an invitation to readers and researchers in education and the social sciences to consider ways to foster education that realises transformed selves and transformed worlds: the good for each person, the good for humankind, and the good for the community of life on the planet. The book also includes theoretical chapters providing the background and rationale behind the notion of education as initiating people into 'living well in a world worth living in'. An introductory chapter discusses the origins of the concept and the phrase.
