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Altri autori (Persone)	KaukkoMervi WindsorSally KemmisStephen MahonKathleen
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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 Llibres electrònics
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Introduction: Drawing the future into the present -- Whose well-being? Deep-ecological and posthuman perspectives on 'world worth living in' -- Nurturing eco-thinking by leading and learning from the future as it emerges -- Potential of students' voices to contribute to education for a future world worth living in -- Democratic practices with and for our youngest citizens: Early childhood education, agency and the education complex -- Exploring 'living well' through children's play -- A schooled life: Dissonant glimmers for interruption amidst the tightly

constrained practice of schooling -- Living well in the aftermath of separation and divorce: The role of teachers, schools and early childhood services -- Practices of living well among youth in an Arctic region -- New pathway to adolescent wellbeing: The case for online Special Religious Education in public schools -- Education that makes life manageable, comprehensible, and meaningful: Experiences of the Monash Access Program, a university alternative entry pathway -- Aboriginal curriculum enactment: Stirring teachers into the practices of learning from Country in the city -- 'Living well and teaching well': Exploring how beginning teachers enact good pedagogical praxis in their everyday practices in historically hard-to-staff schools -- Learning through change: What the pandemic has taught us about living well in a world worth living in -- Conclusion: Forging future worlds worth living in.

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#### Sommario/riassunto

This open access book is the second of a two-volume series that explores how people are living well and creating a "World Worth Living in for All". It engages in deep listening of voices from across the world and considers the role of education in creating a more just and sustainable world for the future. The book asks what can be learnt to create change in policy and practice in order to enact praxis. It showcases chapters from international authors who discuss current or new projects to address the overarching questions explored in the book. It also provides an overview of perspectives that connect both volumes and the individual projects presented together through the lens of practice architectures.

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