

Series Editor's Preface

The idea that every child has a good experience of schooling is central to the inclusion agenda because a good experience of schooling is associated with positive outcomes. But claiming that a school is inclusive because it enrolls a diverse student population, or a high proportion of students with additional support needs, is insufficient to ensure that all students have a good experience of schooling or learning or that good outcomes will follow. Indeed, the underachievement of certain groups of students has led to a renewed focus on interventions that aim to 'close the gap' between the lowest and highest achievers as an issue of fairness and social justice in education. But concepts such as inclusion, achievement, fairness and social justice are abstract and contentious and some would argue incompatible and too closely aligned with a focus on academic outcomes only. In response, the idea of wellbeing has come to be seen as both an important condition and outcome of learning.

This book provides a welcome addition to the literature on inclusive education that does not shy away from the complexities of simultaneous and contrasting wellbeing discourses that range from producing economically useful citizens to considerations of the role of the school in enhancing one's capacity to lead what one considers to be a good life. Through an exploration of these potential outcomes and the role that schools and teachers play in influencing them, *Wellbeing, Equity and Education: A Critical Analysis of Policy Discourses of Wellbeing in Schools* offers a broad conceptual engagement with concepts of inclusion, achievement, fairness and social justice which help to address the challenges of inclusive education as a strategy for improving equity outcomes.

The ideals of inclusive education make promises that many schools struggle to fulfil. For many years, approaches to policy practice and research about inclusion and equity have been dominated by the needs of individuals and groups who might be excluded or marginalised from schooling. This book helps to reframe debates about inclusive education through a deepening understanding of the role that schools and those who work in them play in the wellbeing of children and young people. By

focusing on the 'what' rather than the 'who' of inclusive education, the book offers a critical perspective on the 'wellbeing agenda' in education that not only inaugurates this new series on inclusive learning and educational equity but sets a course for advances in knowledge about the enactment of inclusive education.

University of Edinburgh, Edinburgh, UK

Lani Florian

<http://www.springer.com/978-3-319-50064-5>

Wellbeing, Equity and Education
A Critical Analysis of Policy Discourses of Wellbeing in
Schools

Spratt, J.

2017, XI, 147 p. 10 illus., Hardcover

ISBN: 978-3-319-50064-5