

Health, well-being and quality of life in schools (Folkehelse og livsmestring i skolen)

Call for papers

According to the Norwegian Ministry of Education's own statement of purpose: "Primary and lower secondary education shall assist in providing pupils with an ethical upbringing, develop their mental and physical abilities, and give them a broad general education so that they can become useful and independent persons in their private lives and in society."

This is a rather ambitious goal, one not easily realised. International as well as Norwegian research describe numerous complexities and challenges faced by our educational systems, including students' waning motivation, boys falling behind, mental health issues, marginalisation of special needs students, and drop-out rates. These social challenges are being addressed in the core curriculum with the introduction of a number of cross-curricular subjects, one of which is '*folkehelse og livsmestring*' (in English, 'health, well-being and quality of life'). This new school subject will be the focus of our forthcoming special issue; we wish to publish research-based knowledge about *folkehelse og livsmestring* (F&L).

With the aim of stimulating ongoing discussion regarding school curriculums and practise, we hereby invite researchers to submit articles that explore the following questions:

- Why has F&L become a subject in education? Are these terms relevant for education, and if so, do they represent something new and important?
- What should F&L cover – and what should *not* be included in this subject?
- Why have the concepts of health, well-being and quality of life been included in the core curriculum? What will it take to realise the idea of F&L as a cross-curricular subject?
- What kind of special expertise and conditions do teachers need when F&L is introduced as a cross-curricular subject in schools?
- How should F&L be incorporated into teacher education?

These questions should not be viewed as obligatory themes; rather, they are meant as inspiration. In particular we seek contributions that explore different challenges, dilemmas and paradoxes stemming from the introduction of F&L as a cross-curricular subject. For example, now that students are to learn about health, well-being and quality of life in school, is there a risk that this will obscure the underlying reasons why these concepts have been highlighted by the educational system in the first place? And if so, could this result in social problems being left to the individual to solve for him or herself, for example by introducing mindfulness and stress-handling in school? Should F&L be part of the regular weekly program, or is it first and foremost to be understood within the context of

education politics, as a question of managing school objectives and how this could have a negative impact on students' health, capacity for learning and self-realisation?

We welcome innovative articles – from empirical, theoretical, historical, comparative and philosophical perspectives – for this special issue which aims to contribute to a critical and multidisciplinary discussion of the new Norwegian national curriculum starting in 2020.

We are also interested in contributions from other countries. The aforementioned challenges are occurring in many other Western countries; hence topics like health, well-being and quality of life are relevant internationally as well as in Norway.

Deadline for submission: **30 August 2019**

For more information, please take a look at pedagogikkogkritikk.no

All articles will be subject to double-blind peer review.

Please include “Folkehelse og livsmestring” in the title, or inform the journal via email that the submission is intended for this special issue.

Articles should not exceed 6000 words. Please find author guidelines [here](#).

Kind regards,

Guest editors

Marit Uthus, førsteamanuensis, Institutt for lærerutdanning NTNU

Cecilie Skaalvik, universitetslektor, Institutt for lærerutdanning NTNU

Roger André Federici, forskningsleder, NIFU

Editors of Nordic Journal of Pedagogy and Critique

Vegard Kvam, Lars Løvlie, Einar Sundsdal, Ilmi Willbergh and Maria Øksnes

pedagogikkogkritikk.no