



Mental Health and Wellbeing through Schools: The Way Forward

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Mental Health and Wellbeing through Schools brings together international experts from various disciplines to identify and address a range of current challenges in this rapidly-developing field of endeavour.

The opening chapter details lessons learned from research and practice, outlining some emerging challenges for the effective implementation of mental health initiatives in schools. Subsequent chapters take up the various issues, exploring problems and proposing solutions. Topics fall within four broad areas:

Organisational and leadership issues such as dealing with 'wicked' or 'hard-to-tame' (complex and resistant) problems and taking a broad public health approach;

Teacher-related issues, such as how to integrate programs successfully into schools, and teacher skills and professional learning;

The challenges and opportunities of new technologies, including cyberbullying and the use of online, multimedia and mobile resources for both student and teacher learning and support;

The need for a greater focus on targeted interventions for at-risk students, such as those with disabilities; also addressing 'hard-to-tame' problems such as bullying, youth suicide and depression.

Mental Health and Wellbeing through Schools will be of interest to those involved in researching, developing, evaluating and implementing mental health initiatives in schools, including academics, practitioners, educators and educational and Mental Health policy makers. It will also be of use to professionals, such as nurses and social workers, concerned with the wellbeing of children and adolescents. The book will have international appeal, with contributors from around the world, experienced in a range of contexts.

Rosalyn H. Shute is Adjunct Professor of Psychology at both Flinders and Federation Universities (Australia). Her research expertise lies broadly in clinical child psychology and paediatric psychology/child health and wellbeing. She is an experienced teacher of Developmental Psychology, educational and clinical child/paediatric psychology.

Phillip T. Slee is a Professor in Human Development in the School of Education at Flinders University, Adelaide, Australia. He is a trained teacher and registered psychologist. His main areas of interest include childhood bullying/aggression, mental health and wellbeing, stress and teacher education. He has a particular

interest in the practical and policy implications of his research. He and Shute recently co-authored *Child Development: Theories and Critical Perspectives*.

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Norman Fuentes:

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