
Constructing Wellbeing – The child's voice, does it belong too?

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The notion of wellbeing has been constructed in many ways but possibly the richest source of understanding has been overlooked, the child's understanding of wellbeing. In striving to promote wellbeing, and educate children to be prepared for the world of tomorrow, educators need to understand how children make sense of the world they belong to today.

The intention of this paper is to challenge current ways of thinking about constructions of wellbeing by considering: the place of the young child in this process; the voice of the child in wellbeing research, and the need to construct a complete picture of wellbeing, rather than an incomplete, adult perspective. Questions about the development of curriculum in this area will also be raised.