

BOOK LAUNCH

FRIDAY, NOVEMBER 1ST - 6PM for 6:30PM START

at Gleebooks, 49 Glebe Point Rd, Glebe

To be launched by Maxine McKew, Vice Chancellor's Fellow,
Australia India Institute, University of Melbourne

Introduced by Hanya Stefaniuk OAM

Please RSVP Gleebooks (02) 9660 2333 or events@gleebooks.com.au by Wednesday, October 30

Disposed to Learn

Schooling, Ethnicity and the Scholarly Habitus

Megan Watkins and Greg Noble

Institute for Culture and Society, University of Western Sydney

Disposed to Learn explores the relationship between ethnicity and dispositions towards learning, with a focus on primary school students of Chinese, Pasifika and Anglo Australian backgrounds. The authors challenge the tendency towards the essentializing of ethnicity within multiculturalism to argue for a more nuanced understanding of the relationship between culture and academic performance. Drawing on the work of Bourdieu, they examine how home and school practices produce particular attributes that are embodied as dispositions towards learning - the scholarly habitus. These home and school practices entail different modes of discipline which help or hinder student engagement. The book underlies the need for a better understanding of cultural diversity in schooling to address issues of educational inclusion.

“The relationship between ethnicity, class and educational achievement continues to confound scholars. In its lived form, it has the potential to divide communities. This book is a timely engagement with this ‘hot’ topic. It is accessible and provides insights based on research that are considered through a robust theoretical framework. This book is a ‘must read’, particularly for those directly engaged with the teaching profession.” –

Georgina Tsolidis, Professor of Education, University of Ballarat, Australia

“Watkins and Noble offer a richly theorised and empirically grounded account of the dynamics of learner differences. They show how different ‘dispositions to learn’ affect learner outcomes. Central to their account is the construct ‘scholarly habitus’. They frame this as a multifaceted alternative to the over-simplifications of cognitivism and cultural pathologisation that frequently afflict educational research and practice. This book represents a significant advance in the field of cultural studies in education.” –

Mary Kalantzis, Dean of the College of Education, University of Illinois, USA

