

1. Record Nr.	UNINA9910370043703321
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Titolo	Unequal Neighbourhoods, Unequal Schools : Organisational Habitus in Deprived and Privileged Local Contexts / / by Julia Nast
Pubbl/distr/stampa	Wiesbaden : , : Springer Fachmedien Wiesbaden : , : Imprint : Springer VS, , 2020
ISBN	3-658-27591-X
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (285 pages)
Disciplina	379.260943
Soggetti	Sociology, Urban Educational sociology Social structure Equality Urban Studies/Sociology Sociology of Education Social Structure, Social Inequality
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Neighbourhoods, Schools and Inequality: Shifting the Focus -- A Theoretical Perspective: Localised Fields, Organisational Habitus and Practices -- How Neighbourhoods Shape Schools-as-Fields: Social, Symbolic, and Administrative Differences -- How Educational Professionals Adapt: Localised Organisational Habitus and Organisational Practices.
Sommario/riassunto	Do schools work differently in deprived and privileged neighbourhoods? As segregation is on the rise in many cities, this book explores how different neighbourhood contexts shape public organisations, by using an innovative approach that combines a Bourdieusian perspective and new institutional theory. Based on interviews and ethnographic data from two primary schools in Berlin, Germany, it shows how local social compositions, symbolic meanings of urban areas, and neighbourhood-based policy interventions structure schools. Educational professionals adapt to these structural differences. The book analyses how teachers' understandings and

practices vary by local context – and what that means for the reproduction of urban inequality. Contents Neighbourhoods, Schools and Inequality: Shifting the Focus A Theoretical Perspective: Localised Fields, Organisational Habitus and Practices How Neighbourhoods Shape Schools-as-Fields: Social, Symbolic, and Administrative Differences How Educational Professionals Adapt: Localised Organisational Habitus and Organisational Practices Target Groups Students and lectors of urban sociology, urban studies, sociology of education and geography of education Policy makers, professionals and administrators in the educational field The Author Julia Nast holds a Joint PhD in Sociology from Humboldt-Universität zu Berlin and King's College London.
