



Volitional reading supports social emotional and cognitive development

From an intersectional viewpoint when boys, (including those of colour), from low-income families are not being enabled through pedagogical practice to engage as volitional readers, a form of inequality is being enacted.



Aim of the study

To understand the role of teacher perceptions of boys' multiple intersecting social identities in producing reader subjectivities and how these were negotiated by boy readers.



Teachers' discourse about ability

Intersecting identity discourses intertwined with the reading curriculum and discourses about reading 'ability' and reading 'engagement' lead to reader subjectivities.

An intersectionality approach to understanding boys' engagements with reading

While intersectionality approaches have been used across the social sciences, they are infrequently deployed to understand boys' educational experiences (Nelson, Stahl & Wallace, 2015).



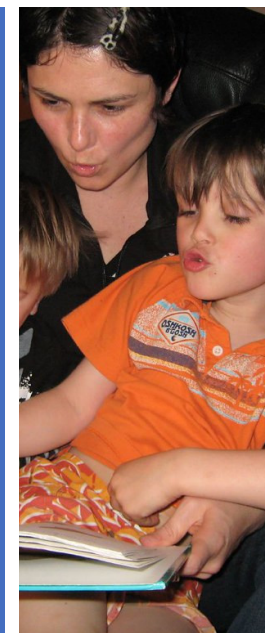
Reader subjectivities

Reader subjectivities are gendered, classed and ethnicised. Some boys were obliged by the teacher and peers into taking up the subjectivity of 'struggling' working-class boy readers of colour in classroom interactions.



An intersectionality approach

Showed how boys can come to be positioned as incompetent and disengaged readers through pedagogical practices which are influenced by both institutional culture and by teacher perceptions of children's intersecting social identities.



Implications for educators

A need to examine discourses used to describe children and consider how these may impact on pedagogical practices. Essentialised discourses which represent children's abilities as 'natural' or 'genetic', must especially be scrutinised.