Ivan Snook has had some insightful things to say about the emerging field of philosophy, neuroscience and education. While acknowledging that education has something to gain from the findings of neuroscience, he also urges philosophical caution over just how useful these findings can be for teachers wishing to improve their practice. In a recent reflection on the growth of what he calls ‘educational neuroscience’, Snook (2013) remarks: “the modern emphasis on the brain is quite likely yet another attempt to sheet home responsibility to the individual and to ignore the major impact of social class and family background” (p.199). There is a danger that this could happen, but it is not a necessary consequence of making a connection between neuroscience and education. There is a way of avoiding the very thing Snook fears. This paper argues for the inclusion of social class and family background in any coherent account of neuroscience and education.

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