Review of: "Tackling Tradition in Education"

Tamara Lipscombe[1]

1 Curtin University of Technology

In the article 'Tackling Tradition in Education', Rosemary Sage critically questions convention and tradition in educational settings. Sage's writing and focus in this article are extremely thought-inspiring.

Sage's problematisation of dominant education conventions is thorough. Though, at times I felt that more specification, substantiating, and/or clarity was needed to better ground the assumptions underlying the thesis of the article. For example, questions arose for me in my reading of the article, like *"is the 'traditional approach' always passive?"* and *"is 'progressive' always 'active'?"* It seemed to me that deeper to this seeming dichotomy there was/is something else… Perhaps, Sage is actually problematising the Western-globalised educational system, because as substantiated later on in the article, there are diverse cultures with alternative educational traditions/histories that promote an alternative learning experience and ways of knowing.

Coming from a system-levels lens myself, modes of capitalism, colonisation, and imperialism and how these infiltrate education praxes appear deeper to the litany that Sage describes. Relatedly, I sense a nexus between education and academia similarly operates in the regime of education (vs. learning) that may ensnare how the phenomenon can be conceptualised.

Sage poses powerful critical commentary and questions throughout the articles that makes a meaningful contribution toward challenging education conventions. I would value Sage broadening her insights to theorise upon why/how these conventions may function or serve within our society. I believe this might have the potential to strengthen Sage's problematisation of those conventions while also highlighting any necessities these functions of educational praxis play in society.