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Nota di bibliografia	Includes bibliographical references at the end of each chapter, and index.
Nota di contenuto	Chapter 1. Introduction; Ros Stuart-Buttle & John Shortt -- PART I. Framing the Discourse -- Chapter 2. The Naming of Parts: Faith, Formation, Development and Education; Jeff Astley -- Chapter 3. Is Talk of 'Christian Education' Meaningful?; John Shortt -- Chapter 4. The Christian University and an Anthropology for Adulthood; Mario D'Souza -- Chapter 5. The Faith-full Intellect: Catholic Traditions and Instincts about the Human Person and their Significance for Teaching and Learning; Clare Watkins -- Chapter 6. Deeply Christian, Healthily Plural: A Vision for Schooling; David F. Ford -- Chapter 7. Living Tradition and Learning Agency: Interpreting the 'Score' and Personal Rendition; John Sullivan -- Chapter 8. Formation and Christian Education in England; Trevor Cooling -- Chapter 9. Theological Education and Professional Practice; Ros Stuart-Buttle -- PART II Reflections on Practice -- Chapter 10. Journeys of Faith: Personal Stories, 'Multi-logue' Narrative and Faith

Formation in Schools; Andy Wolfe -- Chapter 11. A Sense of Belonging: Spiritual Development in Christian-Ethos Secondary Schools; Ann Casson -- Chapter 12. Religious Education – Where to from here? Reflections on the Trajectory of Australian Catholic School Religious Education 1965-2017; Graham Rossiter -- Chapter 13. 'We Need to Keep the Door Open': A Framework for Better Understanding the Formation of Younger Teachers in Catholic Schools; Richard Rymarz -- Chapter 14. Interpreting Texts More Wisely: A Review of Research and the Case for Change in English Religious Education; Robert A. Bowie -- Chapter 15. Christian Leadership in Education; David Cracknell.

Sommario/riassunto

This book discusses the relationship between faith, formation and education. Rooted in a variety of discourses, the book offers original insights into the education and formation of the human person, both theoretical and practical. Issues are considered within a context of contemporary tensions generated by an increasingly pluralist society with antipathy to religious faith, and debated from interdenominational Christian perspectives. Including chapters by an international team of experts, the volume demonstrates how Christian faith holds significance for educational practice and human development. It argues against the common assumption that there can be a neutral approach to education, whilst at the same time advocating a critical dimension to faith education. It brings fresh thinking about faith and formation, which demands attention given the fast-changing political, educational and socio-cultural forces of today. It will appeal to students and researchers involved in Christian educational practice. .
