

1. Record Nr.	UNINA9910483864203321
Titolo	International Handbook of Learning, Teaching and Leading in Faith-Based Schools / / edited by Judith D. Chapman, Sue McNamara, Michael J. Reiss, Yusef Waghid
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
ISBN	9789401789721 940178972X
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (725 p.)
Disciplina	371.071
Soggetti	Religion and sociology International education Comparative education School management and organization School administration Learning, Psychology of Sociology of Religion International and Comparative Education Organization and Leadership Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Introduction and Overview -- Learning, Teaching and Leading in Faith-Based Schools: Michael Reiss, Yusef Waghid, Sue McNamara and Judith Chapman -- Part 1 - The Educational, Historical, Social and Cultural Context of Faith-based Schooling: Section editor: Michael Reiss -- 1 The impact of faith-based schools on lives and on society: Policy implications: Charles Glenn -- 2 Values and values education: Challenges for faith schools: J. Mark Halstead -- 3 Church of England schools: Into the third century: Janina Ainsworth -- 4 Jewish schools and Britain: Emerging from the past, investing in the future: Helena Miller -- 5 Faith related schools in the United States: The current reality: Joseph O'Keefe and Michael O'Connor -- 6 Faith schools and

religious diversity: The case of Muslim Schools: Farid Panjwani -- 7
Belief and cultural sustainability: The experiences of Jewish and Muslim schools in the UK: Marie Parker-Jenkins -- 8 Faith-based schools and the creationism controversy: The importance of the meta-narrative: Sylvia Baker -- 9 On the idea of non-confessional faith-based education: Michael Hand -- 10 Faith schools in England- the humanist critique: Andrew Copson -- 11 Shepherding and strength: Teaching evolution in American Christian schools: Lee Meadows -- 12 Challenges faced by faith-based schools with special reference to the interplay between science and religion: Michael Poole -- 13 Sex education and science education in faith- based schools: Michael Reiss -- Part II - Conceptions: The Nature, Aims and Values of Education in Faith-based Schools: Section editor: Yusef Waghid -- 14 Faith-based education and the notion of autonomy, common humanity and authenticity: In defense of a pedagogy of disruption: Yusef Waghid -- 15 The hermeneutical competence: How to deal with faith issues in a pluralistic religious context: Gé Speelman -- 16 A faith-based ideological school system in Israel: Between particularism and modernity: Zehavit Gross -- 17 Religious values and/or humanrights values? Curriculum making for an ethic of truths: Petro du Preez -- 18 Capturing green curriculum spaces in the maktab: Implications for environmental teaching and learning: Najma Mohamed -- 19 Towards a logic of dignity: Educating against gender-based violence: Juliana Claasens -- 20 Islamisation and Muslim independent schools in South Africa: Suleman Dangor -- 21 The nature, aims and values of Seventh-day Adventist Christian education: Philip Plaatjies -- 22 The Gülen philosophy of education and its application in a South African school: Yasien Mohamed -- 23 A teacher's perspective on teaching and learning at a faith-based Muslim school in Cape Town: Omar Esau -- 24 Muslim women and cosmopolitanism: Reconciling the fragments of identity, participation and belonging: Nuraan Davids -- 25 Women, identity and religious education: a path to autonomy, or dependence? Nuraan Davids -- Part III - Current Practices and Future Possibilities: Section editors: Sue McNamara and Judith Chapman -- 26 The shaping of Ireland's faith-based school system and the contemporary challenge to it: John Coolahan -- 27 Religious education in a time of globalization and pluralism: The example of the United States: Walter Feinberg -- 28 Classroom practice in a faith-based school: A tale of two levels: Paul Black -- 29 Faith- based schools in Japan: Paradoxes and pointers: Stuart Picken -- 30 Curriculum, leadership and religion in Singapore schools: How a secular government engineers social harmony and the 'state interest': Clive Dimmock, Hairon Salleh and Cheng Yong Tan -- 31 Critical fidelity and Catholic school leadership: John Sullivan -- 32 So who has the values? Challenges for faith-based schools in an era of values pedagogy: Terry Lovat and Neville Clement -- 33 Use of Islamic, Islamicised and National Curriculum in a Muslim faith school in England: Findings from an ethnographic study: Sadaf Rizvi -- 34 A mobile school- bringing education to migrant children in Goa, India: Marion deSouza -- 35 Religious Education in Japanese "Mission Schools": A case study of Sacred Heart schools in Japan: Nozomi Miura -- 36 A systems approach to enhancing capacity of teachers and leaders in Catholic school communities to link learning, student wellbeing, values and social justice: Helen Butler, Bernadette Summers and Mary Tobin -- 37 Schools and families in partnership for learning in faith-based schools: Annie Mitchell, Judith Chapman, Sue McNamara and Marj Horne -- 38 Learning for leadership: An evidence based approach for leadership learning in faith- based schools: Michael Buchanan and Judith Chapman -- 39 Leading Australian Catholic

schools: Lessons from the edge: Michael Gaffney -- 40 Faith-based non-government organizations and education in 'post-new war societies': Background, directions and challenges in leadership, teaching and learning: Tom O'Donoghue and Simon Clarke.

Sommario/riassunto

The International Handbook on Learning, Teaching and Leading in Faith-Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning, teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) The Nature, Aims and Values of Education in Faith-based Schools, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) Current Practice and Future Possibilities, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith-based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the place of faith-based schools in culturally rich and diverse communities and the implications of faith-based schooling for societies of the future.
