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Classificazione	cci1icc
Disciplina	616.3/3005
Soggetti	Gastroenterology Liver - Diseases Gastroentérologie Foie - Maladies Periodicals.
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Formato	Materiale a stampa
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2. Record Nr.	UNINA9910484616503321
Titolo	Irish and British Reflections on Catholic Education : Foundations, Identity, Leadership Issues and Religious Education in Catholic Schools // edited by Sean Whittle
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021
ISBN	9789811591884 9811591881
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (276 pages) : illustrations
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Soggetti	Educational sociology Education and state Catholic Church Education - Philosophy Religion Sociology of Education Educational Policy and Politics Catholicism Educational Philosophy
Lingua di pubblicazione	Inglese
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Note generali	Includes index.
Nota di contenuto	Part 1: Contemporary challenges to the fundamentals of Catholic education -- Introduction to Part 1 -- Chapter 1: Catholic faith education: a Jesuit theological critique -- Chapter 2: Scripture and preferential option for the poor in Catholic schools: the contribution of Gustavo Gutiérrez -- Chapter 3: Eyes on the Preferred Future: Renewing the Church-State Partnership for Catholic Education -- Chapter 4: Discourses in the Practice of Education -- Chapter 5: The ongoing danger of catholic-edubable for the philosophy and theology of Catholic education -- Part 2: Contemporary challenges to identity and historical self-understanding Catholic education -- Introduction to Part 2 -- Chapter 6: Interfaith Education and the Catholic School -- Chapter 7: The queerness of education: Rethinking Catholic schooling beyond

identity -- Chapter 8: Living with Meaning at a Time when Believing in God is an Option -- Chapter 9: Exploring the Voice of Children in Catholic Education in an Irish Primary School -- Chapter 10: Steps Along the Way: an historical introduction to Catholic Denominational Inspection in England and Wales -- Chapter 11: The Emergence of a pattern of Catholic Secondary Education for Boys: 1850 to 1914 -- Part 3: Contemporary challenges and opportunities for leadership of Catholic education -- Introduction to Part 3 -- Chapter 12: Shepherding Talent – an informal formation programme for aspiring school leaders -- Chapter 13: Towards the renewal of spiritual capital: a contemporary challenge for head teachers in Catholic schools in England -- Chapter 14: 'The grace of faith, reparation and healing wounds: an autoethnographic inquiry of academy and faith leadership' -- Chapter 15: Non-Catholic Teachers in Catholic Schools: The Hidden Majority -- Part 4. Contemporary challenges and opportunities for Religious Education in Catholic Schools -- Introduction to Part 4 -- Chapter 16: Religious Education in Irish Secondary schools: A future? -- Chapter 17 An exploration of the different voices within the Irish Catholic post-primary Religious Education classroom -- Chapter 18: RE as discipline(s) in the knowledge-rich curriculum -- Chapter 19: A de fide case against 'faith development'? -- Chapter 20: Christian Religious Education in Irish Catholic Schools – Recent Developments, Challenges and Opportunities -- Conclusion: Future trends in Catholic Education research.

Sommario/riassunto

This volume presents an interdisciplinary and systematic review of Catholic Education Studies across Ireland and Britain. Taken together, the chapters drill down to the foundations, identity and leadership matters in Catholic education and schools. It is in reading the complete volume that a more precise picture of Catholic education in Ireland and Britain develops into sharper focus. This is important because it reflects and crystallises the complexity which has almost organically developed within the field of Catholic Education Studies. It also provides a powerful antidote to the naïve reductionism that would boil Catholic education down to just one or two fundamental issues or principles. Contemporary Catholic education, perhaps globally but certainly in Ireland and Britain, is best depicted in terms of being a colourful kaleidoscope of differing perspectives. However this diversity is ultimately grounded in the underlying unity of purpose, because each of the contributors to this volume is a committed advocate of Catholic education. The volume brings together a rich range of scholars into one place, so that these voices can be listened to as a whole. It includes contributions from leading scholars, blended with a plethora of other voices who are emerging to become the next generation of leading researchers in Catholic education. It also introduces a number of newer voices to the academic context. They present fresh perspectives and thinking about matters relating to Catholic education and each of them confidently stand alongside the other contributors. Moreover, these reflections on Catholic education are important fruits to have emerged from the collaboration made possible through the creation of the Network for Researchers in Catholic Education, which was established in 2016 under the auspices of Heythrop College, University of London. "This stimulating collection of chapters from the UK and Ireland makes a valuable contribution to the growing field of Catholic Education Studies internationally. By bringing together researchers and scholars at different levels, from various disciplines and professional backgrounds and by focussing on key questions of the field, such as its intellectual and research foundations and debated issues including the changing demographic and cultural identity of schools, new challenges for school

leadership, service to the poor, the role of Philosophy and Theology, listening to the voices of students, the futures of Religious Education and renewing the resources of spiritual capital in Catholic Education, this collection provides a model for emulation by others to adopt in their national locations, which will lead ultimately to more comparative studies.” – Professor Gerald Grace KSG FSES, Professor of Catholic Education, St Mary's University, UK.
