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Sommario/riassunto	This book provides a theological critique of contemporary educational practices, focusing on the hidden ontological narratives that influence educational policy and practice. The author, Richard Noble, examines the concept of the 'atomistic economic self' promoted by educational frameworks like Ofsted and contrasts it with the 'complex relational self' rooted in Radical Orthodoxy and contemplative traditions. The book aims to uncover and challenge these hidden hegemonies, proposing a reformation of educational curricula through theological insights. It is intended for educators, policymakers, and academics interested in the intersection of theology and education.