



International Handbook of Learning, Teaching and Leading in Faith-Based Schools

From Springer

Download now

Read Online →

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer

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.

 [Download International Handbook of Learning, Teaching and L ...pdf](#)

 [Read Online International Handbook of Learning, Teaching and ...pdf](#)

International Handbook of Learning, Teaching and Leading in Faith-Based Schools

From Springer

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer

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.

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer Bibliography

- Sales Rank: #5898030 in Books
- Published on: 2014-07-11
- Original language: English
- Number of items: 1
- Dimensions: 9.21" h x 1.56" w x 6.14" l, .0 pounds
- Binding: Hardcover
- 722 pages

 [Download International Handbook of Learning, Teaching and L ...pdf](#)

 [Read Online International Handbook of Learning, Teaching and ...pdf](#)

Editorial Review

Review

From the book reviews:

“Every dimension of this handbook speaks to its breadth and depth. At 670 pages, it is truly encyclopedic. ... The editors are clear about their wish to conduct a rigorous analysis of historical developments in faith-based education, to cast it as a work in progress, and to explore what the future may hold. Without a doubt, they have accomplished this goal. ... researchers and libraries should purchase *International Handbook of Learning, Teaching and Leading in Faith-Based Schools*.” (Ken Badley, *Journal of Education and Christian Belief*, Vol. 18 (2), 2014)

From the Back Cover

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.

About the Author

Professor Judith Chapman AM began her career as a teacher in secondary schools in Australia and Europe before undertaking post-graduate studies in the USA. She was formerly Dean of the Faculty of Education at Australian Catholic University (1998-2003), where she is currently Professor of Education and formerly Professor of Education and Associate Dean (Teaching and Learning) of the combined Faculties of Economics, Commerce, Education and Law at The University of Western Australia (1993-1998) and Director of the Centre for School Decision Making and Management at Monash University (1979-1993). From 2007 she spent periods of leave as a Visiting Fellow of St Edmunds College, Cambridge University. She has undertaken extensive research and consultancy for international and national authorities, including OECD, UNESCO, the World Bank, I.D.P. and the Australian Commonwealth Government. Her edited publications for Springer include: *The Second International Handbook on Lifelong Learning* (2012); *Values Education and Lifelong Learning* (2007); and *Lifelong Learning, Participation and Equity* (2006). Judith has been awarded a Member of the Order of Australia for services to Higher Education; she is a Fellow of the Australian College of Education; a Fellow of the Australian Council of Educational Leaders; and a Fellow of the Western Australian Institute of Educational Administration (of which she was formerly Patron). Sue McNamara is an Associate Professor in Education at Australian Catholic University. Commencing her higher education career with a PhD in educational technology and instructional design, Sue also has later post-graduate qualifications in management and higher education. Her research interests are in the areas of human mindset, holistic learning including families, community and learning technology; complexity, organisational /systems change and the qualitative research paradigm of narrative and story. Sue has worked in Higher Education for many years, in conjunction with teaching and research undertaking significant administrative roles ranging from co-ordination of multi-stream Masters degrees and multiple undergraduate pre-service courses to, more recently appointments as Head of a multi-campus school of education, and Campus Dean of a university campus. She has worked in several faculties and disciplines ranging from law to medicine and in higher education development. Her most recent research has been in the area of developing rural and regional partnerships and technology in pre-service regional and rural teacher education in higher education and in the exploration of family and community involvement in improving student learning. Her most recent publications include Romeo, G., Gronn, D, McNamara, S., & Teo, Y.H. (2013) *Windows into Classrooms: Using ICT to facilitate regional rural and remote practicum and teacher professional learning*. *Australian Educational Computing* 27(2), 46-50; Gronn, D. , Romeo, G., McNamara,

S. & Teo, Y.H. (2013) Web Conferencing of pre-service teacher's practicum in remote schools. *Journal of Technology and Teacher Education* 21(2) 247-271; and Chapman, J., McNamara, S., Mitchell, A. & Horne, M. (2103) Evaluation of Family School Partnerships: A System wide initiative in the implementation of Reform 2010-2012. Study and Report for the Catholic Education Commission of Victoria, Australia Michael J. Reiss is Pro-Director: Research and Development and Professor of Science Education at the Institute of Education, University of London, Honorary Visiting Professor at the Universities of Leeds and York and the Royal Veterinary College, Honorary Fellow of the British Science Association and of the College of Teachers, Docent at the University of Helsinki, Director of the Salters-Nuffield Advanced Biology Project and an Academician of the Academy of Social Sciences. Books of his include: Reiss, M. J. & White, J. (2013) *An Aims-based Curriculum*, IOE Press; Halstead, J. M. & Reiss, M. J. (2003) *Values in Sex Education: From Principles to Practice*, Routledge Falmer; Reiss, M. J. (2000) *Understanding Science Lessons: Five Years of Science Teaching*, Open University Press; Reiss, M. J. & Mabud, S. A. (Eds) (1998) *Sex Education and Religion*, The Islamic Academy and Reiss, M. J. & Straughan, R. (1996). *Improving Nature? The Science and Ethics of Genetic Engineering*, Cambridge University Press. For further information see www.reiss.tc. Yusef Waghid is Professor of Philosophy of Education at Stellenbosch University, South Africa. His research is in the areas of ethics, politics and religion in relation to philosophy of education. His most recent publications include *Conceptions of Islamic education: Pedagogical framings* (New York: Peter Lang, 2011), *Citizenship, education and violence: On disrupted potentialities and becoming* (co-authored, Rotterdam/Boston/Tapei, 2013,) *African philosophy of education reconsidered: On being human* (London: Routledge, 2014) and *Pedagogy out of bounds: Untamed variations of democratic education* (Rotterdam/Boston/Tapei, 2014).

Users Review

From reader reviews:

David Pell:

Why don't make it to be your habit? Right now, try to ready your time to do the important behave, like looking for your favorite publication and reading a reserve. Beside you can solve your short lived problem; you can add your knowledge by the book entitled *International Handbook of Learning, Teaching and Leading in Faith-Based Schools*. Try to stumble through book *International Handbook of Learning, Teaching and Leading in Faith-Based Schools* as your close friend. It means that it can to be your friend when you experience alone and beside that course make you smarter than ever. Yeah, it is very fortunated for yourself. The book makes you far more confidence because you can know almost everything by the book. So , let's make new experience and knowledge with this book.

Hilda Szymanski:

The particular book *International Handbook of Learning, Teaching and Leading in Faith-Based Schools* has a lot associated with on it. So when you make sure to read this book you can get a lot of help. The book was published by the very famous author. The author makes some research previous to write this book. That book very easy to read you can get the point easily after reading this book.

Marlon Duenas:

People live in this new time of lifestyle always try to and must have the time or they will get wide range of

stress from both way of life and work. So , once we ask do people have extra time, we will say absolutely of course. People is human not just a robot. Then we ask again, what kind of activity do you possess when the spare time coming to anyone of course your answer can unlimited right. Then do you try this one, reading textbooks. It can be your alternative within spending your spare time, the actual book you have read is actually International Handbook of Learning, Teaching and Leading in Faith-Based Schools.

Theresa Diaz:

International Handbook of Learning, Teaching and Leading in Faith-Based Schools can be one of your beginning books that are good idea. We all recommend that straight away because this e-book has good vocabulary which could increase your knowledge in words, easy to understand, bit entertaining but delivering the information. The copy writer giving his/her effort that will put every word into satisfaction arrangement in writing International Handbook of Learning, Teaching and Leading in Faith-Based Schools but doesn't forget the main position, giving the reader the hottest and based confirm resource info that maybe you can be one among it. This great information can easily drawn you into fresh stage of crucial considering.

**Download and Read Online International Handbook of Learning,
Teaching and Leading in Faith-Based Schools From Springer
#DO61XC4FWSZ**

Read International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer for online ebook

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer Free PDF dOwnlOad, audio books, books to read, good books to read, cheap books, good books, online books, books online, book reviews epub, read books online, books to read online, online library, greatbooks to read, PDF best books to read, top books to read International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer books to read online.

Online International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer ebook PDF download

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer Doc

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer Mobipocket

International Handbook of Learning, Teaching and Leading in Faith-Based Schools From Springer EPub