

A Theory of Catholic Education

Sean Whittle

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A Theory Of Catholic Education

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A Theory Of Catholic Education:

A Theory of Catholic Education Sean Whittle, 2014-11-20 Presenting a robust and philosophically based account of education from the Catholic point of view Sean Whittle engages with important debates and questions concerning the nature and purpose of Catholic education and schooling The book opens with a review of the criticisms that have emerged about the prevalence of Catholic schools within the state system and indeed about the very notion of there being such a thing as Catholic education The author then goes on to survey official Church teaching on education and the work of key Catholic thinkers Newman and Maritain before moving on to discuss the writings of Karl Rahner a leading twentieth century theologian A Theory of Catholic Education argues that Rahner's approach with his focus on the place of mystery in human experience provides a way forward Ultimately Whittle demonstrates how Catholic theology can offer a unique and much needed theory of education *Towards a Theory of Catholic Education* Sean Whittle, 2013 Researching Catholic Education Sean Whittle, 2018-02-05 This book presents a range of perspectives on the current state of Catholic education in the opening decades of the twenty first century All of the chapters have their origin in an International Conference on Catholic Education held at Heythrop College University of London in September 2016 The book brings together many leading scholars to present a survey of the latest research on Catholic education in areas such as the aims of Catholic education Catholic schools and Catholic identity leadership issues in Catholic schools and fresh thinking about the place of Religious Education RE in Catholic Education This book demonstrates how the field of Catholic Education Studies has firmly come of age Rather than being a subfield of educational or theological discourse it is now an established field of research and study As such the book invites readers to engage with much of the new thinking on Catholic education that has grown rapidly in recent years It offers a broad range of contemporary perspectives on research in Catholic Education and rich insights into current thinking about Catholic Education **The Catholic School in Theory and Practice** National Catholic Educational Association (U.S.), 1973 **Catholic Educational Review** Edward Aloysius Pace, Thomas Edward Shields, 1918 *Beyond Obedience and Abandonment* Graham Patrick McDonough, 2012 A sensitive and challenging look at accommodating difference in religious education **Irish and British Reflections on Catholic Education** Sean Whittle, 2021-02-20 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 naive 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.

Researching Catholic Education Sean Whittle, 2018-01-25. This book presents a range of perspectives on the current state of Catholic education in the opening decades of the twenty-first century. All of the chapters have their origin in an International Conference on Catholic Education held at Heythrop College University of London in September 2016. The book brings together many leading scholars to present a survey of the latest research on Catholic education in areas such as the aims of Catholic education, Catholic schools and Catholic identity, leadership issues in Catholic schools and fresh thinking about the place of Religious Education (RE) in Catholic Education. This book demonstrates how the field of Catholic Education Studies has firmly come of age. Rather than being a subfield of educational or theological discourse, it is now an established field of research and study. As such, the book invites readers to engage with much of the new thinking on Catholic education that has grown rapidly in recent years. It offers a broad range of contemporary perspectives on research in Catholic Education and rich insights into current thinking about Catholic Education.

Religious Education in Catholic Schools Sean Whittle, 2018. This volume draws together researchers from Ireland and the UK in order to bring into focus the complex range of issues around the teaching of Religious Education in Catholic schools within a pluralist society.

The Jesuits and Education William J. McGucken SJ, 2008-09-28.

The SAGE Handbook of Philosophy of Education Richard Bailey, Robin Barrow, David Carr, Christine McCarthy, 2010-03-23. This book provides an authoritative yet accessible guide to the Philosophy of Education: its scope, its key thinkers and movements, and its potential contribution to a range of educational concerns. The text offers a balanced view of three key dimensions: first, in giving an equal weight to different styles and modes of philosophy; second, by including past and present perspectives on philosophy of education; and third, in covering both the general perennial issues in philosophy and issues of more contemporary concern. Section one of the book exemplifies different styles of philosophy, paying attention to the contemporary debates as to the nature, possibilities, and limitations of these different approaches to philosophy of education. Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education. Section three is dedicated to contemporary philosophic thought on education, providing the basis and reference point for an exploration of contemporary issues. The handbook is designed primarily to be useful to

students studying the field of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education *Sociological Theory and Educational Reality* Alan Barcan,1993 An examination of the major classical sociological theories relevant to education and of the rise and decline of the new sociology of education Author also discusses the vexed questions of equality of opportunity the relationship between school and society the growth of educational bureaucracies and the roles of state church and family in education in Australia since 1949 Includes endnotes tables and index New Thinking, New Scholarship and New Research in Catholic Education Sean Whittle,2021-08-03 New Thinking New Scholarship and New Research in Catholic Education gives a forum to many established and leading scholars to review and critically appraise the research contribution of Gerald Grace to Catholic education The book demonstrates the way in which the field of Catholic Education Studies has developed under the influence of Grace to become internationally recognised This book demonstrates the ways in which Gerald Grace has shaped Catholic education since 1997 This begins with the primacy of empirical study and carefully conducted fieldwork when researching Catholic education Many contributors focus on the way Grace champions the alignment between Catholic education and what we have come to know as the option for the poor The collection also reflects Grace s intention to ensure the voices of women are properly represented in the field of Catholic education The book is based on an inclusive and open principle that seeks to establish dialogue with educators of different faiths and different religious backgrounds as well as secular and humanist critics It will be of great interest to academics scholars and students of religious education the history of education and all those interested in the developing field of Catholic Education Studies The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license **Religious Education from a Critical Realist Perspective** Johnny C. Go,2018-12-14 This book examines the possibility and necessity of critical thinking in religious education through the lenses of critical realism and the Christian doctrine of *sensus fidei* sense of faith Drawing on Bhaskar s original critical realism and data from a survey of over a thousand teachers in the Philippines the author argues for a view of critical thinking based on components of disposition and competence As such critical thinking becomes the expression of a commitment to judgemental rationality and in a Christian religious education is guided by the individual s *sensus fidei* A philosophical and theological discussion of the process of coming to know in the religious domain Religious Education from a Critical Realist Perspective also offers concrete recommendations on how to promote the practice of religious critical thinking in confessional religious education classrooms As such it will appeal to scholars of philosophy theology and pedagogy with interests in religious education and curriculum development History of Education Patrick Joseph McCormick,1915 *Religion and Education* Gert

Biesta, Patricia Hannam, 2020-11-30 As diversity increases across the world there is renewed interest in the place of religion in the public sphere Is religion a private matter or of concern to everyone even if they are not religious What should religious education look like in the public sphere Is religious education something for everyone in all schools What is educational about religious education What is the justification for religious education How do we make sense of religion itself bearing in mind the wide variety of views and traditions The chapters in Religion and Education The Forgotten Dimensions of Religious Education deal with these questions focusing particularly on the two constituting elements of religious education religion and education Rather than discussing curriculum pedagogy and assessment the authors delve into more fundamental questions and concerns Through this they provide a range of different responses to the question of whether religion and education may have become the forgotten dimensions of contemporary religious education Covering different educational views and traditions and exploring a range of different religious ideas traditions and practices whilst connecting this all to the challenge of religious education in the public sphere this book seeks to make a contribution to the ongoing conversation about the importance of religious education for all

International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew

McGrady, 2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it is today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world

Catholic Education Joseph Domfeh Boateng, 2019-07-24 As an evangelizing arm of the church Catholic education plays an indispensable role in introducing young people to rudimentary elements of the Catholic faith as well as creating human and social capital In spite of the numerous contributions Catholic education has made in the area of socio economic development many people don't understand what Catholic education is nor appreciate its contribution in the character formation and overall enhancement of human capital This book is written to explain what Catholic education is its mission its identity and its challenges The audience the book seeks to serve includes diocesan policymakers and those in charge of in service training and formation programs aimed at enhancing the effectiveness of leadership practice in Catholic schools This book is also a useful resource

for Catholic school leaders and administrators It is a must read for students undertaking graduate studies in Catholic school leadership and new emerging leaders and administrators in Catholic education Faith, Mission and Challenge in Catholic Education Gerald Grace, 2015-09-25 In the World Library of Educationalists international experts compile career long collections of what they judge to be their finest pieces extracts from books key article salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Gerald Grace is renowned internationally for his research and teaching in the areas of Catholic education spirituality leadership and effectiveness in faith schooling and educational policy In Faith Mission and Challenge in Catholic Education Gerald Grace brings together 15 of his key writings in one place Starting with a specially written Introduction which gives an overview of his career and contextualises his selection within the development of the field the chapters cover the interactions of faith mission and spirituality in the development of Catholic education how to replace ideology polemic and prejudice in discussions about faith based schooling with evidence based argument understanding the distinctive nature of concepts such as leadership and effectiveness in faith based education using mission integrity as a key concept for the evaluation of contemporary Catholic schooling examining the interactions of Catholic values Catholic curriculum and educational policy developments This book not only shows how Gerald Grace's thinking developed during his career it also gives an insight into the development of the fields to which he contributed

International Handbook of Learning, Teaching and Leading in Faith-Based Schools Judith D. Chapman, Sue McNamara, Michael J. Reiss, Yusef Waghid, 2014-07-10 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

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