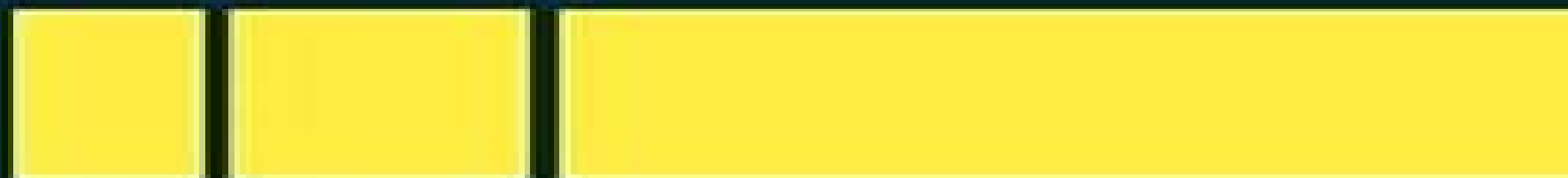


# Rethinking Religious Education and Plurality

Issues in diversity and pedagogy



# Rethinking Religious Education And Plurality Issues In Diversity And Pedagogy

**Kath Engebretson, Marian de  
Souza, Gloria Durka, Liam Gearon**



## **Rethinking Religious Education And Plurality Issues In Diversity And Pedagogy:**

*Rethinking Religious Education and Plurality* Robert Jackson, 2013-02 This book offers a critical view of approaches to the treatment of different religions in contemporary education in order to devise approaches to teaching and learning and to formulate policies and procedures that are fair and just to all

**Religious Education for Plural Societies** Robert Jackson, 2018-10-08 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles 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 *Religious Education for Plural Societies* highlights key writings from Robert Jackson's international career in education It provides a historical perspective in relation to current debates about religious education in the UK and internationally drawing attention to current issues of concern Carefully selected examples explore the key themes in religious education that allow us to consider how things were how they are now and the future for the field of study Split into parts empirical research the interpretive approach to religious education pedagogy religious education and plurality and human rights and international policy developments Robert Jackson also provides an overview of the text in the form of a general introduction and also introductions to each section of the book allowing the reader a personal insight into why each piece has been chosen *Religious Education for Plural Societies* allows readers to follow themes and strands across Robert Jackson's career and see how his work has contributed to the development of the fields of religions and education It will be of interest to all followers of Robert Jackson's work and any reader interested in the development of religious education in the UK and internationally

**Sikhs in Europe** Kristina Myrvold, 2016-04-01 Sikhs in Europe are neglected in the study of religions and migrant groups previous studies have focused on the history culture and religious practices of Sikhs in North America and the UK but few have focused on Sikhs in continental Europe This book fills this gap presenting new data and analyses of Sikhs in eleven European countries examining the broader European presence of Sikhs in new and old host countries Focusing on patterns of migration transmission of traditions identity construction and cultural representations from the perspective of local Sikh communities this book explores important patterns of settlement institution building and cultural transmission among European Sikhs

*International Handbook of Inter-religious Education* Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and

call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893 This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity

### **Religious Education at Schools in Europe** Martin

Rothgangel, Robert Jackson, Martin Jäggle, 2014-05-14 The project Religious Education at Schools in Europe REL EDU which is divided up into six volumes Central Europe Western Europe Northern Europe Southern Europe South Eastern Europe Eastern Europe aims to research the situation with regard to religious education in Europe The second volume outlines the organisational form of religious education in the countries of Western Europe England Ireland Northern Ireland Scotland Wales Belgium France Luxembourg Netherlands This is done on the basis of thirteen key issues which allows specific points of comparison between different countries in Europe Thereby the volume focusses the comparative approach and facilitates further research into specific aspects of the comparison

### **Negotiating Identity and Tradition in Single-faith**

**Religious Education** Inkeri Rissanen, 2014 What kinds of process of negotiation are involved in teaching and studying Islam in a modern liberal context How can the common aims attached to liberal religious education in contemporary European multicultural societies be pursued in single faith education This book contributes to the search for legitimate and successful forms of religious education by presenting results from a case study examining Islamic education in Finnish schools Finnish Islamic education in which students study their own religion with aims drawn from the liberal educational paradigm offers a space for negotiating liberal educational values in an Islamic framework and negotiating Islam in its many contexts The findings demonstrate the possibilities as well as challenges in educating for autonomy tolerance and citizenship through religion The book also gives insights into students negotiations on diversity and tolerance that are important for all involved in any form of multicultural education These negotiations bring out distinct challenges in dealing with interreligious intrareligious and cultural differences and demonstrate how different understandings of tolerance in different ideological frameworks can cause confusion among students The results lead to a discussion of the educational needs of Muslim students in contemporary Western societies and the competencies their teachers need

### *Encyclopedia of Diversity in Education*

James A. Banks, 2012-05-24 Presents research and statistics case studies and best practices policies and programs at pre and post secondary levels Prepub price 535 00 valid to 21 07 12 then 595 00

### **Intercultural Dialogue** Prue Holmes, Melinda

Dooley, John O'Regan, 2017-10-02 Intercultural dialogue as a concept and ideology in the European Union stimulates a rational 21st century society where people can engage in intercultural communication on a global scale and can do so openly and

freely in conditions of security and mutual respect Intercultural dialogue connotes dialogic communication that is peaceful reconciliatory and democratic Yet the term and its accompanying rhetoric belie the intercultural communicative undercurrents and their manifestations that people encounter in their daily lives The research informed chapters in this book which are situated in international contexts provide more nuanced understandings and many even challenge this non critical ideology by suggesting that the concept of intercultural dialogue is inoperable and problematic under the present conditions of globalisation and migration where there exists conflict vulnerability and instability The different theoretical perspectives and analyses presented by the authors are a reminder that researchers in the field of intercultural communication require robust and appropriate theories methods and pedagogies in order to research these complex conditions and contexts particularly where different languages and identities are present The book is also a reminder of how context and power both re shape and contest the central tenets of intercultural dialogue in particular of who speaks for whom when how and under what circumstances and conditions This book was originally published as a special issue of Language and Intercultural Communication

**Education, Religion and Society** Dennis Bates, Gloria Durka, Friedrich Schweitzer, 2006-06-28

Education Religion and Society celebrates the career of Professor John Hull a leading figure in the transformation of religious education in English and Welsh schools and co founder of the International Seminar on Religious Education and Values He has also made major contributions to the theology of disability and the theological critique of the money culture Leading international scholars join together to offer a critical appreciation of his contribution to religious education and practical theology and explore the continuing debate about the role of religious education in promoting international understanding intercultural education and human rights The contributors also deal with indoctrination racism and relationship in Christian religious issues and examine aspects of the theology of social exclusion and disability This unique book includes a complete list of John Hull s writings up to the beginning of 2005 providing both an excellent introduction to contemporary issues of religious education in the West and the most complete critical account yet of his work

**Challenging Life: Existential Questions as a Resource for Education** Jari Ristiniemi, Geir Skeie, Karin Sporre, 2018

There is an increasing recognition today that young people need to have knowledge about religions and world views in order to live and work in diverse societies What kind of maps are they provided with through religious values and ethics education Does education address the challenging existential questions that children and adolescents ask about life and the world This volume addresses different aspects of how existential questions have been dealt with in educational research It especially draws attention to the Swedish research tradition of focusing on life questions and the interpretation of life in education but with contemporary international research added It also addresses issues of ethics education and discusses possible options for the future of existential questions as a resource for education

*Religion in Education* Joyce Miller, Kevin O'Grady, Ursula McKenna, 2013-04-02

This volume explores numerous themes including the influence of ethnography on religious education research and pedagogy the

interpretive approach to religious education the relationship between research and classroom practice in religious education providing a critique of contemporary religious education and exploring the implications of this critique for initial and continuing teacher education      Faith Schools, Tolerance and Diversity Helen Everett, 2018-03-28 This book examines the effects of faith schools on social cohesion and inter ethnic relations Faith schools constitute approximately one third of all state maintained schools and two fifths of the independent schools in England Nevertheless they have historically been and remain controversial In the current social climate questions have been raised about the ability of faith schools to promote Community Cohesion and included within that their ability to promote tolerance This book explores one aspect of the debate by examining the effect that faith schools have on their students attitudes of tolerance As well as asking what differences exist between students in faith and non faith schools it also looks at which aspects of the schools might be affecting the students and their attitudes towards different minorities The book is a must read for students and researchers in the fields of education and religious studies as well as anyone with an interest in the place of faith schools in a modern multicultural society      *Inter Faith Dialogue by Email in Primary Schools* Julia Ipgrave, Ursula McKenna, Robert Jackson, Ursula McKenna, Julia Ipgrave, Robert Jackson,      *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

**The Bloomsbury Handbook of Religious Education in the Global South** Yonah Hisbon Matamba, Bruce A. Collet, 2022-02-10 The Bloomsbury Handbook of Religious Education in the Global South presents new comparative perspectives on Religious Education RE across the Global South Including 23 chapters written by scholars from the Global North and South this is the first authoritative reference work on the subject The handbook is thematically organised into seven sections The first three sections deal with provision response to changes in contemporary society and decolonizing RE The next four sections explore young people and RE perspectives on teachers RE in higher education and finally challenges and opportunities for RE The term Global South is used here primarily to signify the deep economic divide with the Global North but the concept is also examined in historical geographical political social and cultural terms including the indelible influence of religion in all four broadly defined regions Exploring RE from local cross national as well as regional and sub regional perspectives the handbook examines RE from its diverse past present realities and envisioned future revealing not only tensions contestations injustices and inequalities of power but importantly how inclusive forms of RE can help solve these problems

*Re-Enchanting Education and Spiritual Wellbeing* Marian de Souza, Anna Halafoff, 2017-09-14 Education is in a constant state of renewal internationally where it responds to a number of pressing social political and cultural issues Processes of globalization a number of conflicts and acts of terror economic and environmental crises have led to large waves of migration and asylum seekers arriving in countries with the hope of finding safer and more stable places to settle This in turn has led to cultural and religious pluralism being a key characteristic of many societies with corresponding issues of belonging and identity As well for many people there has been a shifting influence of and allegiance away from traditional religious frameworks with the emergence of new religious movements both peaceful and violent and a rise in popularity of spirituality and non religious worldviews which provide alternate frameworks for living healthy and ethical lives In order to prepare today s student for tomorrow s world one which is confronted by a range of risks and crises and which is being shaped by rapidly changing technologies educators and researchers are investigating new ways of equipping students to deal with these challenges and opportunities including the nurturing of spiritual wellbeing This book brings together the voices of many experienced educators to discuss ways to re enchant education and re enliven learning programs in response to these 21st century issues in an increasingly global and interconnected world It examines a range of international contexts including secular and religious educational settings and provides an avenue for visionary voices that identify problems and offer solutions to help shape a more promising education system that will prepare children more constructively and beneficially to flourish in their future worlds

Religious Education 5-11 Imran Mogra, 2022-10-12 Religious Education has returned in the limelight of education Religious Education

5 11 deals with present day debates and issues at the heart of this important subject It provides a systematic holistic and unified guidance on teaching RE in primary school The guide features vignettes case studies extracts and viewpoints from experts for deeper engagement Religious Education 5 11 offers ample guidance and suggestions for the classroom The main areas covered include Historical legal and contemporary perspectives What is RE about Aims purposes and the field of enquiry RE in the Early Years Key Stages 1 and 2 Knowledge in RE Concepts attitudes skills dispositions and SMSC Planning and structuring the curriculum Theories classical and contemporary pedagogies and multidisciplinary approaches Assessment and progression Subject leadership and the thriving community Research and lifelong learning in RE This book is an indispensable resource for all student educators early career teachers and classroom practitioners interested in teaching Religious Education in an ambitious contemporary and challenging way

**Religious Education in a Global-Local World**  
 Jenny Berglund, Yafa Shanneik, Brian Bocking, 2016-07-15 This book examines Religious Education RE in over ten countries including Australia Indonesia Mali Russia UK Ireland USA and Canada Investigating RE from a global and multi interdisciplinary perspective it presents research on the diverse past present and possible future forms of RE In doing so it enhances public and professional understanding of the complex issues and debates surrounding RE in the wider world The volume emphasizes a student centred approach viewing any kind of RE or its absence as a formative lived experience for pupils It stresses a bottom up sociological and ethnographic anthropological research based approach to the study of RE rather than the top down approaches which often start from prescriptive legal ideological or religious standpoints The twelve chapters in this volume regard RE as an entity that has multiple and contested meanings and interpretations that are constantly negotiated For some RE means religious nurturing either tailored to parental views or meant to inculcate a uniform religiosity For others RE means learning about the many religious and non religious world views and secular ethics that exist not promoting one religion or another Some seek to avoid the ambiguous term religious education replacing it with terms such as education about religions and beliefs or the religious dimension of intercultural education

Learning to Teach Religious Education in the Secondary School, 2013-05-13 Learning to Teach Religious Education in the Secondary School provides insights from current educational theory and the best contemporary classroom teaching and learning and suggests tasks activities and further reading that are designed to enhance the quality of initial school experience for the student teacher Key themes addressed include the place of Religious Education in the curriculum state and faith community schooling developing schemes of work language and religious literacy teaching religion at 16 plus religion and moral education collective worship This second edition has been thoroughly updated throughout to take account of changes to policy and the curriculum It includes two additional chapters on Religious Education and Citizenship and Teaching Religious Education at A level as well as new versions of three original chapters Teaching Children with Special Educational Needs Religious Education and Moral Education and Resources for Religious Education Supporting teachers in developing levels of

religious and theological literacy both of individual pupils and the society as a whole this comprehensive and accessible text will give practising teachers and students an introduction to the craft of teaching Religious Education in the secondary school

Reimagining the Landscape of Religious Education Zehavit Gross, 2023-03-13 This book brings together new thinking and research on religious education's complex and evolving role in the multicultural diverse postmodern era. It facilitates new realism and understanding of the current situation from empirical and reflective accounts relating to a variety of countries and political contexts as well as providing innovative methodological approaches to the study of education and religion. In different contexts around the world at different levels of education and from different theoretical lenses religious education occupies a contested space. The ongoing changing nature of the world due to increasing secularization, rapid technological change, mass immigration, globalization, processes of conflict and challenging security issues from inter to intra state levels and with shifting geopolitical power balances generates the need to reconceptualize where religious education is positioned. It claims that religious education on its own can be an agent of moral, social and spiritual transformation, which are disputed. There is significant controversy about whether special religious education that is in faith education still has a role within the post modern world.

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