Contents

1 Introduction and Overview ................................................................. 1
   Michael J. Reiss, Yusef Waghid, Sue McNamara,
   and Judith D. Chapman

Part I  Educational, Historical, Social and Cultural Context
       of Faith-Based Schooling
          Section Editor: Michael J. Reiss

2 The Impact of Faith-Based Schools on Lives
       and on Society: Policy Implications ........................................... 45
   Charles L. Glenn

3 Values and Values Education: Challenges for Faith Schools ........... 65
   J. Mark Halstead

4 Church of England Schools: Into the Third Century .................... 83
   Janina Ainsworth

5 Jewish Schools and Britain: Emerging from the Past,
       Investing in the Future .......................................................... 97
   Helena Miller

6 Faith Related Schools in the United States:
       The Current Reality ............................................................... 115
   Joseph M. O’Keefe, S.J. and Michael T. O’Connor

7 Faith-Schools and the Religious Other: The Case
       of Muslim Schools ............................................................... 139
   Farid Panjwani

8 Identity, Belief and Cultural Sustainability: A Case-Study
       of the Experiences of Jewish and Muslim Schools in the UK ....... 157
   Marie Parker-Jenkins
9 Faith-Based Schools and the Creationism Controversy: The Importance of the Meta-narrative................................. 177
Sylvia Baker

10 On the Idea of Non-Confessional Faith-Based Education.............. 193
Michael Hand

11 ‘Faith Schools’ in England: The Humanist Critique .................. 207
Andrew Copson

12 Shepherding and Strength: Teaching Evolution in American Christian Schools .................................................. 223
Lee Meadows

13 Challenges Faced by Faith-Based Schools with Special Reference to the Interplay Between Science and Religion.............. 241
Michael Poole

14 Sex Education and Science Education in Faith-Based Schools ........................................................................... 261
Michael J. Reiss

Part II Conceptions: Nature, Aims and Values of Education in Faith-Based Schools
Section Editor: Yusef Waghid

15 Faith-Based Education and the Notion of Autonomy, Common Humanity and Authenticity: In Defense of a Pedagogy of Disruption ........................................................................ 279
Yusef Waghid

16 The Hermeneutical Competence: How to Deal with Faith Issues in a PlURALISTIC RELIGIOUS Context? .................... 293
Gé Speelman

17 Faith-Based Ideological School System in Israel: Between Particularism and Modernity .................................................. 305
Zehavit Gross

18 Religious Values and/or Human Rights Values? Curriculum-Making for an Ethic of Truths ........................................ 319
Petro du Preez

19 Capturing Green Curriculum Spaces in the Maktab: Implications for Environmental Teaching and Learning .............. 335
Najma Mohamed

20 Towards a Logic of Dignity: Educating Against Gender-Based Violence ........................................................................... 353
Juliana Claassens
21 Islamization and Muslim Independent Schools in South Africa ................................................................. 367
   Suleman Essop Dangor

22 The Nature, Aims, and Values of Seventh-Day Adventist Christian Education .................................................. 389
   Phillip Paul Plaatjes

23 The Gülen Philosophy of Education and Its Application in a South African School ........................................ 407
   Yasien Mohamed

24 A Teacher’s Perspective on Teaching and Learning at a Muslim Faith-Based School in Cape Town ...................... 421
   Omar Esau

25 Muslim Women and Cosmopolitanism: Reconciling the Fragments of Identity, Participation and Belonging ............. 435
   Nuraan Davids

26 Women, Identity and Religious Education: A Path to Autonomy, or Dependence? ........................................... 453
   Nuraan Davids

Part III Current Practices and Future Possibilities
   Section Editors: Sue McNamara and Judith D. Chapman

27 The Shaping of Ireland’s Faith-Based School System and the Contemporary Challenge to It ................................ 473
   John Coolahan

28 Religious Education in a Time of Globalization and Pluralism: The Example of the United States ......................... 489
   Walter Feinberg

29 Classroom Practice in a Faith-Based School: A Tale of Two Levels ................................................................. 501
   Paul Black

30 Faith-Based Schools in Japan: Paradoxes and Pointers .......................................................... 515
   Stuart D.B. Picken

31 Curriculum, Leadership and Religion in Singapore Schools: How a Secular Government Engineers Social Harmony and the ‘State Interest’ ................................................................. 533
   Clive Dimmock, Salleh Hairon, and Cheng-Yong Tan

32 Critical Fidelity and Catholic School Leadership .................................................. 553
   John Sullivan
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>So Who Has the Values? Challenges for Faith-Based Schools in an Era of Values Pedagogy</td>
<td>Terence Lovat and Neville Clement</td>
<td>567</td>
</tr>
<tr>
<td>34</td>
<td>Use of Islamic, Islamicized and National Curriculum in a Muslim Faith School in England: Findings from an Ethnographic Study</td>
<td>Sadaf Rizvi</td>
<td>583</td>
</tr>
<tr>
<td>35</td>
<td>A Mobile School – Bringing Education to Migrant Children in Goa, India</td>
<td>Marian de Souza</td>
<td>603</td>
</tr>
<tr>
<td>36</td>
<td>Religious Education in Japanese ‘Mission Schools’: A Case Study of Sacred Heart Schools in Japan</td>
<td>Nozomi Miura rscj</td>
<td>619</td>
</tr>
<tr>
<td>37</td>
<td>A Systems Approach to Enhancing the Capacity of Teachers and Leaders in Catholic School Communities to Link Learning, Student Wellbeing, Values and Social Justice</td>
<td>Helen Butler, Bernadette Summers, and Mary Tobin</td>
<td>639</td>
</tr>
<tr>
<td>38</td>
<td>Schools and Families in Partnership for Learning in Faith-Based Schools</td>
<td>Annie Mitchell, Judith D. Chapman, Sue McNamara, and Marj Horne</td>
<td>657</td>
</tr>
<tr>
<td>39</td>
<td>Learning for Leadership: An Evidence Based Approach for Leadership Learning in Faith-Based Schools</td>
<td>Michael T. Buchanan and Judith D. Chapman</td>
<td>675</td>
</tr>
<tr>
<td>40</td>
<td>Leading Australian Catholic Schools: Lessons from the Edge</td>
<td>Michael Gaffney</td>
<td>687</td>
</tr>
<tr>
<td>41</td>
<td>Faith-Based Non-government Organizations and Education in ‘Post-new War Societies’: Background, Directions and Challenges in Leadership, Teaching and Learning</td>
<td>Tom O’Donoghue and Simon Clarke</td>
<td>705</td>
</tr>
</tbody>
</table>
International Handbook of Learning, Teaching and Leading in Faith-Based Schools
Chapman, J.D.; McNamara, S.; Reiss, M.; Waghid, Y. (Eds.)
2014, XXVI, 722 p. 8 illus., 5 illus. in color., Hardcover
ISBN: 978-94-017-8971-4