

Aghon Nubal Nable



Education For Shalom

HeeKap Lee, Paul Kaak



Education For Shalom:

Educating for Shalom Nicholas Wolterstorff, 2004-03-02 In addition to his notable work as a premier Christian philosopher Nicholas Wolterstorff has become a leading voice on faith based higher education This volume gathers the best of Wolterstorff's essays from the past twenty five years dealing collectively with the purpose of Christian higher education and the nature of academic learning Integrated throughout by the biblical idea of shalom these nineteen essays present a robust framework for thinking about education that combines a Reformed confessional perspective with a radical social conscience and an increasingly progressivist pedagogy Wolterstorff develops his ideas in relation to an astonishing variety of thinkers ranging from Calvin Kuyper and Jellema to Augustine Aquinas and Kant to Weber Habermas and MacIntyre In the process he critiques various models of education classic foundationalism modernization theory liberal arts and academic freedom

The Pedagogy of Shalom HeeKap Lee, Paul Kaak, 2016-11-25 Based on the teachings of Jesus and a biblical foundation this book presents a new framework for education and teaching referred to as the shalom education model that addresses four essential questions in education why teach what to teach how to teach and who are teachers After explaining the theoretical background of shalom the book investigates a range of contemporary educational issues including gender identity bullying disability linguistic and cultural diversity and social justice and presents practical guidelines that can be applied to classroom teaching The book also emphasizes the role of teachers as missional leaders who help students unlock their full potential

Peace Education Shalom Education (Firm), Tricia De Beer, 1979

Hearing the Voices of Those who are Educating for Shalom Patricia R. Harris, 2013 For the past 30 years philosopher and educator Nicholas Wolterstorff has been speaking and writing about the multi faceted biblical idea of shalom and the phrase educating for shalom This study describes and analyzes the content of more than 100 voices of Christian higher educators who have written about the idea of educating for shalom as it refers to institutional vision missional goals and educational models Within the context of this study Wolterstorff's ideas about educating for shalom frame these educators ideas in Chapter 3 as a summary of his ideas from his writings and speeches are presented in Chapter 2 and a follow up via personal email communication is presented in Chapter 4 The organizing framework for this study comes from Joldersma's description of five aspects that summarize Wolterstorff's treatment of shalom 1 the goal and purpose of education 2 the analysis of the social context 3 the idea of Christian learning and scholarship 4 the curriculum and 5 the nature of teaching Wolterstorff 2004 p xiv This study presents three summary findings 1 there is an array of credible examples of educating for shalom within the context of Christian higher education 2 there is fertile ground within Christian higher education for embracing the motto educating for shalom and 3 the phrase educating for shalom is a unifying motto that Christian higher educators articulate through their overlapping conceptions of a biblical meaning of shalom and their overlapping ideas of what it means to educate for shalom

Reimagining Christian Education Johannes M. Luetz, Tony Dowden, Beverley

Norsworthy,2018-07-04 This book is an arresting interdisciplinary publication on Christian education comprising works by leading scholars professionals and practitioners from around the globe It focuses on the integrated approaches to Christian education that are both theoretically sound and practically beneficial and identifies innovative pedagogical methods and tools that have been field tested and practice approved It discusses topics such as exploring programmes and courses through different lenses learning challenges and opportunities within organisational management theology of business Christian models of teaching in different contexts job preparedness developing different interpretive or meaning making frameworks for working with social justice people with disability non profit community organisations and in developing country contexts It offers graduate students teachers school administrators organisational leaders theologians researchers and education practitioners a fresh and inspiring reimagining of Christian education perspectives and practices and the ramifications of their application to life long learning **The Praeger Handbook of Faith-Based Schools in the United States, K-12**

Thomas C. Hunt,James C. Carper,2012-08-06 Exploring a subject that is as important as it is divisive this two volume work offers the first current definitive work on the intricacies and issues relative to America s faith based schools The Praeger Handbook of Faith Based Schools in the United States K 12 is an indispensable study at a time when American education is increasingly considered through the lenses of race ethnicity gender and social class With contributions from an impressive array of experts the two volume work provides a historical overview of faith based schooling in the United States as well as a comprehensive treatment of each current faith based school tradition in the nation The first volume examines three types of faith based schools Protestant schools Jewish schools and Evangelical Protestant homeschooling The second volume focuses on Catholic Muslim and Orthodox schools and addresses critical issues common to faith based schools among them state and federal regulation and school choice as well as ethnic cultural confessional and practical factors Perhaps most importantly for those concerned with the questions and controversies that abound in U S education the handbook grapples with outcomes of faith based schooling and with the choices parents face as they consider educational options for their children Toward

a Theology of Special Education David W. Anderson,2012-10-31 Professor mentor author disability advocate seminar leader around the worldDr David Anderson corralled his many talents and worldwide experiences to author this important book The volume should prove invaluable to Christians concerned about disabilities especially teachers Without flinching Dr Anderson tackles the tough issues How could a good and benevolent God permit disabled children Are disabilities the result of sin How does a Christian teacher of the disabled differ from secular counterparts Especially helpful is his emphasis on the reflective teacher integrating faith and learning Certainly this is a volume that belongs on the bookshelves of anyone concerned with disabilities Steven A Kaatz PhD Graduate Programs in Special Education Bethel University St Paul Minnesota I have had the privilege of traveling with Dr Anderson as he has taught the concepts addressed in this book to educators pastors and parents in a variety of countries Ive seen the material come alive as leaders discover the importance of thinking Christianly

about disability This book has the potential of impacting all readers in similar ways Dr Anderson challenges all of us to come to grips with a biblical worldview and then to live it out within our spheres of influence Toward a Theology of Special Education thus encourages all readers to think Christianly about disability Such thinking will then motivate us to care with Gods care and to serve with Gods concern for justice and compassion Dr Richard Schoenert pastor emeritus Calvary Church Roseville Minnesota *Integrating Faith and Special Education* Bennett Nworie, 2016-10-10 There is an inherent connection between the Christian faith and special education For example both focus on the worth of the individual Both also focus on fairness and on caring for or helping the weak Similarly both aim to equip and support others This book helps the readers perceive this integral relationship that exists between the Christian faith and the special education discipline This book utilizes the chapters that stem from real life professional experiences and scholarship of the contributors to model and encourage special education practice from a Christian faith angle It is our view that special education practiced from this faith perspective will transform what is currently accepted as best practice into a new system of special education experience that is wholesome biblically based and characteristic of Shalom as wholeness not just peace Shalom in this sense has strong relevance in both the Christian faith and special education The first three chapters highlight the connection between special education and Christian theology and draw attention to the pivotal role worldview plays in being an effective special educator The bulk of the body of the text looks at different aspects of instructional effectiveness in special education from a Christian faith perspective America's Education Challenge , 1997 **Mindful Education** Charlene Tan, 2021-06-30 This book provides original ideas and practical recommendations for educators in a post pandemic world We live in a world that has been upended by the COVID 19 pandemic Students around the globe have been besieged by disruptions that threaten not only their academic learning but also their mental emotional and interpersonal well being In the midst of pressing and mounting challenges how can schools ensure the total wellness of all their students Beyond reactive piecemeal and short term measures how can schools enact mindful education that pays attention to wholeness in every student Extending the current research on well being and mindfulness this book draws insights from Confucian and Christian traditions These two traditions have been selected as they are widely seen to represent and have impacted Eastern and Western civilisations respectively for millennia Informed and inspired by Confucian and Christian perspectives this book proposes that mindfulness is an orientation towards wholeness where one experiences the harmony and shalom peace Mindful education is realised through A school community of ren humanity and agape love A transforming curriculum that centres on dao way and imago dei god s image Empathic teachers who are motivated by shu putting oneself in the other s place and the Golden Rule do to others as you would have them do to you and Self directed learners who develop themselves through xiuji self cultivation and spiritual disciplines Applying ancient wisdom to contemporary settings this book on promoting student well being through mindful education is a useful resource for policymakers educators researchers and general readers

Researching Within the Educational Margins Deborah L. Mulligan, Patrick Alan Danaher, 2020-09-22 This book explores the challenges and considerations of researchers who work on the educational margins of society It investigates the diverse and specific research strategies that have been developed to ensure research is authentic ethical rigorous situated and where possible empowering Traversing cutting edge global research the chapters demonstrate the effectiveness of specific research methods when researching within educational margins related to particular wicked problems Against a backdrop of increasing scrutiny of the conduct of researchers working with marginalised people this book provides an informed and empowering overview of research methods for those working with marginalised groups

International Handbook of Jewish Education Helena Miller, Lisa D. Grant, Alex Pomson, 2011-04-02 The International Handbook of Jewish Education a two volume publication brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world wide Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century The Handbook is divided broadly into four main sections Vision and Practice focusing on issues of philosophy identity and planning the big issues of Jewish Education Teaching and Learning focusing on areas of curriculum and engagement Applications focusing on the ways that Jewish Education is transmitted in particular contexts both formal and informal for children and adults Geographical focusing on historical demographic social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations This comprehensive collection of articles providing high quality content constitutes a definitive statement on the state of Jewish Education world wide as well as through a wide variety of lenses and contexts It is written in a style that is accessible to a global community of academics and professionals

Education for Shalom Philip A. Cunningham, 1995 Observes that certain anti Jewish themes persist in Catholic textbooks despite efforts made since 1965 to remove them Surveys New Testament and patristic sources of antisemitism Traces the Catholic Church s renunciation of antisemitism since 1965 and its efforts to extirpate it from educational material Suggests criteria for judging how successfully textbooks meet Church guidelines for presenting Jews Judaism and the history of Jewish Christian relations

Between Memory and Vision Steven C. Vryhof, 2004 By closely examining a variety of Protestant schools education expert Steven Vryhof uncovers the complexities subtleties and nuances of faith based education that often elude those concerned only with producing higher test scores a moral environment or a competitive workforce Through candid interviews with parents of children in faith based schools Vryhof also answers questions that other interested parents may have about the benefits of faith based education for their own children Jacket

African Science Education Jamaine Abidogun, 2018-03-15 Based on interrogation and review of historical and current cultural and indigenous knowledge combined with extensive curriculum and classroom analysis this book identifies how indigenous science gender roles may be utilized to provide a more gender balanced and indigenous centered learning experience The book argues for the integration of African indigenous science into the secondary school

curriculum as a way to strengthen students science comprehension by affirming their society s science contributions making clear connections between Indigenous and Western science and also as a way to promote female representation in the sciences This book will be of interest to scholars and practitioners of science education African education and indigenous knowledge

Teacher Education in Challenging Times Philip M Bamber,Jane C Moore,2016-07-15 Teacher education is experiencing a period of dramatic and arguably irrevocable change within a wider context of turbulence in the English education system With contributions from a range of teacher educators and academics in the field Teacher Education in Challenging Times presents sustainable robust and informed responses to the challenges posed by the current unrest in the education sector This book considers the nature of teacher professionalism the nurturing of truly collaborative partnerships between universities schools and other agencies and developments in practice with tangible impact for children and young people Drawing on important research and illustrations of policy and practice from England and other countries chapters present a series of counter cultural ideas principles and practices that respond to pressing challenges facing educators in a range of contexts Positive and forward looking this book offers a robust defence of the present need for high quality teacher education in challenging times This book is a timely contribution to an international debate about the future of teacher educators and should be of key interest to academics researchers and postgraduate students in the fields of teacher education philosophy and sociology of education policy and politics of education and pedagogy It will also appeal to a range of practitioners including trainers local authority officers professional groups educational service providers and educational and school improvement consultants

Spirituality, Religion, and Peace Education Edward J. Brantmeier,Jing Lin,John P. Miller,2010-07-01 Spirituality Religion and Peace Education attempts to deeply explore the universal and particular dimensions of education for inner and communal peace This co edited book contains fifteen chapters on world spiritual traditions religions and their connections and relevance to peacebuilding and peacemaking This book examines the teachings and practices of Confucius of Judaism Islamic Sufism Christianity Quakerism Hinduism Tibetan Buddhism and of Indigenous spirituality Secondly it explores teaching and learning processes rooted in self discovery skill development and contemplative practices for peace Topics in various chapters include the Buddhist practice of tonglen an indigenous Hawaiian practice of Ho oponopono for forgiveness and conflict resolution pilgrimage and labyrinth walking for right action Twelve Step Programs for peace teaching from a religious spiritual perspective narrative inquiry Daoism and peace curriculum Gandhi deep ecology and multicultural peace education in teacher education peacemaking and spirituality in undergraduate courses and wisdom based learning in teacher education Peace education practices stemming from wisdom traditions can promote stillness as well as enliven awaken and urge reconciliation connection wisdom cultivation and transformation and change in both teachers and students in diverse educational contexts In various chapters of this book a critique of competition consumerism and materialism undergird the analysis More than just a critique some chapters provide both conceptual and practical clarity

for deeper engagement in peaceful action and change in society Cultural awareness and understanding are fostered through a focus on the positive aspects of wisdom traditions rather than the negative aspects and historical complexities of violence and conflict as result of religious hegemony *Not in Kansas Anymore* David Ian Starling, Darrell R Jackson, 2020-06-09

Faith, Hope, and Sustainability Cybelle T. Shattuck, 2021-06-01 Faith Hope and Sustainability explores the experiences of fifteen faith communities striving to care for the earth and live more sustainably A church in Maine partners with fishermen to create the first community supported fishery so they can make a living without overfishing A Jewish congregation in Illinois raises extra funds to construct a green synagogue that expresses their religious mission to heal the world Benedictine sisters in Wisconsin adopt caring for the earth as part of their mission and begin restoring one hundred acres of prairie reviving their community in the process Presbyterians in Virginia dismayed by air pollution in Shenandoah National Park take courage from their conviction that God does not call us to do little things and advocate for improved national air pollution policies Stories such as these highlight the variety of environmental actions that people of faith are enacting through congregational venues Beyond simply narrating inspiring stories however this book compares these case studies to explore in detail the processes through which the communities took action In addition to examining why faith communities engage in earth care Cybelle T Shattuck explores how they put intention into action and how the congregational context affects what they do She introduces an analytical framework focusing on four domains of activity champions faith leaders congregations and organizations to explicate the full range of factors that influence how initiatives develop and whether sustainability becomes embedded in these religious organizations Both the framework and the information on process presented in this book will be highly useful to scholars and to people of faith interested in implementing an earth care ethic through sustainability programs Cumulative List of Organizations Described in Section 170 (c) of the Internal Revenue Code of 1986, 1987

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