

Religious Education in the Primary School - Managing Diversity (Cassell Education)

Cassell Academic - RE

The findings also suggest that the distinctive characteristics of Catholic schools compared to non-denominational counterparts pertain firstly to their religious purpose, heritage and governance structures wherein lay Catholic school leaders are conferred with custodial responsibility of ensuring that the Catholic educative prerogative is operative and permeates all aspects of school life. Secondly, the mission statements of the Catholic schools sought to provide a holistic education for students with an explicit "spiritual" dimension. Non-denominational schools on the other hand aimed to provide an integrated and/or broad based education in preparation for good citizenship. Thirdly, Catholic school leaders were acutely aware that they were accountable to the parents for ensuring that the ethos was operative. For Catholic private schools in particular, it was the school patron and/or respective Trust authorities who guided and maintained control of ethos development thus underpinning the interrelationship between pre-existing conditions of governance and authority. The emergence of greater involvement by the Catholic school authorities in strengthening the ethos of their schools and assisting current lay principals and indeed teachers in their understanding of it and clarification of their roles was also evident. However, there was little evidence to suggest how future leadership succession is being addressed, although it was acknowledged as an issue. Furthermore, it was stated that it was the support which was put in place for principals after their appointment, which was crucial in ensuring that Catholic ethos was understood, transmitted, and operative. This study revealed that school leaders in non-denominational schools had a greater degree of control and management of ethos. According to them, ethos required that degree of flexibility to inclusively cater for the diverse needs of the students and their individual circumstances. Nonetheless, it was acknowledged that the core values of the ethos remain constant. Fourthly, Catholic school admissions policies mandated respect for the Catholic school ethos by both students and parents and all prioritised Catholic student enrolment in the event of oversubscription.

The distinctiveness of the Catholic school ethos as operative in practice was less evident in this study. Thus the findings were deemed inconclusive. Community school leaders emphasised the importance of positioning their schools within the wider community, "drawing in from and leading out to", which impacted on their ethos in practice. In serving a majority Catholic student cohort this study revealed that there was no difference between the Community and Catholic schools with regard to their "conscience" with the parish community, provision for and the role of school chaplains, the celebration of traditional Catholic feast days and the annual graduation Mass. Moreover, there was no reported difference regarding the provision for religious education on the curriculum. Furthermore, while it was evident that all Catholic school leaders respected the Catholicity of their schools the findings suggest that they had not negotiated all aspects of the

Description: -

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ELT: specific skills
Education / Teaching
Elementary School Curricula
Education And Religion
Elementary
Religion: general
Primary / junior schools
Organization & management of education
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Notes: -

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Tags: #Do #teachers #really #need #a #certificate #in #religious #studies #to #teach #at #primary?

Curriculum

Candidates are awarded a grade for their performance at the interview.

Why religious education has an important role to play in our society

There are special religious classes in normal schools in addition to government-funded religious schools and. If you need more information, you can contact your school or the business unit listed for advice.

MACS

Science and technology The government wants schools to devote more time to science and technology.

Teaching diversity in a primary school: examining teachers classroom strategies for inclusion

Frisian as a compulsory subject Frisian is a compulsory subject for primary schools in the province of Friesland, but they may apply to the provincial executive for exemption if less than 5% of pupils at the school have a Frisian background. This is in no way reflective of society as a whole. Schools are expected to organise their teaching in such a way that all the subject matter to which these targets relate has been covered by the end of primary school.

Religious Education

Students are provided with opportunities to participate in physical activity to develop movement skills and recognise the impact of physical activity on health and wellbeing.

Public School Students Need to Study Religion (Opinion)

Why study on this programme? RESource The has been developed by Melbourne Archdiocese Catholic Schools MACS to provide online educational support for teachers of Religious Education.

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