
Educational Politics

Pressure groups and faith-based schools

Geoffrey Walford

Educational Politics Prebure Groups And Faithbased Schools

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Educational Politics Prebure Groups And Faithbased Schools:

Educational Politics Geoffrey Walford, 1995 The 1993 Education Act opened the way for new grant maintained schools to be established which support particular religious or philosophical beliefs This change marks a fundamental shift in government policy towards religious schools and is the result of sustained activity by a small number of political pressure groups This book gives an account of that political activity and focuses on the role of the Christian Schools Campaign which was responsible for significant changes in the 1992 and 1993 Education Acts This particular group which represented about 65 small private evangelical Christian schools has acted with other religious groups and politicians on the new Right to sponsor various amendments to government legislation The book presents a case study of the activities of a particular pressure group and a theoretical analysis which focuses on the nature of pressure groups and the importance of networking in pressure group activity *In Defence of Religious Schools and Colleges* Elmer John Thiessen, 2001-07-19 In placing his argument within the context of liberal democratic values Thiessen gives concrete examples of objections to religious schools and offers practical suggestions that follow from the philosophical treatment of the problem *In Defence of Religious Schools and Colleges* bridges the gap between philosophical argument and educational practice It will be of interest not only to philosophers and educational theorists but also to practitioners in education Academics policy makers political theorists lay people teachers administrators and parents those who object to religious schools and colleges and those who find themselves trying to answer the objections will benefit from reading this book **Academies, Free Schools and Social Justice**

Geoffrey Walford, 2017-10-02 Academies were introduced by Labour in 2000 and first opened their doors in 2002 but during Labour's time in power the nature of the Academies changed At first they were designed to replace existing failing schools but by 2004 the expectation had widened to provide for entirely new schools where there was a demand for new places From 2010 under the coalition government two new types of Academy were introduced While the original Academies were based on the idea of closing poor schools and replacing them by dramatically redesigned and restructured ones the 2010 Academies Act allowed existing highly successful state maintained schools to apply to become Academies as well Further while Labour had restricted Academy status to secondary schools the Coalition extended it to primary and special schools The result is that there has been a dramatic increase in the number and diversity of Academies In addition to this the 2010 Act introduced Free Schools wherein groups of parents teachers or other sponsors can apply to start their own state maintained but officially independent schools These schools can either be completely new or the result of existing private schools applying to become state maintained The results of these changes remain under researched This book puts forward new research that examines the history and nature of Academies and Free Schools the processes by which they have come into existence and their effects in terms of social justice The contributors do not all speak with one voice but rather present a diversity of views on these important topics Included in the collection are the results of research on pupil outcomes and socio

economic segregation issues of identity and ethos in church academies the problems of establishing free schools the history of policy on Academies and a comparison between Swedish independent schools and Academies and Free Schools This book was originally published as a special issue of Research Papers in Education Empirical Theology in Texts and Tables Leslie J. Francis, Mandy Robbins, Jeff Astley, 2009 Empirical theology offers fresh and stimulating insights into the concerns of both the Church and the Academy It does this by accessing relevant empirical evidence using the tools of the social sciences and placing this evidence in the context of theological critique and contemporary debate In this pioneering collection of focused essays leading experts of empirical theology illustrate key perspectives within this rapidly expanding discipline The first section of the book explores theoretical issues underpinning the main methods of obtaining empirical data and the use of these data within theology The other two sections display the role both of qualitative studies and of the analysis of quantitative data in exploring a range of theological beliefs and religious social and educational concerns *Policy and Politics in Education* Geoffrey Walford, 2017-11-01 This title was first published in 2000 This is an examination of the sponsored grant maintained schools initiative These schools were an attempt to increase the diversity of schools within the state maintained sector so families would have a greater choice when selecting the most desirable school for their children Thus allowing schools to be run by religious and ethnic minority groups The book considers and analyzes the political nature of the policy formulation and implementation It examines the way the 1993 Education Act came to be formulated and follows its path within the changing social economic and political context of the years 1993 to 1998 The text examines the background to the applications for funding from religious minority and other groups and discusses the implications of such changes in funding policy in the context of the 1998 School Standard and Framework Act *Educational Strategies Among Muslims in the Context of Globalization* Holger Daun, Geoffrey Walford, 2004-01-01 This book presents an overview of Islamic educational institutions and the types of schools available for Islamic or mixed education in selected countries in Africa Southeast Asia Middle East and Europe *Private Education* Geoffrey Walford, 2005-11-24 Private schools are central to the reproduction of social inequality For example whilst in the UK providing only about seven per cent of the school population about half of the undergraduates at Oxford and Cambridge still come from the private sector Private schools have long been associated with privilege and elitism While this traditional elitist aspect to the private sector is still central the private school sector is actually far more diverse than is usually acknowledged It now includes many small schools and faith based schools that may not offer the traditional advantages of the private sector but which provide a particular environment deemed desirable by parents In spite of their educational and social importance there has been very little academic research and writing on private schools The proposed book will be the culmination of Professor Walford's research into private schools over the past twenty years 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 Tracing Education Policy David Phillips, Geoffrey Walford, 2013-01-11 This book brings together key articles that trace the development of British education policy since 1975 and provides a valuable route map to developments within education policy during this period It includes twenty six seminal articles from the Oxford Review of Education written by many of the leading authors in the field and covering issues and topics with a wide significance beyond Britain In one easy to access place this authoritative reference book provides a collection of articles that have made an important impact on policy studies and cover a broad range of significant policy issues including equality in education school effectiveness special educational needs school choice fourteen to nineteen education the structure of the educational system The book has been compiled by the current editors of the journal to show the development of the field and their specially written introduction contextualises the selection and introduces students to the main issues and current thinking in the field **Durkheim and Modern Education** W.S.F. Pickering, Geoffrey Walford, 2002-09-11 This volume explores Durkheim s place in modern educational thought at three different levels Durkheim s ideas on education are analyzed and placed in the context of modern society current educational issues are explored using a Durkheimian framework Durkheim s thought is related to that of modern educational theorists to reveal his enduring influence In discussing Durkheim s modern relevance the contributors stress his desire to integrate the practical and theoretical aspects of education They identify particular pertinence in his focus upon the moral base of education and his insistence upon the importance of the social and society **Markets and Equity in Education** Geoffrey Walford, 2006-02-23 Geoffrey Walford tackles one of the perennial issues in education policy namely the inter relationship of markets and equity His discussion synthesises research findings his own in the context of others from over a decade examining the triangle between i theory ii policy both current and recent and iii practice Doing Qualitative Educational Research Geoffrey Walford, 2001-06-01 Geoffrey Walford a renowned and experienced researcher reflects upon the trials and tribulations and the problems and promises of conducting research and also on the links between the idiosyncrasies and circumstances of researchers and what is possible in research Research is revealed as a much more complicated process than is usually recognized sometimes messy and disorganized sometimes constrained in unexpected ways but always challenging to both researcher and reader **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

Education, Reform and the State John Furlong, Robert Phillips, 2002-11

This book supplies the definitive contemporary history of education policy in the late twentieth century Some of the leading educationalists reflect on the major legislative and structural changes in the field over the last 25 years

Doing Research About Education Geoffrey Walford, 2003-09-02 This book brings together semi autobiographical accounts from major educationalists about their influential research focusing on the practical and personal aspects of the research process The collection reflects the great changes that have occurred within educational research since the 1980s and deals with the issues and situations of the late 1990s It includes accounts that cover the various stages of the research process a sampling of topics the diversity of methodologies used in educational research and a range of theoretical perspectives There is coverage of qualitative and quantitative methodologies and of large and smaller scale research Also discussed are ESRC programme research contract research and theoretical research

Power and Responsibility in Education Keith Watson, Celia Modgil, Sohan Modgil, 1997-01-01 This study by more than 130 contributors assesses the moves to decentralize educational administration The text contains overviews by individual authors and joint papers forming dialogues between different academic contenders It provides a survey of educational policies and planning and an analysis of the changes in England and Wales Curriculum control privatization and leadership issues are also debated This book is one of four volumes which consider the educational dilemmas facing governments professional educators and practising administrators in the current educational climate The issues are addressed from international and comparative perspectives

Privatizing Education Henry Levin, 2001-05-24 An insightful and timely look at one of the hottest policy issues in education today the

initiative to move education from the public sector to the private sector **School Choice and the Quasi-market** Geoffrey Walford,1996-01-01 Throughout much of the industrialised world in the 1980s and 1990s governments divested themselves of responsibility for providing services for their citizens and espoused the ideology of the market In education the term quasi market has been used to describe the situation where the market forces introduced into schooling differ in some fundamental respects from classical free markets This book brings together specially written accounts of developments in the quasi market in nine countries The authors were asked to focus on their own particular country and to review policy developments in school choice over the previous five to ten years In addition they were asked to assess the research evidence on the workings of the quasi market of schools and in particular the effects of such changes on children of different genders and from differing social class and ethnic backgrounds The result is a series of thought provoking articles that add greatly to our understanding of the pressures that led to quasi markets in education and of how particular countries have responded to such changes and to the potentially inequitable effects of such moves *In Good Faith* Marie Parker-Jenkins,Dimitra Hartas,Barrie A. Irving,2019-05-23 First published in 2005 this timely volume challenges those who see faith schools as contributing positively to the well being of society and responding to parent choice to think through the implications of September 11 for our multi ethnic and multi faith society without taking a position on the ultimate necessity of faith schools The authors conducted research in several faith based schools representative both of older religious traditions in England and Wales and of those which have been more recently established The focus was on state funded faith based schools but a range were visited to provide an overview of issues facing all faith based schools as well as those specific to newly funded institutions Emile Durkheim W. S. F. Pickering,2001 A five volume collection of scholarly journal articles and chapters from books covering the subject of Emile Durkheim s work The five volumes are thematically organized in the following sections Volume I 1 Durkheim The man himself 2 General sociology Volume II 3 Religion 4 Epistemology and the philosophy of science Volume III 5 Morality and ethics 6 Political sociology Volume IV 7 Suicide and anomie 8 Division of labour and economics 9 EducationP

Reviewing **Educational Politics Prebure Groups And Faithbased Schools**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Educational Politics Prebure Groups And Faithbased Schools**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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