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Engaging Religious Plurality within Australian and New Zealand Catholic Schools

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Religious Education is significant within the curriculum of Catholic schools. What constitutes a challenge and opportunity for educators is the accommodation of religious education theory and practice in light of school mission, inclusive practices, curriculum preferencing, student agency, and diversity in religious affiliations and faith practices. Curriculum practices typically mirror these imperatives as community expectations are integrated with new understandings of mission–practice relationships. This concept of continuity and discontinuity is evidenced in this Special Issue through the presentation of initiatives and challenges grouped within the theme of Religious Education engaging religious plurality within Catholic schools in Australia and New Zealand.

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