

Dr. Farah Ahmed, Full Academic CV February 2025

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Fellow of Higher Education Academy (FHEA), Founding Fellow, Chartered College of Teaching (FCCT)

HIGHER EDUCATION

PhD in Education (2018) Wolfson College, University of Cambridge

Thesis Title: Pedagogy as Dialogue between Cultures: Exploring *Halaqah*: An Islamic dialogic pedagogy that acts as a vehicle for developing Muslim children's *Shakhsyah* (personhood, autonomy, identity) in a pluralist society.

Supervisor: Dr Linda Hargreaves. Viva date 19 April 2018. Graduation date 20 October 2018

MEd in Educational Research (2010) Wolfson College, University of Cambridge

Thesis Title: *Tarbiyah* for *Shakhsyah* (Educating for Identity): Seeking out culturally coherent education for Muslim children in the 21st century. Supervised by Dr David Pedder.

PGCE in Secondary Education (1994) Institute of Education, University of London

BA Hons in Philosophy (1993) University of Bristol

ACADEMIC EMPLOYMENT

Assistant Research Professor Faculty of Education, University of Cambridge,

October 2025 – to date

Senior Research Associate Faculty of Education, University of Cambridge,

June 2024 – to September 2025

- ◇ Principal Investigator on a two-year research project reorienting education in Muslim contexts towards awe & wonder funded by the Templeton foundation.
- ◇ Convener of Cambridge Dialogues: Renewing K-12 Education in Islamic Contexts academic network
- ◇ Member of Steering Committee - Cambridge Educational Dialogue Research Group
- ◇ Strand Convenor- Cultural, Philosophical and Religious Traditions in Educational Dialogue
- ◇ Member of External Engagement and Partnerships Committee

Leverhulme Early Career Research Fellow Faculty of Education, University of Cambridge, 2020 - 2024

- ◇ Conduct a three-year postdoctoral research project theorising postcolonial Muslim selfhood and trialling dialogic *Halaqah* in Islamic supplementary schools.
- ◇ Convenor – BAICE Funded Early Career Network: Rethinking Islamic Education: a decolonial collaborative network to facilitate theory development for my postdoc
- ◇ Founder of online teacher professional development platform: *Islamic Educator Learning Community*: courses used for data collection for my postdoc research.
- ◇ Member of Steering Committee - Cambridge Educational Dialogue Research Group
- ◇ Strand Co-convenor- Cultural, Philosophical and Religious Traditions in Educational Dialogue
- ◇ Co-convenor: Cambridge Philosophy of Education Seminars
- ◇ Member and temporary Vice-Chair of EDI Committee and Convener Decolonisation Working Group

Research Fellow Hughes Hall, University of Cambridge

2022– Present

- ◇ Member of Governing Body and Audit and Risk Committee
- ◇ Affiliate, Cambridge Teacher Research Exchange (Camtree).

Research Associate Hughes Hall, University of Cambridge

2019 - 2022

- ◇ Member of Development Panel, Cambridge Teacher Research Exchange (Camtree).
- ◇ Member of Education Subject Group: Presented at events
- ◇ Project Lead: Muslim Women Educators' Research and Practice on Tarbiyah (identity formation and education) of British Muslim Children. I secured funding for a three-day workshop that gathered fifteen women who work in community initiatives and conduct research. Workshop discussions are currently being analysed to be published in a report making recommendations to Muslim community organisations, that tend to be male led. Have also secured funding for report launch events in 2023.

Research Assistant, Teacher Scheme for Educational Dialogue Analysis (T-SEDA) ESRC

Impact Acceleration Project Faculty of Education, University of Cambridge

2018 – 2019

- ◇ Contributed to ESRC IAA and other successful funding applications
- ◇ Contributed to the development and international trialling of the T-SEDA pack: A teacher professional development resource for evaluating and improving educational dialogue in classroom practice
- ◇ Public engagement and impact acceleration activities related to T-SEDA. These include several workshops for teachers, including some in the Global South, supporting teachers in their enquiries, and contributing to the development of video resources on a dedicated [website](#)

Tutor, MA in Education UCL Institute of Education, University of London

2017- 2019

- ◇ Permanent Role alongside PhD studies

Honorary Research Associate, Centre for Research and Evaluation in Muslim Education UCL Institute of Education, University of London

2013- 2018

- ◇ Founding member and original proposer of the centre.
- ◇ Contributed to its development and work, through organising events and presenting on shared panels.

PROFESSIONAL EMPLOYMENT _____

Director of Education and Research Islamic Shakhshiyah Foundation

2012 – to date

- ◇ Developed and implemented a unique educational model, *Principles of Shakhshiyah Education*, drawing on classical and contemporary Islamic educational theory
- ◇ Developed dialogic halaqah as a Prophetic Pedagogy for the 21st century child education for *shakhshiyah* development (personal, emotional, social, spiritual, character development)
- ◇ Led the development of a unique nested thematic Islam-centric culturally intelligent curriculum covering all subject areas including Qur'an and Arabic that prepares for GCSE and A-Level curricula
- ◇ Developed and taught *Shakhshiyah Teacher Education* courses, which were accredited by the College of Teachers (a pre-cursor to the Chartered College of Teaching)

Consultant - Education for British Muslim Communities Aziz Foundation

2018 – 2019

- ◇ Commissioned to develop a *maktab* (Islamic supplementary school curriculum)

Founder and Headteacher Shakhshiyah Schools

2002 – 2013

- ◇ Founded two alternative Islam-centric schools and took both through the extensive Department for Education registration process.
- ◇ Developed all school policies and structures in line with the unique ethos of the schools
- ◇ Developed an extensive teacher induction programme for unqualified teachers to understand school ethos and expectations
- ◇ Led fundraising campaigns to support the schools' development

Lead Teacher A-Level English Literature College of North-West London/ Islamic College for Advanced Studies
2000 – 2001

Home schooler / Coordinator and Tutor Home Tuition Service
1998 – 2002

Department Lead Teacher – KS3/GCSE English Language and Literature Al Sadiq and Zahra Schools
1996 – 1997

Teacher – Grade 7 to GCSE English Language and Literature, GCSE History, GCSE Religious Education Madani Girls School
1994 – 1996

FUNDING AWARDS

John Templeton Foundation
Leverhulme Trust
Isaac Newton Trust
British Association of International and Comparative Education
ESRC Impact Acceleration Fund, University of Cambridge
Researcher Development Programme, University of Cambridge
Creative Encounters, University of Cambridge
Prince Waleed bin Talal Centre of Islamic Studies, University of Cambridge
International Institute of Islamic Thought
Islamic Shakhshiyah Foundation

PUBLICATIONS

MONOGRAPH CONTRACT

Ahmed, F. (Contract with Routledge). Educating the dialogical Muslim-self – revitalising traditional Islamic halaqah for young Muslims. Routledge Research in Religion and Education series

JOURNAL ARTICLES

Ahmed, F., & Chowdhury, S. (2024). Rethinking contemporary schooling in Muslim contexts: An Islamic conceptual framework for reconstructing K-12 education. *Educational Philosophy and Theory*, 1–14. <https://doi.org/10.1080/00131857.2024.2411325>

Brugha, M. E., Arif, I., Peters, S., Ahmed, F., Piccini, C., Bermudez, G. M. A., Goodland, J., Raghavendra, D., & Weeden, K. (2024). Educators' Perceptions and Experiences of Online Teacher Professional Development. *Journal of Interactive Media in Education*, X(X): X, pp. 1–15. DOI: <https://doi.org/10.5334/jime.902>

Brugha, M., & Ahmed, F. (2025) Teacher professional development in educational dialogue: lessons from a massive open online course [version 2; peer review: 2 approved with reservations]. *Routledge Open Res* 2025, 2:15 (<https://doi.org/10.12688/routledgeopenres.17681.2>)

Hogan, M. J., Barton, A., Twiner, A., James, C., Ahmed, F., Casebourne, I., Steed, I. Hamilton, P. Shi, S. Zhao, Y. Harney, O., & Wegerif, R. (2023). Education for collective intelligence. *Irish Educational Studies*, 1–30. <https://doi.org/10.1080/03323315.2023.2250309>

Calcagni, E., Ahmed, F., Trigo Clapés, A. L., Kershner, R., & Hennessy, S. (2023). Developing dialogic classroom practices through supporting professional agency: Teachers' experiences of using the T-SEDA practitioner-led inquiry approach. *Teaching and Teacher Education*, <https://doi.org/10.1016/j.tate.2023.104067>

Ahmed, F. (2021). Authority, autonomy, and selfhood in Islamic education – Theorising Shakhshiyah Islamiyah as a dialogical Muslim-self, *Educational Philosophy and Theory*, <https://doi.org/10.1080/00131857.2020.1863212>

Hennessy, S., Kershner, R., Calcagni, E., & Ahmed, F. (2021). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: A design-based approach. *Review of Education*, 9:3, <https://doi.org/10.1002/rev.3.3269>

Vrikki, M., Calcagni, E., Hennessy, S., Lee, L., Hernández, F., Estrada, N., & Ahmed, F. (2019). The teacher scheme for educational dialogue analysis (T-SEDA): developing a research-based observation tool for supporting teacher inquiry into pupils' participation in classroom dialogue. *International Journal of Research and Method in Education*, 42:2, 185–203, doi: 10.1080/1743727X.2018.1467890

Ahmed, F. (2018). An exploration of Naquib al-Attas' theory of Islamic education as t'adib as an 'indigenous' educational philosophy. *Educational Philosophy and Theory*, 50:8, 786–794, doi: 10.1080/00131857.2016.1247685

Ahmed, F. (2014). Exploring Halaqah as research method: A tentative approach to developing Islamic research principles within a critical 'indigenous' framework. *International Journal of Qualitative Studies in Education*, 27:5, 561–583, doi: 10.1080/09518398.2013.805852

Ahmed, F. (2012). Tarbiyah for Shakhshiyah (educating for identity): seeking out culturally coherent pedagogy for Muslim children in Britain. *Compare: A Journal of Comparative and International Education*, 42:5, 725–749, doi: 10.1080/03057925.2012.706452

BOOK CHAPTERS

Hennessy, S., Kershner, R., Ahmed, F., Calcagni, E., Trigo Clapés, A.L., & Edwards-Groves, C. (2025). Knowledge mobilisation through practitioner-led inquiry: A dialogic perspective. In D. Wyse, V. Baumfield, N. Mockler & M. Reardon (Eds.), *The BERA-SAGE Handbook of Research-Informed Education Practice and Policy*.

Ahmed, F. (2021). Devising an Islamic Approach to Learning and Teaching through Hadith Jibra'il: Reorienting ourselves to education from within and Islamic worldview. In Memon, N. A., Alhashmi, M. & Abdalla, M. (Eds). *Curriculum Renewal for Islamic Education: Critical perspectives on teaching Islam in primary and secondary schools*. Oxford UK: Routledge

Ahmed, F (2019). The potential of halaqah to be a transformative Islamic dialogic pedagogy. In Mercer, N. Wegerif, R. and Major, L. (Eds.), *Routledge International Handbook of Research on Dialogic Education*. Oxford UK: Routledge

Ahmed, F. (2018). Character and Values Education in English schools: what can private Islamic faith and state funded public schools learn from each other? In Berglund, J. (Ed.) *European Perspectives on Islamic Education and Public Schooling*. Sheffield UK: Equinox

Ahmed, F., and Sabir, T. (2017). Developing Shakhsiyah Islamiyah: personalized character education for British Muslims. In M. Abu Bakr (Ed.), *Living the Faith, Engaging the Mind: Rethinking Madrasah Education in the Modern World*. Oxford UK: Routledge

Ahmed, F., and Lawson, I. (2016). Teaching Islam: Are there pedagogical limits to critical inquiry? In N. Memon and M. Zaman (Eds.), *Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses*. Oxford UK: Routledge

Ahmed, F. (2014). “That’s not what I want for my children”: Islamic schools as a parental response to childhood experiences of mainstream British schooling. In Salili, F. and Hoosain, R. (Eds.), *Growing up between two cultures: Issues and problems of Muslim children*. Charlotte NC: IAP

BOOK SECTION INTRODUCTION AND WORKING PAPER

Ahmed, F., and Cremin, H. (2019). Introduction to Book Section - Dialogic Education for Transformative Purposes. In Mercer, N. Wegerif, R. and Major, L. (Eds.), *Routledge International Handbook of Research on Dialogic Education*. Oxford UK: Routledge

Major, L., Kershner, R. et al. (2018). CEDiR Group working paper (2018) A dialogue about educational dialogue: reflections on the field and the work of the Cambridge Educational Dialogue Research Group

BLOGS, PRACTITIONER ARTICLES & TEACHER RESOURCES

Memon, N., & Ahmed, F. (2024) *Roadmap to Renewal: Islamic Educational Theory into Practice* White Paper on the Cambridge Dialogues Concluding Conference December 11-12, 2023.

Ahmed, F. (2024). *Dialogic Halaqah: A Guide for the Muslim Educator*. London, UK: Shakhsiyah Publications

Ahmed, F. (2020). Educating for personhood: personalised character education for young British Muslims. *Impact, Journal of the Chartered College of Teaching* Special Issue: Youth Social Action and Character Education

Ahmed, F. (2019). Educating the dialogical Muslim-Self: revitalizing traditional Islamic *halaqah* for 21st century intercultural education. *BERA Research Intelligence (RI)* Special Issue: 30 years of the UNCRC: International perspectives on inclusive educational research with children.

Ahmed, F. (2016). *Principles of Shakhsiyah Education*. London, UK: Shakhsiyah Research and Resources.

Ahmed, F. (2015). Muslim education: should teachers be storm troopers or facilitators of debate and intercultural understanding? <https://ioelondonblog.wordpress.com/2015/04/28/muslim-education-should-teachers-be-storm-troopers-or-facilitators-of-debate-and-intercultural-understanding/>

Ahmed, F., & Reddy, F. (2008). Constructing an Islamic Education Framework – The Experience of Islamic Shakhsiyah Foundation Schools. In Khan-Cheema, M.A. (Ed.) *Living, Learning and Enriching Lives with Education*. UK: IBERR Publications

Ahmed, F. (2005). Halaqah Curriculum. London, UK: Islamic Shakhsiyah Foundation

PUBLICATIONS IN PREPARATION _____

Alkouatli, C., Chown, D., Memon, N., Ahmed, F., Özalkan, S., & Al-Qassim, A. (under review) Expanding Paradigms: Methodological design questions for research in sites of Islamic education. *International Journal of Educational Research*

Ahmed, F., Decuir, A., El-Odessy, D., & Shaaban, M. (under review). A preliminary analysis of ‘decolonial’ educational projects reimagining and enacting K-12 education from an Islamic theoretical basis. *Compare: A Journal of Comparative and International Education*

Ahmed F. (under review). Supporting Educators to introduce Dialogic Halaqah into their Classrooms: conceptual change through online professional development. *Teaching and Teacher Education*

Ahmed, F. (in preparation). Using SEDA to evaluate the quality of classroom dialogue in Islamic schools. *Learning, Culture and Social Interaction*

Community Research Report: Muslim Women Educators’ Research and Practice on *Tarbiyah* (identity formation and education) of British Muslim Children. **(in preparation).**

INVITED KEYNOTES, CONFERENCE PAPERS AND ACADEMIC WORKSHOPS _____

10 October 2024 *MOOCs and Dialogue: a great pairing*. Digital Education Futures Initiative Online Roundtable. DEFI, Hughes Hall College, University of Cambridge, Cambridge, UK.

27 September 2024 *Hadith Jibril, Syed Naquib al Attas Philosophy of Education and a Roadmap for Islamic Schools*. R Zarith Sofiah Centre for Advanced Studies on Islam, Science & Civilisation, Univesity Teknologi Malaysia, Kuala Lumpur, Malaysia

30 January 2024 *IELC: building an online professional learning community*. Gulf EdTech Fellows Panel Discussion, University of Cambridge, Cambridge, UK.

7 December 2023 *Designing and facilitating effective online and blended TPD*. Digital Education Futures Initiative Webinar. DEFI, Hughes Hall College, University of Cambridge, Cambridge, UK.

26 January 2023 *Global approaches to educational equity and inclusion*. Digital Education Futures Initiative in-person seminar. Faculty of Education, University of Cambridge, Cambridge, UK.

15 November 2023 *Agency within Relationality: formations of a dialogic Muslim-self*. Philosophy of Education Society of Great Britain Seminars, UCL Institute of Education, London, UK

30 June 2023 *Developing a culturally relevant online teacher professional development and inquiry platform*. Digital Education Futures Initiative Event - Global approaches to educational equity and inclusion, Faculty of Education, University of Cambridge

30 September 2022 *Dialogue in Islamic Education*. University of Cambridge Faculty of Education Symposium: Purposes of education in interreligious dialogue. Cambridge UK

31 August 2022 *Teacher Scheme for Educational Dialogue Analysis - Teacher Professional Development through Inquiry*. Kashmir University Annual Teacher Professional Development Meeting.

2 December 2021 *Theorising a dialogic approach to holistic Islamic education*. University of Winchester PESGB Seminar

11 June 2021 *Meeting the challenge of young Muslim double-consciousness in minority contexts through Halaqah, a dialogic pedagogy for developing Shakhsyah (personhood, autonomy, identity)*. Online workshop with trainee Islamic Education Teachers in the ILM Project at the University of Tübingen, Germany

30 March 2021 *Educational Possibilities for Scottish Muslim children* – Invited to participate in a panel as part of the Holyrood Faith Debates series of seminars held at the University of Glasgow, Scotland

11 July 2021 Invited to participate in an online book launch for Memon, N. A., Alhashmi, M. & Abdalla, M. (Eds). *Curriculum Renewal for Islamic Education: Critical perspectives on teaching Islam in primary and secondary schools*. Oxford UK: Routledge

14 July 2020 *Listening and Hearing in Dialogues*. Cambridge Educational Dialogue Research Group – Summer Seminar Series – Creating Inclusive Dialogues in Learning, Faculty of Education, University of Cambridge, UK

21 January 2020 *Authority, Autonomy and Selfhood in Islamic education – A philosophical Approach*. Cambridge branch of Philosophy of Education Society of Great Britain Seminar

11-13 February 2019 **Keynote:** *Meeting the challenge of young Muslim double-consciousness in minority contexts using halaqah, a dialogic pedagogy for developing shakhsyah (personhood, autonomy, identity)*. Parenting, Schooling and Identity Formation and Reformation: From the Middle Ages to the Modern Period Workshop – The Taylor-Schechter Genizah Research Unit, Cambridge University Library and the Research Authority of Orot Israel College, Campus Rehovot, Cambridge, UK

3-4 December 2018 *Meeting the challenge of young Muslim double-consciousness in minority contexts through the use of halaqah, a dialogic pedagogy for developing Shakhsyah (personhood, autonomy, identity)*. European Perspectives on Islamic Education and Public Schooling - an International Symposium and book launch, Stockholm University, Stockholm, Sweden

20 September 2018 *Pedagogy as dialogue between cultures*. Education and Religion SIG: Latest Research Symposium, UCL Institute of Education, London, UK

15 January 2018 *Halaqah: Dialogic Pedagogy for British Muslim children in Uncertain Times*. Centre for the Study of Islam in the UK: Islam, Muslims, and education in Britain: A one-day symposium, Cardiff University, UK

5 June 2017 *UCL Festival of Culture Panel Discussion on Fundamental British Values*: Professor Vini Landers, Donya Salamat and Farah Ahmed. Facilitated by Dr Lynn Revell. London, UK

23 May 2017 *Philosophies of Islamic Education*. Book Launch – Religion and Education SIG, UCL Institute of Education

6-8 April 2016 *Character Education in English schools: what can private Islamic faith and state funded public schools learn from each other?* Islamic Education and European Public Schooling Workshop, WRERU, University of Warwick, UK

12-13 March 2015 *Countering 'Extremism' through Criticality in British Muslim Primary Schools'*. Invited to give an *insider perspective at the workshop*. 'The Inclusion of Muslims in Western European Education Systems: Together or Separate?' held at the Mannheim Centre for European Social Studies, Mannheim University, Germany

23 May 2013 *Reflections on the Interface: Experiences of a religiously observant Muslim woman educator*. Collaborative partnerships between universities and Muslim institutions: Dismantling the roadblocks, University of Derby ESRC Research Project, London, UK

19 February 2013 *Exploring Halaqah as research method: A tentative approach to developing Islamic research principles within a critical 'indigenous' framework*. Invited to present for the Public Lecture Series, Centre for the Study of Islam in the UK, Cardiff University, UK Video Link: <http://sites.cardiff.ac.uk/islamukcentre/virtual-centre/public-lectures/2013-public-lectures/farah-ahmed/>

CONFERENCE PAPERS, SEMINARS, ROUNDTABLES, WORKSHOPS,

9-11 September 2025 *Symposium Convenor: Theorising and Enacting Muslim Selfhood, Critical Consciousness and Educational Dialogue to meet Contemporary Educational Challenges*. British Educational Research Association Annual Conference, University of Sussex. Brighton, UK.

30 June 2025 *Symposium Convenor: Theorising and Enacting Muslim Selfhood, Critical Consciousness and Educational Dialogue to meet Contemporary Educational Challenges*. British Association of Islamic Studies Annual Conference, University of Cambridge. Cambridge, UK.

3 June 2025 Ahmed, F. *Supporting educators to introduce dialogic halaqah into their classrooms: conceptual change through online professional development*. Cambridge Educational Dialogue Research Group Review Day. Faculty of Education, University of Cambridge. Cambridge, UK.

29 May 2025 Ahmed, F. *Dialogic Dimensions of Islamic Conceptualisations of Education*. Cambridge Educational Dialogue Research Group Seminar. Faculty of Education, University of Cambridge. Cambridge, UK.

25-25 May 2025 Ahmed, F. Habash, D. Al-Qassim, A.H. Mirza, U.J. & Bozkurt, T. *The quest for onto-epistemic coherence in educational research: evaluating a Toolkit for Muslim Educational Researchers*. Workshop: The Positionality of Muslims in the Study of Islam, University of Cambridge, Cambridge, UK.

18-20 September 2024 Calcagni, E. Gröshner, A. Hennessy, S. Kershner, R. & Ahmed, F. *More than a buzzword: Teachers' conceptions of classroom dialogue*. SIG 20 and SIG 26 Conference, European Association for Research on Learning and Instruction, Berlin, Germany

26-28 June 2024 Ahmed, F. Aramaki, K. Arif, I. Bermudez, G. Brugha, B. Goodland, J. Peters, S. Piccini, C. Raghavendra, D. & Weeden, K. *Perceived impact of Educational Dialogue on Transversal Skills: Analysis of a Teachers' and Researchers' online forum*. Swiss Society for Research in Education Annual Conference, Locarno, Switzerland

11-14 April 2024 *Symposium Convener: Drawing on Islamic Educational Theories and Practices to Dismantle Racial Injustice*. American Educational Research Association Annual Meeting, Philadelphia, USA

19 June 2023 *Dialogue in Islamic educational contexts: Theory, practice, research methodology and teacher professional development*. CEDiR Review 2023, Faculty of Education, University of Cambridge, Cambridge, UK

15-16 May 2023 *Symposium Convener: Using Islamic educational theory to develop paradigmatic frameworks for contemporary Pre-K-12 Muslim educational contexts*. British Association of Islamic Studies Annual Conference, London, UK

4-5 May 2023 *Symposium: Towards Fuller Expressions of Knowledge, Being, and Truth in Rethinking Islamic Education*. American Educational Research Association Virtual Annual Meeting. San Francisco, USA

26 June 2022 Brugha, M. & Ahmed, F. *Teacher Professional Development in Educational Dialogue: Lessons from a mechanical MOOC*. CEDiR Review 2022 Dialogue, Professional Learning and Impact, Faculty of Education, University of Cambridge

26 June 2022 Ahmed, F. & Al Qassim, A. *Building a dialogic online educator-researcher community*. CEDiR Review 2022 – Dialogue, Professional Learning and Impact, Faculty of Education, University of Cambridge

5 March 2022 *Using a neo-Ghazalian framework to develop a dialogic conceptualization of shakhsyah Islamiyah (Islamic character) as the core aim of education (tarbiyah, t'elim, t'adib and tazkiya)*. International Workshop: Ghazzali's Multiplex Psychology of Human Development: *Ta'lim and Tazkiya*. Usul Academy, EDEP, Istanbul, Turkey

31 April 2022 *Meeting the challenge of young Muslim double-consciousness in minority contexts through Halaqah, a dialogic pedagogy for developing shakhsyah (personhood, autonomy, identity)*. In person workshop held at the Faculty of Education, University of Cambridge for a group of trainee Islamic Education Teachers in the ILM Project at the University of Tubingen, Germany

23-27 August 2021 Hennessy, S. Kershner, R. Calcagni, E. & Ahmed, F. *Local Facilitation of Practitioner-led Inquiry into Classroom Dialogue using a Research Based Tool. Part of the symposium: Reconsidering facilitation of professional development for dialogue in the context of scalability*. European Association for Research on Learning and Instruction 19th Biennial Conference (online)

7 July 2021 *Rethinking Close to Practice Research as Researcher-Teacher dialogic exchange*. CEDiR Review 2021 – Dialogue in Different Contexts, Faculty of Education, University of Cambridge

17-21 April 2020 *Developing a Conceptualization of Shakhsyah Islamiyah (personhood, autonomy, identity) as a Dialogic Muslim-Self Imbued with Agency. Part of the symposium: Teaching Islam in K-12 Schools: Possibilities for curriculum renewal when academics and educators collaborate*. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tpr75mr> (Conference Canceled due to Pandemic)

11-13 September 2018 *Evaluating dialogue generated through the activity of halaqah, a daily dialogic circle held in UK Islamic faith primary schools*. BERA Conference, Newcastle, UK

11-13 September 2018 *Meeting the challenge of young Muslim double-consciousness in minority contexts through the use of halaqah, a dialogic pedagogy for developing shakhsyah (personhood, autonomy, identity)*. BERA Conference, Newcastle, UK

4-7 September 2018 *A dialogic approach to research-based professional development: the Teacher Scheme for Educational Dialogue Analysis (T-SEDA)*. ECER Conference 2018, Bolzano, Italy

4-7 September 2018 *Meeting the challenge of young Muslim double-consciousness in minority contexts through the use of halaqah, a dialogic pedagogy for developing shakhsyah (personhood, autonomy, identity)*. ECER Conference 2018, Bolzano, Italy

27-28 August 2018 *Drawing on neo- Ghazalian ontology and epistemology to develop a conceptualisation of a dialogical Muslim-self and a dialogic theory of Islamic education*. European Association for Research on Learning and Instruction SIG17 and SIG25 Conference: Dialogue between ontology and epistemology: new perspectives on theory and methodology in research on learning and education, University of Cambridge, Cambridge, UK

27-28 August 2018 *Halaqah: Dialogic pedagogy for Muslims in Europe: an expanded conceptualisation of learning*. European Association for Research on Learning and Instruction SIG 17 and SIG 25 Methodology workshop, University of Cambridge, Cambridge, UK

23 June 2018 *Children's voice and autonomous learners in 'alternative' Islamic faith-schools*. Contradictions and Possibilities. BERA Alternative Education SIG Workshop: Alternative ways of educating teachers to educate children differently: What do curriculum, assessment and pedagogy look like when 'done differently'? London, UK

15 January 2018 *Halaqah: Dialogic Pedagogy for British Muslim children in Uncertain Times*. Centre for the Study of Islam in the UK: Islam, Muslims, and education in Britain: A one-day symposium, Cardiff University, UK

18-20 September 2017 *Halaqah: Dialogic Pedagogy for British Muslim children in Uncertain Times*. Cambridge AHRC DTP International Conference: Tradition and Transformation, University of Cambridge, UK

5-7 September 2017 *Trialling the Teacher Scheme for Educational Dialogue Analysis (T-SEDA): Implications for understanding what are the appropriate forms of professional inquiry into dialogic learning and teaching*. Symposium: Developing Professional Knowledge of Dialogic Classroom Practices (Teacher Education and Development), BERA Conference 2017, University of Sussex, UK Presented by Sara Hennessy and Ruth Kershner on behalf of Farah Ahmed, Elisa Calcagni, Nube Estrada, Flora Hernandez, Lisa Lee and Maria Vrikki

21-25 August 2017 *Trialling the Teacher Scheme for Educational Dialogue Analysis (T-SEDA): Developing a Professional Development Pack to support dialogic teaching and learning*. Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research. ECER Conference 2017. Copenhagen, Denmark. Presented by Ruth Kershner on behalf of Farah Ahmed, Elisa Calcagni, Nube Estrada, Sara Hennessy, Flora Hernandez, Lisa Lee and Maria Vrikki

12-13 May 2017 *Halaqah: Dialogic Pedagogy for British Muslim children in Uncertain Times*. Muslims in the UK and Europe Postgraduate Symposium, Centre of Islamic Studies, University of Cambridge, UK

15-17 September 2015 *Symposium convener: Drawing on Islamic and European educational traditions: developing hybrid pedagogies for a cohesive and sustainable future. Including a paper entitled, Pedagogy as Dialogue between Cultures: exploring Halaqah, an Islamic oral pedagogy used to generate culturally relevant dialogic education in UK Islamic primary school*. 13th UKFIET Conference, Learning for Sustainable Futures – Making the Connections, Oxford, UK

13-15 April 2015 *Autonomy, authority and pedagogy in British Islamic schools: An exploration of Halaqah (Circle Time), an oral pedagogy that uses reflexivity and dialogue to develop autonomy in the Muslim learner*. British Association of Islamic Studies Annual Conference 2015, London UK

7-9 November 2014 *Pedagogy as Dialogue between Cultures: Islamic epistemology and Vygotsky's 'Thought and Language*. British Psychological Society Psychology of Education Section Annual Conference 2014: Learning and Teaching in a Changing Educational Context, UK

10-12 September 2013 *Educational research within an Islamic paradigm - Exploring Halaqah (oral study circle) as research method, contributing to culturally relevant research for development*. 12th UKFIET Conference on Education and Development - Post 2015: Reflecting, Reviewing, Re-visioning, Oxford, UK

3-5 April 2013 *Islamic epistemology and the modern secular university*. Religion and the Idea of a University, University of Cambridge, UK

11-12 June 2012 *An exploration of Halaqah, an Islamic oral pedagogy that aims to develop autonomy through reflexivity and dialogue within a culturally coherent Islamic British context*. Researching Agency in Educational Contexts, Faculty of Education, University of Cambridge, UK

26 October 2011 *Tarbiyah for Shakhsiyah (Educating for Identity) – Devising culturally coherent pedagogy for Muslims in Britain*. Interpretation, Imagination and Islam Conference, Centre for the Study of Islam in the UK, Cardiff University

1-4 October 2011 *Synthesizing Classical Islamic and modern pedagogy to meet the needs of Muslim children in the 21st century*. Knowledge and Education in Classical Islam: Historical Foundations and Contemporary Impact, University of Gottingen, Germany in collaboration with Al-Azhar University, Egypt

13-15 September 2011 *Tarbiyah for Shakhsiyah (Educating for Identity) – Seeking out culturally coherent pedagogy for Muslims in Britain*. 11th UKFIET Conference Global Challenges for Education: Economics, Environment and Emergency, Oxford, UK

24-26 June 2011 *Educating Muslim Children for Life in Contemporary Britain*. Empowerment and the Sacred – An interdisciplinary conference. Institute of Colonial and Postcolonial Studies, University of Leeds, UK

SECURED FUNDING, INITIATED, CONFERENCES/ ACADEMIC WORKSHOPS

11-15 December 2023 *Cambridge Dialogues: Concluding International Conference – Stakeholder Workshop and Academic Colloquium*. Faculty of Education, University of Cambridge

1 July 2023 Convener: Online Conference- *Cambridge Dialogues: Islam, Science and Education*. Faculty of Education, University of Cambridge

10 May 2023 *CEDiR Roundtable on Dialogue in Different Educational Traditions*. Faculty of Education, University of Cambridge, Cambridge UK

4,11,16 and 23 February 2023 *Islam, Science and Education Online Teacher Workshop Series* Faculty of Education, University of Cambridge. Four workshops were held to accommodate different time zones.

2021-23 *Cambridge Dialogues: Rethinking Islamic Education for the 21st Century – Research into Practice*. Monthly online webinars to build an international network for an emerging field of Muslim academics working at the cutting edge of ‘close to practice research’ in Islamic schools and education settings across the world.

24-26 September 2021 *Muslim Women Educators’ Research and Practice on Tarbiyah (identity formation and education) of British Muslim Children*. Brings together women who work in projects in disadvantaged communities and conduct research to address inequalities.

2020-2022 Co-convenor of *Cambridge Philosophy of Education Seminars*

4 June 2011 *Educating Muslims in the UK*. Co-organiser of a conference to propose a Centre for Research and Evaluation in Muslim Education at the Institute of Education, University of London, UK. Following the conference, funding was secured to launch the centre in Oct 2012

INVITED TO PRESENT – PROFESSIONAL EVENT KEYNOTES, WORKSHOPS & PUBLIC ENGAGEMENT

18 February 2025 *Roadmap to Renewal: Islamic Educational Theory into Practice. Launch of the White Paper on the Cambridge Dialogues Concluding Conference*. A Cambridge Dialogues Webinar

28 January 2025 *Conceptual Reflections” Dīn, Dunya, Knowledge and Research: Guiding Principles & Design Questions for Muslim Researchers*. Muslim Researchers Network, UK

20 October 2024 *Rethinking Islamic Education: Theory into Practice*. Online Public Talk Series, Centre for Islamic Knowledge, Canada

30 September – 3rd October 2024 *Dialogue: Revival Rooted in Tradition and The Prophetic Pedagogy of Dialogic Halaqah*. Global Association of Islamic Schools Annual Retreat, Shah Alam, Malaysia

28 September 2024 *The Shakhsiyah Schools Story: an educational model drawn from the Islamic worldview*. ICEE International Educators Conference, Raja Tun Uda Library, Shah Alam, Malaysia

24 September 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Public Talk. Maahad Tahfiz Az-Zahra, Selangor, Malaysia

20 September 2024 *The Shakhsiyah Schools Story: an educational model drawn from the Islamic worldview*. Public Talk. International Centre for Educational Excellence, Kuala Lumpur, Malaysia

13-14 September 2024 *Using Dialogic Halaqah to Develop Shakhsiyah Islamiyah*. Teacher training workshop. International Centre for Educational Excellence, Kuala Lumpur, Malaysia

12 September 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Teacher Training Session. Sekolah Menengah Islam Hira' & Maahad Tahfiz Al-Quran Hira, Selangor, Malaysia

6 September 2024 *Hadith Jibril, Syed Naquib al Attas Philosophy of Education and a Roadmap for Islamic Schools*. Public Talk. International Centre for Educational Excellence, Kuala Lumpur, Malaysia

31 August 2024 Online Launch of the *Cambridge Dialogues: Roadmap to Renewal Whitepaper*. Global Association of Islamic Schools Spotlight Sessions https://www.youtube.com/watch?v=KortJnJ_73s

23 August 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Teacher Training Day. Al-Siraat College, Melbourne, Australia

21 August 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Teacher Training Day. Malek Fahd Islamic School Hoxton Park Campus, Sydney, Australia

17-18 August 2024 **Keynote:** *The Shakhsiyah Schools Story: an educational model drawn from the Islamic worldview*. 7th Annual Australian Islamic Schooling Conference. *Islamic Worldview: Renewing Curriculum, Pedagogy and Assessment*, Brisbane, Australia

15-16 August 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Islamic Schools Association of Australia Annual Conference, Brisbane, Australia

12 August 2024 *What is Dialogic Halaqah and how can it develop Shakhsiyah Islamiyah?* Mareeba Islamic Society, Mareeba, Queensland, Australia

27 April 2024 *Cambridge Dialogues: Rethinking Islamic education – theory into practice*. Islamic Courses Conference: New Perspectives on Revival & Renewal of the Muslim Civilisation. Birkbeck University, London, UK

21 April 2014 *What is Dialogic Halaqah and how can it develop Shakhsiyah Islamiyah?* ISNA Schools, Toronto, Canada

20 April 2024 *What is Dialogic Halaqah and how can it develop Shakhsiyah Islamiyah?* Islamic Schools Association of Canada Annual Conference, Toronto, Canada

19 April *What is Dialogic Halaqah and how can it develop Shakhsiyah Islamiyah?* Princeton Muslim Centre Weekend School Teaching Team, Princeton, USA

18 April 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Princeton Muslim Centre Community Talk, Princeton, USA

17 April 2024 *"He Came to Teach You Your Deen": Learning about Education from Hadith Jibril*. Islamic Cultural Centre of Willow Grove, Philadelphia, USA

6 May 2023 *Shakhsyah Islamiyah as the core aim of education*. Global Association of Islamic Schools – Scholar Series Webinar.

20 January 2023 *Islam, Education and Schooling Advanced Study Intensive*. one day course organised by Islamic Courses, East London Mosque, London, UK.

18 December 2022 – Online expert panelist to Organisation of Islamic Cooperation Human Rights Commission Annual Meeting: *Right to Family Life: Islamic and Human Rights Perspectives*

26 November 2022 *Roundtable on Madrasah Education*. UK Mosque Expo, London, UK.

3-5 October 2022 *Shakhsyah Education and Dialogic Practices*. Global Association of Islamic Schools Inaugural Conference. Istanbul, Turkey.

28th June 2020 *Understanding Hadith Jibril in relation to Islamic Education*. Nida Trust International Public Webinar for Muslim teachers <https://www.youtube.com/watch?v=34ajloKUnpIE>

9th May 2020 *Autonomy, Authority and Education – Exploring the Educational Thought of Allama Iqbal*. Islamic Courses Public Webinar

2nd May 2020 *Using Imam al-Ghazali's Educational Thought to Nurture Children's Spirituality*. Islamic Courses Public Webinar

May 2020 *Devising an Islamic Approach to Learning and Teaching through Hadith Jibra'il: Reorienting ourselves to education from within an Islamic worldview*. Shakhsyah Education Ramadan Series of four Public Webinars

11-12 July 2018 **Keynote:** *Islamic Pedagogy: Potential and Possibilities*. 3rd Annual Australian Islamic Schooling Conference: Islamic Schooling Renewal: A Focus on Pedagogy, Centre for Islamic Thought and Education, University of South Australia, Magill, Australia

May 2013 *Shakhsyah Education: Developing a holistic Islamic approach to education in the UK*. Islamic Education in the Western Context; challenges & opportunities, Nida Trust / Centre for Research and Evaluation in Muslim Education conference, Institute of Education, University of London, UK

HIGHER EDUCATION TEACHING EXPERIENCE _____

PHD LEVEL

Co-Supervisor PhD Students University of Cambridge, Faculty of Education
2021 – Present

1. Developing critical thinking and analytical reasoning through Islamic Studies in UAE Schools.
2. Islamic Conceptualisations of the teacher and teaching and implications for contemporary Islamic schooling.

PhD Advisor and Visiting Students University of Cambridge, Faculty of Education
2022 – Present

1. Single National Curriculum in Pakistan: How are the ideological perspectives of students in schools shaped by what they learn about science and religion?
2. Supervised Visiting PhD Student from Nazarbayev University

External Member PhD Committee, University of South Australia

2019- Present

Student Perceptions of the Aims of Islamic Schools: I engage in regular joint supervision and reviewing drafts; supported the student through upgrade viva.

Assessor PhD Registration Viva, University of Cambridge, Faculty of Education

2021- Present

1. Muslim Students' Negotiation and Construction of Multilingual Identity through Process Drama: Participatory Action Research in Indonesian Pesantrens (Islamic schools)
2. Teacher-Student Dialogue in Synchronous Video Conferencing Environments: A Design-based Research Study
3. Islam and Science in the Pakistani Single National Curriculum
4. Impartiality at the end of the world: A critical discourse analysis of regulations and guidance

MASTERS LEVEL

PGCE Secondary Professional Studies Keynote Lecture: Decolonial and Anti-Racist education
2023

Co-Supervisor Masters Student University of Cambridge, Faculty of Education

2022-2023

- ◇ Topic: Relationship and Sex Education in ethnically diverse UK cities: perceptions and experiences of Muslim stakeholders.

Member of Teaching Team, Masters Level Practitioner Professional Development Course: Dialogue in Education University of Cambridge, Faculty of Education

2020-2022

- ◇ Co-design a new course from scratch
- ◇ Prepare and teach session: Introduction to Key Theorists in Educational Dialogue.

Hosted a Visiting Masters Student from Università Degli Studi di Milano, Milan, Italy at the University of Cambridge, Faculty of Education

2021 (Oct- Dec)

Topic: Growing Up Between Two Cultures: Young British Muslim women negotiating their cultural, ethnic, and British identities.

MA Education Tutor and Supervisor UCL Institute of Education, University of London

2017-2019

- ◇ Supervised 25 students studying for this generic MA in Education through core modules essays and final dissertations.
- ◇ Worked with individual students to identify a research topic, design, and carry out a research project on a broad range of topics many of which align with Psychology and Education
- ◇ Assessed the progress of students, providing tutorial and pastoral support as appropriate
- ◇ Examined and moderated essays and dissertations
- ◇ Assisted in teaching sessions
- ◇ Participated in course review and development
- ◇ Assisted in the management of the VLE

Honorary Research Associate Centre for Research and Evaluation in Muslim Education, UCL
Institute of Education, University of London
2013 – 2018

Designed a new Masters module: Muslims and 'Islamic' Education in Western Contexts - Theories, Pedagogies and Practice, which was approved by the UCL IOE Governing body for teaching.

UNDERGRADUATE LEVEL

Member of Teaching Team, BA Education Studies Year 2 International Development Strand: Case Studies in Education, Policy and International Development University of Cambridge, Faculty of Education

2024- Present

Design and teach sessions.

1. T-SEDA: International TPD using Teacher Toolkits and Online MOOCS
2. Faith-based TPD: Historical and contemporary case studies

Member of Teaching Team, BA Education Studies Year 2 Psychology Strand: Formal and Informal Contexts of Learning University of Cambridge, Faculty of Education

2020- Present

Design and teach sessions.

1. The Value and Evaluation of Educational Dialogue
2. Non-western Approaches to Educational Dialogue

Member of Teaching Team, BA Education Studies Year 2 Core Module: Emergence of Educational Systems and Thinking University of Cambridge, Faculty of Education

2021-2024

Support the redesign of course, designed and taught two new sessions taking a decolonial approach

1. Forms and sites of learning in the Medieval Islamic world
2. PREVENT: schools, the teaching profession and the UK state

Member of Teaching Team, BA Education Studies Year 1 Core Module: Critical Debates in Education University of Cambridge, Faculty of Education

2020-2023

Co-designed a new course from scratch ensuring that the new course took a decolonial approach

Prepare and teach four sessions:

1. Abrahamic philosophies of education past and present – Case Study: Al-Ghazali
2. Existentialism and Indigenous pedagogies – Heidegger and Maori philosophy of Education
3. Rousseau and Ibn Tufayl – learner autonomy and the ethics of teaching
4. Systematic racism, whiteness and education

ACADEMIC AND PROFESSIONAL SERVICE

2024-2025 **Member External Engagements and Partnerships Committee** Faculty of Education, University of Cambridge

2023-2025 **Member of Advisory Board** Legacies of Learning Research Project at the Centre for the Study of Islamic in the UK, Cardiff University, Cardiff, UK.

2021- 2024 **Member of Camtree Development Panel** Hughes Hall, University of Cambridge

2020-2024 **Member and Acting Vice-Chair from April 2022 Equality, Diversity and Inclusion Committee** Faculty of Education, University of Cambridge

2020-2024 **Co-Convenor Decolonisation Working Group** Faculty of Education, University of Cambridge

2020-2022 **Member of Editorial Board** Curriculum Journal

2020-2022 **Co-convenor Cambridge Philosophy of Education Seminars**, Philosophy of Education Society of Great Britain
2019-2021 **Member of the Expert Advisory Group Understanding Islam Project** National Association of Teachers of Religious Education
2019-2020 **Member of Editorial Board** Impact, Journal of the Chartered College of Teaching
2018 -2020 **Trustee / Council Member** Chartered College of Teaching
2015- 2018 **Member of the Board** IOE Press and then UCL IOE Press Publication Sub-Committee

REVIEWER

FOR JOURNALS

Educational Philosophy and Theory
Ethnography and Education
Gender and Education
Globalisation, Societies and Education
Diaspora, Indigenous and Minority Education
Journal on Education in Muslim Societies
British Educational Research Association – Curriculum Journal
British Journal of Religious Education
Journal of Religion and Spirituality in Social Work
Language and Intercultural Communication

FOR BOOKS/ BOOK PROPOSALS

Springer Books
Trentham Books
IIIT

FOR FUNDING BODIES

Marsden Fund
John Templeton Foundation
Churchill College, University of Cambridge

MEMBERSHIPS

Higher Education Academy Fellow (FHEA)
British Educational Research Association Member
European Educational Research Association Member
American Educational Research Association Member
British Association for International & Comparative Education Member
Philosophy of Education Society of Great Britain Member
Chartered College of Teaching Founding Fellow (FCCT)

LANGUAGES

English – Fluent
Urdu – Fluent
Punjabi – Intermediate
Arabic – Beginner