



University of
South Australia

Centre for Islamic
Thought & Education



7th Annual Australian Islamic Schooling Conference

Islamic Worldview

Renewing Curriculum,
Pedagogy and Assessment

Saturday, 17th Aug 2024 - Sunday, 18th Aug 2024

Islamic College of Brisbane, Karawatha, QLD 4117



Acknowledgement

With the intention of acknowledging the proper place of things, the Centre for Islamic Thought and Education (CITE) acknowledges Aboriginal and Torres Strait Islander peoples as the first peoples of Australia, the traditional custodians of the land, and recognises their continuing connection to land, water, and community.

CITE acknowledges the Kurna people as the traditional custodians of the lands on which our university is located and where we conduct our business. On the occasion of the 7th Annual Australian Islamic Schooling Conference (AAISC7), we also acknowledge that we meet on the lands of the Turrbal people.

CITE pays respect to Elders past, present, and emerging. We recognise their enduring stewardship of this country and honour the ongoing contribution of Aboriginal and Torres Strait Islander peoples to the environmental, social, cultural, political, and economic fabric of our society.

Centre for Islamic Thought and Education, 2024

Contents

Conference Program | Day 1 10

Conference Program | Day 2 13

Keynote address

Towards an Educational Framework rooted in the Islamic Worldview 16

Concurrent Sessions 1 17

Whole School renewal (Tajdid) 18

Developing the MFIS Educational Philosophy Inspired by the Stimulus Paper. 18

Teaching and learning framework rooted in an Islamic worldview. 19

Prophetic Paradigm / Fitrah 20

Prophetic Paradigm: A renewed look at curriculum, pedagogy, and assessment. 20

Fitrah Focused: Unveiling the Hidden Curriculum of the Soul 21

The Singapore Experience 22

Cultivating Future Generations 22

A Focus on Curriculum, Teachers, and Community in Singapore's aLIVE Programme. 22

Quranic pedagogies 23

Restorative Quranic Pedagogies 23

Arabic language: whole school/Primary curriculum 24

Adopting a whole-school approach to Arabic language education in Islamic schools. 24

Integrating Islamic Worldview into Primary Arabic Language Curriculum 25

Keynote address

From Islamic Worldview across Pedagogy to Transformative Human Development 26

Concurrent Sessions 2 27

Contemplation/ criticality and deliberation 28

Contemplating (Tafakkur) the Signs of God in Nature within a Contemporary Educational Environment. 28

The place of critical thinking as an underlying tenet of Islamic education and the quintessential skill for navigating complex times. 29

Teaching science & Mathematics	30
Inspiring Science Education in the classroom through an Islamic Worldview.	30
Innovative Teaching Approaches Towards Teaching Mathematics Rooted in the Islamic Worldview.	31
Sexual education/Health education	32
Navigating Tradition: Reimagining collaborative sexual education between Islamic schools and Muslim parents.	32
Prophetic Nutrition for faith based educational systems	33
Tarbiya model / innovative teaching	34
Reviving a Prophetic Model of Tarbiyah.	34
Integrating Innovative Teaching Methods in Islamic Curriculum Design.	35
Fostering Islamic Worldview through Hands-On Islamic Art Workshop	36
MCIM Panel Discussion	37
Keynote address	
The Shakhsiyah School's Story: an educational model drawn from the Islamic worldview	40
Concurrent Sessions 3	42
Teacher education and professional learning	43
Islamic worldview, teacher education and professional learning: towards the renewal of professional identity in Islamic schools.	43
Exploring the Alignment of Islamic Worldview and Pedagogy with Australian Professional Standards for Teachers.	44
Holistic Assessment/ educational leadership	46
Holistic Assessment Practices: A Case Study at Malek Fahd Islamic School.	46
Educational Leadership as practiced by Islamic school Principals in Ontario.	47
Holistic education	48
A Sociological Analysis of Islamic Worldview in Education	48
Islamic Principles and their Role in shaping holistic educational environments in Australian Islamic school.	49
School as a place / Sport	50
Exploration of the Islamic worldview from a Sporting Lens	50
School as an Islamic 'Place.'	51
Abstract Workshop	52
Writing an effective conference abstract.	52

Keynote address

How Islamic Worldview Challenges Everything We Mean by “Integration”: Breaking Down Implications for Curriculum, Pedagogy, and Assessment.

54**Concurrent Sessions 4****56****English language / Cosmic education****57**

Transformation and Redesign: Teaching Stage 6

English through an Islamic Worldview.

57

Cosmic Education: A Foundation for Tawhid in an Integrated, Inquiry based curriculum.

58

Tazkiyah (Self-purification)**59**

Tazkiyah (Self-purification) as a Means for Cultivating Holistic Educator Development.

59

Knee to knee, Heart to Heart and the Metaphysics of Learning.

60

Indigenous communities (Palestine/ Aboriginal and Torres Strait Islanders)**61**

Constructing a Palestine Curriculum through an Islamic Lens: Challenges and Lessons from the Islamic Curriculum Initiative

61

Inculcating ‘صلة الرَّجَم’ (Family Kinship) through a study of indigenous family structures and reflection of our own.

63

Financial literacy in Islamic Schools**64**

Islamic Financial Literacy in Australian Schools: Framework Grounded in Islamic Worldview.

64

Integrating Financial Literacy into Islamic Education: A Pathway to Ethical Financial Empowerment

65

Panel Discussion**ISAA Panel Discussion****66****A word of thanks****67****Our Generous Sponsors/Exhibitors****67**

Assalamu Alaikum and peace be upon you all,

Welcome to the 7th Annual Australian Islamic Schooling Conference, held at the Islamic College of Brisbane. We are honoured to have you join us for this pivotal event, themed “Islamic Worldview: Renewing Curriculum, Pedagogy, and Assessment.”

The Islamic worldview encompasses the totality of life, intertwining spiritual, moral, social, political and intellectual dimensions. It posits that knowledge and faith are inseparable, advocating for an education that harmonises the quest for intellectual, spiritual, and ethical growth. Within this framework, education and Islamic schools become vital institutions for nurturing well-rounded individuals who are not only academically proficient but also spiritually attuned and morally grounded. These schools aim to cultivate a sense of responsibility among students towards God, society, and the environment, rooted in Islamic principles of justice, compassion, and stewardship. By embedding the Islamic worldview in their governance, curriculum, assessment, pedagogy, and educational frameworks, Islamic schools can offer a holistic educational experience that prepares students to navigate the complexities of the modern world with integrity and a deep sense of purpose.

Over the next two days, we will delve into innovative pedagogical approaches, curriculum development, holistic assessment, and much more. Our aim is to renew educational practices by integrating the wisdom, ethics, and perspectives that have shaped Islamic civilisation for centuries.

We are privileged to have distinguished keynote speakers, academics and practitioners who will share their insights and research on various aspects of Islamic education. Their contributions, along with your active participation, will undoubtedly enrich our discussions and help us chart a distinctive path forward.

Thank you for being a part of this conference. We look forward to an inspiring and productive gathering.



Centre for Islamic
Thought & Education

Professor Mohamad Abdalla AM
Director, Centre for Islamic Thought & Education

Professor Abdalla worked in the field of Islamic Studies for over 25 years and played a leading role in establishing Islamic Studies across few Australian universities. In 2020, he was appointed a Member of the Order of Australia (AM), the highest recognition for outstanding achievement and service, for his significant service to education in the field of Islamic studies.

He established and led the Griffith University Islamic Research Unit (GIRU), at Griffith University in Brisbane (2006-2008); the National Centre of Excellence for Islamic Studies (NCEIS), a dynamic collaboration between the University of Melbourne, Griffith University and the University of Western Sydney (2008-2016), and currently is the Founding Director the Centre for Islamic Thought and Education (CITE).

I am deeply honoured to welcome you to the CITE Conference 2024, hosted this year at the Islamic College of Brisbane.

The CITE Conference is a beacon for educators in Islamic schools, offering a unique platform for sharing knowledge, fostering innovation, and enhancing our collective educational practices. Our gratitude goes to the dedicated CITE team, led by Professor Abdalla, Dr. Nadeem Memon, and Dylan Chown, whose relentless efforts make this remarkable event possible each year.

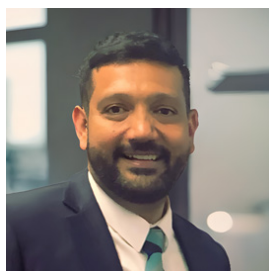
Let me tell you a bit about the Islamic College of Brisbane:

Our journey began with a vision to provide exemplary education grounded in Islamic principles. Over the years, we have grown significantly, and today we are proud to serve a diverse community with a steadfast commitment to nurturing the holistic development of our students. Our core values of Islamic identity, well-being of our students and staff, and academic excellence guide everything we do.

CITE conference brings together some of the most dedicated and passionate educators in our field. Your commitment to shaping young minds and fostering a love for learning is truly inspiring. The wealth of experience and innovative ideas you bring to the table are invaluable, and I am confident that our collective efforts will lead to significant advancements in Islamic schooling.

As we embark on these two days of insightful discussions and collaborative learning, I am excited about the opportunities ahead for all of us to learn, grow, and contribute to the advancement of our sector.

Thank you, and welcome to the Islamic College of Brisbane



Mr. Ali Kadri
Chief Executive Officer
Islamic College Of Brisbane

Ali Kadri is a distinguished leader in Islamic education, serving as the CEO of the Islamic College of Brisbane (ICB). With an MBA in Marketing from Charles Sturt University, a Master of Professional Accounting from James Cook University, a Graduate Certificate in International Relations from Griffith University, and a Diploma of Vocational Education and Training, Mr. Kadri has a comprehensive academic foundation. His long and successful career in education includes roles such as Managing Director of Cloudémy, where he launched innovative learning systems, and CEO of Kadri Training, where he provided professional training to over 8,000 students. Mr. Kadri has also served as the board member of the Islamic College of Brisbane between 2016 and 2020. Under his leadership, ICB has achieved significant advancements, integrating strong Islamic values into its curriculum and fostering an environment of academic excellence. He has been instrumental in strategic planning to enhance educational outcomes and expand the school's capacity. Mr. Kadri's vision is to create a nurturing environment where students excel academically while embracing their cultural and religious identities. His dedication to Islamic schooling ensures that ICB remains at the forefront of providing quality education. Through his commitment and leadership, Ali Kadri continues to inspire and shape the future of Islamic education.

Islamic Schools Association of Australia (ISAA) represents 45 Islamic schools across Australia, committed to providing quality education while nurturing Islamic values. ISAA advocates on behalf of Islamic schools and facilitates collaboration and communication among schools.

The partnership between ISAA and CITE has been crucial in enhancing Islamic education through professional development, research, and support. CITE's research, grounded in the Islamic worldview and pedagogical approaches, informs educational strategies in Islamic schools.

This conference provides a platform for sharing knowledge and best practices to foster collaboration and continuous learning. Research and professional development are vital in an ever-changing educational landscape. I am confident that the conference will enrich participants' experiences and contribute to creating nurturing educational environments that foster academic excellence and spiritual growth.

I am grateful to CITE for their commitment to enhancing the quality of Islamic education in Australia. Together, they strive for excellence to prepare students for a global society while preserving their Islamic identity.



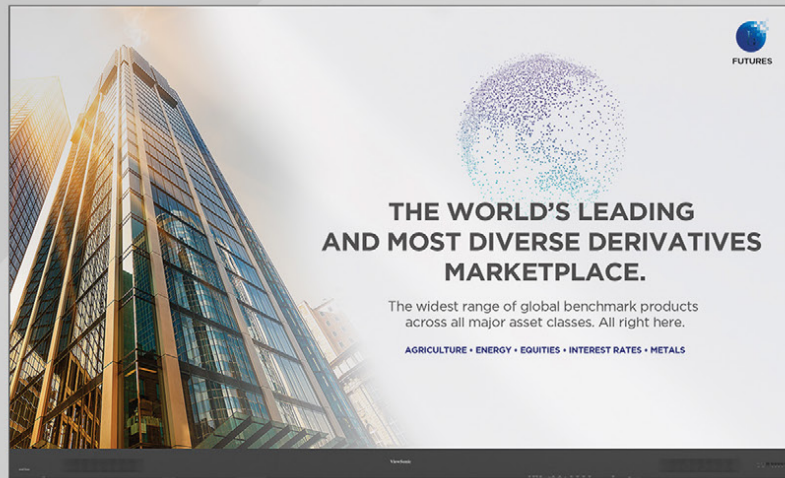
Mr. Abdullah Khan OAM FACEL
Executive Principal & CEO - ISAA

Abdullah joined Australian Islamic College (Perth) Inc as Executive Principal & CEO in 2011. He brought a wealth of experience to this role gained from both public and independent school sectors including Principal of Al-Hidayah Islamic School in Perth for five years and consultant in Qatar for five British & IB schools.

His commitment and contribution to education is vast and includes successfully leading four Islamic schools achieving significant improvements in academic results, financial capacity and integration of Islamic values across all areas of the curriculum. He was instrumental in rescuing a liquidated Islamic school in South Australia in 2017 which is now flourishing under his leadership and guidance. His dedication to assist Muslims is demonstrated by his government and private community sector involvement which includes appointment to the Minister for Citizenship and Multicultural Interests' Advisory Group (MAG) in 2018; his ongoing Membership of the WA Police Muslim Advisory Group since its inception; President of ISAA (Islamic Schools Association of Australia) since 2012

EXPLORING LIMITLESS POSSIBILITIES

Bring a hands-on learning experience to your classrooms
with ViewSonic® Education Ecosystem.



GROW TOGETHER WITH VIEWSONIC

Versatile Display Solutions

From interactive boards to large LED displays, explore wide-range of solutions to suit your space and needs.

Teach Your Way

Easily connect your devices wirelessly via vCast, or USB-C and start presenting or annotating on the board.

Remote Management

Effortlessly manage ViewSonic displays with Manager - remotely monitor devices, manage apps, broadcast multimedia, and more.

Comprehensive Support

Enjoy peace of mind with our Advance Replacement Warranty, PD trainings, and outstanding customer service.



Scan
to view
our EdTech
Solutions

ViewSonic®

Conference Program | Day 1

Saturday 17th August 2024

7:30 – 8:30	Conference Registration
-------------	-------------------------

DAY 1 PROGRAM			
Time	Details	Venue	Facilitator
8:30 – 8:45	Quran Recitation: ICB School Captain Acknowledgement of Country: TBC	Main Hall	Ms. Moneeza Khan and Mr. Thomas Anderson
8:45 – 9:00	Conference Welcome & Introduction 1. Mr. Ali Kadri: CEO, Islamic College of Brisbane 2. Mr. Abdullah Khan OAM: President, Islamic Schools Association of Australia (ISAA) 3. Prof. Mohamad Abdalla AM, Director, CITE, UniSA	Main Hall	Ms. Moneeza Khan and Mr. Thomas Anderson
9:00 – 9:50	KEYNOTE ADDRESS Towards an Educational Framework rooted in the Islamic Worldview Dr. Samir Mahmoud	Main Hall	Prof. Mohamad Abdalla AM
10:00 – 10:20 Morning Tea			
Concurrent sessions 1			
10:30 – 11:30	Whole School renewal (Tajdid) 1. Dr. Zachariah Matthews – Developing the MFIS Educational Philosophy Inspired by the Stimulus Paper. 2. Ms. Tulin Bragg - Teaching and learning framework rooted in an Islamic worldview.	Room A	Mr. Dylan Chown
	Prophetic paradigm / Fitrah 1. Mr. Abraham Al-Zubeidi - Prophetic Paradigm: A renewed look at curriculum, pedagogy, and assessment. 2. Ms. Kathryn Jones - Fitrah Focused: Unveiling the Hidden Curriculum of the Soul.	Room B	Dr. Jan Ali
	The Singapore Experience / Quranic pedagogies 1. Ms. Seri Qadijah Kamir & Salman Faruqi Mohamed Khalid - Cultivating Future Generations - A Focus on Curriculum, Teachers, and Community in Singapore's aLIVE Programme. 2. Ms. Merjem Colan - Restorative Quranic Pedagogies	Room C	Dr Ayda Succarie

10:30 - 11:30	Arabic language: whole school/Primary curriculum 1. Dr. Nadia Selim - Adopting a whole-school approach to Arabic language education in Islamic schools. 2. Ms. Asma Herzalla - Integrating Islamic Worldview into Primary Arabic Language Curriculum.	Room D	Dr Nada Ghamra-Oui
11:30 Proceed back to Main Hall			
11:40 – 12:30	KEYNOTE ADDRESS From Islamic Worldview across Pedagogy to Transformative Human Development. Dr. Claire Alkoutli	Main Hall	Mr. Dylan Chown
12:30 – 13:30 Lunch and Salah			
Concurrent sessions 2			
13:40 – 14:40	Contemplation/ criticality and deliberation 1. Dr. Samir Mahmoud - Contemplating (Tafakkur) the Signs of God in Nature within a Contemporary Educational Environment. 2. Dr. Nada Ghamra-Oui - The place of critical thinking as an underlying tenet of Islamic education and the quintessential skill for navigating complex times.	Room A	Mr. Abraham Al-Zubeidi
	Teaching science & Mathematics 1. Ms. Thamina Kassar - Inspiring Science Education in the classroom through an Islamic Worldview. 2. Mr. Mahmoud Sammak - Innovative Teaching Approaches Towards Teaching Mathematics Rooted in the Islamic Worldview.	Room B	Dr. Nadia Selim
	Sexual education/Health Education 1. Ms. Toltu Tufa - Navigating Tradition: Reimagining collaborative sexual education between Islamic schools and Muslim parents. 2. Mr Moodi Dennaoui & Dr Sayd Faruq - Prophetic Nutrition for faith based educational systems	Room D	Ms. Kathryn Jones
	Tarbiya model / innovative teaching 1. Mr. Wadud Hassan & Leiya Hasan – Reviving a Prophetic Model of Tarbiyah: A HEART-centred Framework to Empower Educators to Transform their students. 2. Ms. Vaseem Dilshad – Integrating Innovative Teaching Methods in Islamic Curriculum Design	Room E	Mr. Ali Arabaci
13:40 – 15:10	Islamic Art workshop (maximum 25 people) Fostering Islamic Worldview through Hands-On Islamic Art Workshop	Art Room	Ms. Nazneen Wajid
14:40 – 15:10 Asr salah and afternoon tea			

15:15 – 16:15	MCIM PANEL DISCUSSION 1. Mrs. Maneesha Iqbal 2. Ms. Fatima Jalloul 3. Ms. Samara Jalloul 4. Ms. Sefina Aktarali Hassam 5. Ms. Shadia Ghazi	Main Hall	Br. Dylan Chown
16:15 Day 1 – Ends			

Conference Program | Day 2

Sunday 18th August 2024

8-8:45	Registration Desk Open		
DAY 2 PROGRAM			
Time	Details	Venue	Facilitator
8:45 - 9:00	Welcome back - MCs. Quran Recitation: ICB School Captain	Main Hall	Ms. Moneeza Khan and Mr. Thomas Anderson
9:00 - 9:50	KEYNOTE ADDRESS The Shakhsiyah School's Story: an educational model drawn from the Islamic worldview Dr. Farah Ahmed	Main Hall	Assoc. Prof Nadeem Memon
9:50 – 10:20 Morning Tea			
Concurrent sessions 3			
10:30 – 11:30	Teacher education and professional learning 1. Dr. Ayda Succarie - Islamic worldview, teacher education and professional learning: towards the renewal of professional identity in Islamic schools. 2. Mr. Mohamed Azim & Ms. Najma Reusch - Exploring the Alignment of Islamic Worldview and Pedagogy with Australian Professional Standards for Teachers.	Room A	Ms Silma Ihram
	Holistic Assessment/ educational leadership 1. Ms. Emneh Ali - Holistic Assessment Practices: A Case Study at Malek Fahd Islamic School. 2. Ms. Mozynah Nofal - Educational Leadership as practiced by Islamic school Principals in Ontario.	Room B	Ms Fatima Jalloul
	Holistic education 1. Dr Jan Ali - A Sociological Analysis of Islamic Worldview in Education. 2. Shk Mahmoud Alazhari - Islamic Principles and their Role in shaping holistic educational environments in Australian Islamic school.	Room C	Ms. Tulin Bragg
	School as a place / Sport 1. Ms. Esra Boz - Exploration of the Islamic worldview from a Sporting Lens. 2. Mr. Rizwan Sahib - School as an Islamic ‘Place.’	Room D	Ms. Susan Scott
	Abstract Workshop Writing an effective conference abstract	Room E	Dr Nada Ghamraoui

11:30 Proceed back to Main Hall			
11:40 – 12:30	KEYNOTE ADDRESS How Islamic Worldview Challenges Everything We Mean by “Integration”: Breaking Down Implications for Curriculum, Pedagogy, and Assessment Assoc. Prof. Nadeem Memon	Main Hall	Dr. Zachariah Matthews
12:30 – 13:30 Lunch and Salah			
Concurrent sessions 4			
13:40 – 14:40	English language / Cosmic education 1. Ms. Fatima Jalloul and Dr. Ozan Angin - Transformation and Redesign: Teaching Stage 6 English through an Islamic Worldview. 2. Ms. Inas Hassan - Cosmic Education: A Foundation for Tawhid in an Integrated, Inquiry based curriculum.	Room A	Ms. Kathryn Jones
	Tazkiyah (Self-purification) 1. Mr. Ali Arabaci - Tazkiyah (Self-purification) as a Means for Cultivating Holistic Educator Development. 2. Mr. Faruq Bin Buchari - Knee to knee, Heart to Heart and the Metaphysics of Learning.	Room B	Dr Ayda Succarie
	Indigenous communities (Palestine/ Aboriginal and Torres Strait Islanders) 1. Ms. Silma Ihram (Behalf of Zeyep Alp, Leila Shatara & Isa Craig Stewart) - Constructing a Palestine Curriculum through an Islamic Lens 2. Ms. Eman Aweida - Inculcating ‘صلة الرَّجَم’ (Family Kinship) through a study of indigenous family structures and reflection of our own.	Room C	Dr. Jan Ali
	Financial literacy in Islamic School 1. Mr. Almir Colan: Islamic Financial Literacy in Australian Schools: Framework Grounded in Islamic Worldview. 2. Mr. Adam El Zanaty - Intergrating Financial Literacy into Islamic Education: A Pathway to Ethical Financial Empowerment	Room D	Ms. Thamina Kassar
14:40 – 15:10 Asr salah and afternoon tea			
15:15 – 16:15	ISAA PANEL DISCUSSION 1. Ms. Iram Khan 2. Imam Mohammed Azhari 3. Mr. Mohammed Taksim 4. Mrs. Hibba Mourad 5. Mrs. Majida Ali	Main Hall	Assoc. Prof Nadeem Memon
16:15 – 16:30	Vote of thanks and End	Main Hall	Prof. Mohamad Abdalla



Make Dreams a Reality: MCCA's Student Saving Program


Start investing early
for a lifetime's success

MCCA's Student Savings Program



Scan the QR
for more
information



 www.mcca.com.au/income-fund

 1300 724 734

MCCA Ltd | ABN 45129968172 | Australian Credit Licence 388808 | MCCA Asset Management | ABN 18113728706 | AFSL 291356

Past performance is not indicative of future performance. A PDS available for this investment can be downloaded from our website.
The fund is not a term deposit and there are investment risks involved; please consult an advisor for how this affects your personal financial objectives.

*Assumes 4.5% return p.a over the investment term. Returns are not guaranteed and past returns are not indicative of future returns.

Keynote address

Towards an Educational Framework rooted in the Islamic Worldview



Dr. Samir Mahmoud

Abstract

A worldview or a world-view is derived from the German word *Weltanschauung* meaning 'a view of the world.' However, it is not merely one view among many other views that one can hold. Rather it is the fundamental view that determines and underpins the way an individual, culture, or people view the world and everything in it. It encompasses an individual's or society's entire knowledge, culture, values, morals, and perspectives through which the world has meaning, value, and purpose. Typically, we think from a worldview about everything. A worldview frames reality for us by assigning things sense, meaning, value, and intelligibility. In short, a worldview is a worlding process by which a world becomes a world for us in the first place.

While a worldview is fundamental in revealing the world in a particular way, it simultaneously conceals others. For example, a materialist worldview that portrays reality as purely material and reduces knowledge to merely sensible or rational knowledge reveals the world in a way that is radically different from an Islamically informed worldview that reveals reality as multi-layered with multiple sources of knowledge and methods.

Contemporary educational frameworks are largely defined by a materialist worldview rooted in cultural, philosophical, political, and existential developments particular to the West over the past few hundred years. What does an Islamic Educational Framework rooted in an Islamic Worldview look like? Where does it converge and diverge with other worldviews and their implicit educational frameworks/philosophies?

Day 1 | 17 August

9:00 - 9:50

MAIN HALL

50 mins presentation with Q&A

Facilitator:

Prof. Mohamad Abdalla AM

Dr. Samir Mahmoud is currently Academic Director of Usul Academy (www.usul.academy).

He is also Lecturer on the Diploma in Islamic Psychology at the Cambridge Muslim College. Recently he was Assistant Professor at the Lebanese American University. He has a BA (Hons) in Anthropology & Politics with a focus on multicultural theory and comparative religion, and an MA in Architectural History, Theory & Urban Design with a focus on the traditional townscape from the University of New South Wales, Sydney Australia. He also holds an MPhil in Theology & Religious Studies with a focus on comparative philosophy and aesthetics. He completed a PhD in Islamic Studies from the University of Cambridge under the supervision of Dr. Timothy Winter (Shaykh Abdal Hakim Murad).

Concurrent Sessions 1



**Dr. Zachariah
Matthews**



Ms. Tulin Bragg



**Mr. Abraham
Al-Zubeidi**



Ms. Kathryn Jones



**Ms. Seri Qadijah
Kamir**



**Mr. Salman
Faruqi
Mohamed Khalid**



Ms. Merjem Colan



Dr. Nadia Selim



Ms. Asma Herzalla

20 mins
presentation and
10 mins Q&A each

Facilitator:
Mr. Dylan Chown

Whole School renewal (Tajdid)

PRESENTATION 1

Developing the MFIS Educational Philosophy Inspired by the Stimulus Paper.

The purpose of this presentation is to showcase Malek Fahd Islamic School (MFIS)'s process in developing a renewed educational philosophy, which emerged as a key outcome of the school's Niyyah Project. This project began in October 2020, when MFIS entered a three-year partnership with the Centre for Islamic Thought and Education (CITE) at the University of South Australia, aiming to initiate a comprehensive renewal process for the school. The renewal roadmap identified the need to redevelop the school's educational philosophy to firmly anchor it in an Islamic worldview. This presentation will highlight the reasons for this and the enabling role that the renewed educational philosophy played in developing the school's first teaching and learning framework.

To aid in the development of the philosophy document, the 2021 draft of the CITE-ISAA "Stimulus Paper" was utilised. This paper was instrumental in identifying the key elements to be included in the educational philosophy of an Islamic school. As a result, fourteen statements were crafted, articulating the beliefs, values, and guiding principles of MFIS concerning education, with an Islamic worldview at its core. Another significant pillar recommended by the renewal roadmap was the development of a set of graduate qualities that the school aimed to nurture in its learners. The fourteen educational philosophy statements were categorised into six domains, with each statement linked to one or more of the twenty-two established graduate qualities. The drafting process involved the Niyyah Committee, comprising MFIS and CITE team members, and several stakeholder school groups.

The finalised philosophy statement reads: "At MFIS, our philosophy is that the holistic education of learners in a faith-enriching environment will enable them to develop God-consciousness, a refined moral character, and excellence in action." The meaning, importance, and implications of this will also be discussed in this presentation

Dr. Zachariah Matthews

Dr Zachariah Matthews studied Quranic and Islamic sciences from a young age. He transitioned from an extensive career in hospital pharmacy which included lecturing at university, working in intensive care, and managing a hospital pharmacy department, to a career in Islamic schooling. A passion since university of working with young Muslims motivated this change. His service at three Islamic schools in Sydney included the roles of Head of Islamic Studies and Leadership, followed by Deputy Principal and currently as Principal.



Whole School renewal (Tajdid)

PRESENTATION 2

Teaching and learning framework rooted in an Islamic worldview.

Abstract:

In response to the evolving educational landscape, a re-examination of the purpose of education at MFIS was evident when stakeholders started to question the relevance of the “Islamic” in MFIS. By 2020, the school had partnered with CITE to support and guide the school as it examined the purpose of its establishment. This partnership was dubbed ‘the Niyah Project’ and is now synonymous with a renewed vision of education, rooted by the Islamic worldview, and underpinned by an Islamic pedagogy.

Our 2022-2026 Strategic Plan was supported by key documents including the Behaviour Education Program and Educational Philosophy. As we transitioned to an inclusive school, committed to holistic education, explicit teaching, and the integration of Islamic pedagogy, there was a need for a comprehensive teaching and learning framework rooted in an Islamic worldview. It needed to be an indigenous document, relevant to our context in a multi-campus Islamic school in Sydney. It needed to guide pedagogical practices that align with Islamic principles, fostering a learning environment that nurtures students academically, spiritually, and socially. It needed to integrate Islamic values and ethics into all aspects of teaching and learning, while providing a unique perspective that emphasises character development alongside academic achievement.

We wanted to challenge conventional testing paradigms by advocating for assessments that encourage deep learning and comprehensive understanding. We started valuing student growth and development beyond standardised metrics, where students engage meaningfully with the curriculum, applying knowledge to real-world contexts and are inspired to serve the community.

Through this conference, we aim to share insights gained from our journey towards developing and implementing this transformative framework. We will discuss practical strategies, challenges encountered, and the impact of embracing an Islamic worldview on pedagogical outcomes. Our experience underscores the importance of culturally responsive education and the potential of an Islamic pedagogy to enrich teaching practices and improve learning outcomes in diverse educational settings.

Ms. Tulin Bragg

Currently the DP Teaching and Learning, I have also worked as Head of Mathematics, Wellbeing Coordinator and Curriculum Coordinator. My passion lies in curriculum and assessment, having decades of experience in HSC Marking, including Senior Marker for Advanced Mathematics. Development of a range of assessments also includes HSC Trial Papers for NEAP and ICAS Item Writer for UNSW.

I was also delegated the role of Teacher Accreditation Authority, supporting teachers to work through the mandatory Proficient Teacher Accreditation process as well as a panellist for the AISNSW Experienced Teacher Assessment, both requiring a mechanical focus on descriptors without consideration to societal transformation or context.

Master’s in educational leadership (2019) inspired me to think more deeply about leading learning but it was the Graduate Certificate of Education – Islamic Education (2023) through UNISA that the critical importance of pedagogy was realised. The powerful shift in mindset and higher purpose has inspired me to transform curriculum at MFIS to revolutionise educational practice and outcomes. Requiring substantial time and buy-in, staff needed to be empowered to see themselves as architects of curriculum. A collaborative effort throughout 2023 led to the release of the indigenous Teaching and Learning Framework V1.0.



30 mins each
(including Q&A)

Facilitator:
Dr. Jan Ali

Prophetic Paradigm / Fitrah

PRESENTATION 1

Prophetic Paradigm: A renewed look at curriculum, pedagogy, and assessment.

Abstract:

Curriculum, pedagogy and assessment that is framed within secular paradigm carries presuppositions that do not align with the Islamic tradition. There are different typologies of Islamic schooling that may be operating within a secular paradigm, and this will have serious implications on the understanding and enactment of curriculum, pedagogy and assessment. This presentation aims to provide a conceptual understanding of what the Prophetic Paradigm might be and the epistemological, ontological and anthropological presuppositions that frame the paradigm and the implications this has on curriculum pedagogy and assessment. We will explore a case study where a contemporary Islamic school in Adelaide South Australia has attempted to renew curriculum pedagogy and assessment within a Prophetic Paradigm. We will also explore impact of these conceptualisations with the hope to draw principles for praxis. We hope this will inspire people to reassess their own paradigm and the implications it carries to ensure our understanding and actions aligns with the Islamic tradition within education in our contemporary context.



Mr. Abraham Al-Zubeidi

Abraham Al-Zubeidi is the Head of Religious Studies and Faith at Playford College. He holds a Bachelor of Engineering and a Bachelor of Business from Swinburne University, and a Master of Teaching majoring in Islamic Pedagogy and Science Education and a Graduate Certificate in Islamic Education from the University of South Australia. Abraham is a PhD Candidate in Islamic Education from the University of South Australia and is studying Islamic sciences, holding a diploma in Islamic theology and studying a Bachelor in Islamic sciences. He lectures and conducts workshops on contemporary faith issues and has published an anthology of poetry, "Tears from Heaven's Flowers." In his spare time, Abraham enjoys camping, reading, Brazilian jiu-jitsu, board games and running a podcast "Educere" which explores renewal in education.

30 mins each
(including Q&A)

Facilitator:
Dr. Jan Ali

PRESENTATION 2

Fitrah Focused: Unveiling the Hidden Curriculum of the Soul

Abstract:

This presentation explores the transformative potential of education viewed through the lens of Fitrah, the innate spiritual compass that guides individuals, including educators and learners, towards virtue and righteousness. Fitrah, deeply rooted in the Islamic worldview, offers a profound framework for understanding education not merely as knowledge transmission but as a journey of self-discovery and moral development. Central to this is the concept of the Hidden Curriculum, which encompasses the implicit values, beliefs, and worldviews conveyed through educational experiences. Often, this hidden curriculum significantly shapes students' perceptions and behaviours. To foster an environment that aligns with Islamic principles, it is crucial to reflect on and realign this hidden curriculum. The presentation explores the "Fitrah in Flux", which addresses the challenges adults face in reconnecting with their Fitrah amidst a rapidly evolving world, where societal pressures and distractions frequently obscure this intrinsic guidance. Awareness of how often one's inner worldview aligns with Fitrah is vital for adopting best practices in education that resonate with Islamic values. Further, the presentation proposes the concept of "Guardians of Fitrah" which emphasizes the critical role of educators as custodians of Fitrah, entrusted with nurturing the spiritual dimensions of their students' education. This examines how educators might inadvertently create confusion, leading learners to distrust and disconnect from their Fitrah. Reflecting on classroom practices that may obscure students' Fitrah is essential for cultivating a spiritually attuned educational environment. This presentation aims to help educators to undertake a transformative journey, embracing an educational approach deeply infused with Islamic values. This journey encourages a holistic integration of Fitrah into educational practices, promoting the spiritual and moral development of students from the inside out. Through this presentation, participants will gain insights into practical strategies for becoming true guardians of Fitrah, fostering an educational experience that deeply resonates with the Islamic worldview and nurtures students' spiritual and moral integrity.



Ms. Kathryn Jones

Kathryn Jones transitioned into the realm of education in 2009 following a 13-year career in IT. As the CEO and Founder of the Back To The Fitrah Mentoring Academy, she is committed to empowering Muslim adults and children to unlock their full potential by delving into their innate resilience and mental well-being. Kathryn's approach is rooted in a framework based on Taqwa (consciousness of Allah), Tarbiyyah (nurturing souls towards Allah), and Tawakkul (trusting in Allah).

Kathryn has developed an online certification program, now in its 6th year and with participants from 16 countries, which trains Muslims worldwide to educate, mentor, and coach the Muslim Ummah, enabling them to develop emotional and spiritual resilience.

Kathryn founded the annual We R all OK Conference, which effectively reaches over 70 countries. This influential conference addresses pressing issues faced by Muslims today, providing a platform for critical discussions and meaningful solutions.

Her educational background includes a BSc in Information Science and Technology, a Graduate Diploma in Teaching and Learning from Charles Darwin University, and a Graduate Certificate in Islamic Pedagogy from the Centre of Islamic Thought and Education at the University of South Australia. She has completed a unit of Clinical Pastoral Education with ISRA, is a certified parent educator, certified business coach and certified Inside Out Psychological Paradigm coach.

The Singapore Experience/ Restorative Quranic pedagogies

30 mins each
(including Q&A)

Facilitator:
**Dr. Ayda
Succarie**

PRESENTATION 1

Cultivating Future Generations

A Focus on Curriculum, Teachers, and Community in Singapore's aLIVE Programme.

Abstract:

This presentation aims to explore the transformative impact of Singapore's aLIVE program, an innovative Islamic education initiative developed by the Islamic Religious Council of Singapore (MUIS) for students aged 5-20. With over 18,000 participants weekly, aLIVE stands as one of Singapore's largest private Islamic education programs. The program employs a three-pronged approach: rigorous curriculum development, comprehensive teacher training, and robust community engagement.

The presentation will delve into the meticulous process behind crafting age-appropriate learning materials within the aLIVE curriculum. It will demonstrate how the curriculum integrates seamlessly with national educational frameworks while upholding Islamic values, emphasizing core Islamic knowledge, values-based learning, and critical thinking. Attendees will gain insights into the program's balanced assessment strategies, which incorporate both formative and summative evaluations to track student progress effectively. Highlighting the pivotal role of educators, the presentation underscores the significance of equipping teachers with pedagogical expertise through professional development programs. It will illustrate how aLIVE fosters a vibrant community of practice among teachers, facilitating continuous learning and knowledge exchange.

The presentation will also showcase the robust community engagement framework of aLIVE, including initiatives like "Take Home A New eXperience (THANX)," which brings Islamic learning into the community through partnerships with mosques and social service organisations. Furthermore, the presentation will align the aLIVE curriculum with the Islamic worldview, emphasizing principles of justice, good deeds, and comprehensive personal development. It will discuss how the thematic approach unifies traditional Islamic subjects into broad themes, making knowledge practical and applicable. This includes integrating core disciplines into a cohesive "Faith & Practices" concept, fostering ethical decision-making, historical awareness, and prioritizing Quranic literacy.

Ultimately, this presentation aims to highlight how the aLIVE program nurtures confident, knowledgeable Muslims who embody Islamic principles and contribute meaningfully to society, supported by a network of skilled educators, engaged parents, and a supportive community.



Ms. Seri Qadijah Kamir & Mr. Salman Faruqi Mohamed Khalid

Seri's educational journey is marked by passion, dedication, and a relentless pursuit of excellence. Beginning with her studies in Comparative Religion and Islamic Revealed Knowledge Studies, she found her calling in education through a year spent as an assistant teacher at a mosque-based kindergarten. This experience ignited her passion for crafting engaging lesson resources and fostering vibrant learning environments for children.

Her expertise expanded over the years, with roles focusing on youth development and curriculum design. As head of education at a prominent centre, she gained insights into administration, parent engagement, and curriculum design. Further studies in educational management enhanced her leadership skills.

Currently serving as a Superintendent with the Islamic Learning Hub and Management Office (ILHAM), Seri oversees the implementation of the aLIVE Curriculum, ensuring a holistic educational experience for each child. Her commitment to nurturing young minds and fostering

a love for learning has left a lasting impact, inspiring countless individuals to reach their full potential. Seri's journey exemplifies the transformative power of education and the profound influence of passionate educators.

Salman Faruqi is a Lead Centre Manager who combines his expertise in community engagement and data analytics to drive positive change. Throughout his career, Faruqi has navigated diverse social service organisations, tackling the specific needs of each community. He has a proven track record of successfully managing staff, volunteers, and programs, and demonstrating strong leadership and organisational skills.

Faruqi excels at leading teams, a skill honed through experience planning and executing programs, workshops, and outreach events. He is adept at building relationships with stakeholders and fostering collaboration to ensure programs achieve their desired outcomes. This ability to unite diverse groups towards a common goal is central to Faruqi's success as a Lead Centre Manager.

Facilitator:

**Dr. Ayda
Succarie**

Quranic pedagogies

PRESENTATION 2

Restorative Quranic Pedagogies

Abstract:

Over the last 12 months, Irfan College has engaged in a renewal of practice for Quran for high school students. In an effort to 'raise thinkers and leaders with motivation to actively do good', we embarked on reconnecting their hearts and minds with the Quran. The impetus for this renewal was the realisation that our students reached high school and stagnated in their Quranic studies. We desired to understand the cause, and what could be done. So, we worked towards reconnecting to the Quran through engaging in pedagogies which activated the five senses. The Quran provides a holistic approach in all aspects of life. In an effort to give students a holistic understanding, we begun employing pedagogies which activate the five senses. Through these practices, we return to the roots of teaching Quran in the way it was taught and passed on through Islamic history.

In 2024, this practice begun to be implemented across years 7-10. The renewal of practice placed emphasis on understanding the 'why' behind the various elements of studying Quran, especially in understanding the principle beliefs and practices Muslims participate in their daily lives. These questions were answered through the activation of the sense as well as the mind. At a physiological level, these activations include: sight (through Qira'ah), writing (Kita'bah), listening (Istima'a), speaking (Qira'ah), and feeling (Tadabbur). The mind is then used to help students understand their ultimate purpose, which results in 'thinkers and leaders with motivation to actively do good'. Additionally, These practices are followed through with more establish student-led and teacher-led pedagogies. The work in tandem with one another to provide students with a holistic Quran education which aims to graduate them with a firm understanding of who they are and why they have been placed on this earth. The process of renewal is currently in its early implementation phase, with the first semester results being finalised. Students have engaged in formative, summative and reflective assessment of their experiences with the renewal process. (These results will be shared at the conference once the data has been processed and analysed)



Ms. Merjem Colan

Ustadha Merjem Colan is a 2023 graduate of the Graduate Certificate of Education (Islamic Education) program at UniSA. She also holds a Masters in Education (P-12) from Deakin University and Bachelor of Commerce (Economics) from Monash University. Merjem also completed the Ijazah Preparation course from Al Fajr Institute – Tarteel branch in Melbourne.

She currently works as a year 7-10 Quran teacher and Stage 6 Studies of Religion Teacher at Irfan College.

In her free time, she is often hiking or swimming in the Blue Mountains, contemplating on the miraculous nature of Allah's creation which inspired much of her teaching practice.

Arabic language: whole school/ Primary curriculum

PRESENTATION 1

Adopting a whole-school approach to Arabic language education in Islamic schools.

Abstract:

Arabic is the eloquent language of the Islamic revelation and the prophet (peace and blessings be upon him). Arabic is bound to the Islamic worldview; both shaping it and being shaped by it through robust scholarship and religious discourse. The revelation communicated its Arabic nature and the precision of the divinely chosen language, declaring: “Truly, this Qur’an has been sent down by the Lord of the Worlds: the Trustworthy Spirit brought it down to your heart [Prophet], so that you bring warning in a clear Arabic Tongue” (Q. 26: 192-196, trans. Abdel Haleem, 2005, p. 237). Sacred, central to religious practices, and the key to understanding Islam, Arabic was safeguarded from the earliest days of the Islamic civilisation, its study encouraged, and its role in influencing thought and character highlighted. Moreover, Arabic united the Islamic nation in communication and faith and encapsulated its Golden age.

Naturally, Arabic has been foundational to Islamic education from its inception. It remains part of contemporary Islamic school offerings in English-dominant Muslim-minority contexts. However, research suggests that the framing and nature of Arabic programs are constrained by contextual factors and curricular requirements that can extend to the number of hours allocated to Arabic study. Therefore, providing Arabic language programs that align with the religious interests of Muslim learners and the needs of the community can be challenging. This presentation briefly discusses some constraints and proposes that navigating the challenges that arise from implementing a heavily prescribed secular program of Arabic learning in an Islamic schooling setting requires a whole-school approach that fosters an Arabic-integrated ethos. The presentation outlines an example of an Arabic-integrated ethos and concludes by reflecting on the Islamic schooling sector’s role in realising such a model.



Dr. Nadia Selim

Dr Nadia Selim is an associate lecturer in the discipline of Arabic Language and Cultures at The University of Sydney. She has coordinated various units of study and supervised student research aligned with her research interests. Nadia’s primary research revolves around Arabic language acquisition, exploring effective teaching methodologies, and investigating the factors that drive students’ motivation in language learning. She also has a special interest in the context of Islamic schooling. Her academic contributions are reflected in multiple published papers and chapters, key issue papers, and presentations at local and international conferences. Nadia was awarded a commendation for teaching and excellence in 2023, and her most recent publication, “Reimagining Arabic in Islamic Schools”, was published in the Oxford Research Encyclopedia of Education.

Arabic language: whole school/ Primary curriculum

PRESENTATION 2

Integrating Islamic Worldview into Primary Arabic Language Curriculum

Abstract:

In this workshop, innovative syllabus development that aligns with ACARA standards, will be highlighted, emphasising the infusion of Islamic principles into teaching and learning Arabic. This approach aims to empower students' linguistic skills and enrich their Islamic worldview.

Throughout the workshop, teachers will delve into the Sanabil Arabic Language book series, blending Arabic language learning with Islamic teachings from the Quran. Demonstrations will illustrate how Arabic can be effectively taught through texts and activities drawn from authentic Islamic literature, including the Quran and Hadiths. The session will focus on the approaches of thematic Integration and practical Implementation. It will delve into examples from the developed texts, such as migration. The main Arabic text will immerse students in the story of Prophet Mohammad's (PBUH) journey, tailored to suit varying language levels. This theme deepens students' understanding of Islamic history and the challenges faced by the Prophet. Through discussions and activities centred on migration, students can explore the significance of this event in Islamic history and its relevance to contemporary issues, thereby enriching their Islamic worldview. Another theme that will be explored in the workshop is Universe and Space. Quranic verses and Surahs, alongside relevant vocabulary, encourage students to contemplate the relationship between creation and the creator from an Islamic perspective. This unit empowers students to view scientific concepts through an Islamic lens, fostering a holistic understanding of Arabic language and Islamic teachings while exploring the wonders of the universe as described in the Quran and appreciating the interconnectedness of science and faith. This workshop aligns with the conference's objectives by offering a distinctive approach to teaching Arabic in an Islamic context, contributing to the holistic development of students' linguistic skills and Islamic worldview..



Ms. Asma Herzalla

Asma Herzalla is an accomplished Arabic educator with over two decades of experience in teaching Arabic, Quran, and Islamic studies. Currently serving as an Arabic Teacher and Coordinator at ICOM, Asma oversees curriculum development and provides invaluable support to staff since 2014. She has recently been appointed as a reviewer and co-writer for the 2024 Victorian Curriculum F-10 Reference Panel - Language: Arabic.

With a diverse professional background, Asma's journey in education spans various roles and settings. She has served as an Arabic, Quran, and Islamic Teacher at Al-Taqwa School for a decade. Asma's dedication to Arabic education extends beyond her professional roles; she has volunteered as an Arabic coordinator in AIM schools in Victoria and co-founded Assalam Weekend School in Auckland, New Zealand.

Equipped with a Bachelor of Computer Science from Jordan University and a Postgraduate Diploma of Education from Victoria University, Asma has contributed significantly to the development of Arabic language learning materials for second language learners and authored the Sanabil Series Arabic Books. Her innovative curriculum approaches have led to remarkable improvements in student engagement. Asma's commitment to excellence and her profound impact on Arabic language education make her a highly respected educator in her field.

Keynote address

From Islamic Worldview across Pedagogy to Transformative Human Development



Dr Clair Alkouatli

Abstract

The deepest levels of who we understand ourselves to be, as human beings, inform our teaching practices in the day-to-day. This session explores what happens when educators expand conceptions of knowing, doing, and being at the center of education in the Islamic tradition and how this expansion colors our educational actions with learners and, in turn, individual and collective transformation. Focusing on teaching, learning, and developing in the Islamic tradition—taken together as human development—this session reports on initial research conducted with Islamic scholars on distinct educational philosophical concepts, transcendent pedagogies, and unique iterations of human development. We will discuss implications for Islamic school educators in terms of fostering human development across life contexts and developmental domains.

Day 1 | 17 August

11:40 – 12:30

MAIN HALL

50 mins presentation with Q&A

Facilitator:

Mr. Dylan Chown

Dr. Claire Alkouatli is an academic, educator, mother, and coach. Her PhD is in Human Development, Learning, and Culture from the University of British Columbia, in Canada, with a specialization in social and emotional development. She is currently a Lecturer with the Center for Islamic Thought and Education (UNISA), a Research Fellow at the Cambridge Muslim College, and a Learning Innovation Developer with the University of Toronto, designing and facilitating Saudi teacher education. Her qualitative research focuses on the roles of culture, relationships, and pedagogies in expanding human development across the lifespan, and holistic well-being in children, youth, educators, and families, with specific focus on imaginative play, dialogue, inquiry, and challenge.

Concurrent Sessions 2



**Dr. Samir
Mahmoud**



**Dr. Nada
Ghamra-Oui**



**Ms. Thamina
Kassar**



**Mr. Mahmoud
Sammak**



Ms. Toltu Tufa



**Mr Moodi
Dennaoui**



Dr. Sayd Farook



Mr. Wadud Hassan



Mrs. Leiya Hasan



Ms. Vaseem Dilshad



**Ms. Nazneen
Wajid**

Contemplation/ criticality and deliberation

PRESENTATION 1

Contemplating (Tafakkur) the Signs of God in Nature within a Contemporary Educational Environment..

Abstract:

Tafakkur is rooted in the Quran and has a long pedigree in Islamic intellectual history and spiritual practice. Numerous classical Quranic tafsirs, philosophical disquisitions, and spiritual manuals dedicated pages to expounding on its subtle meanings and experiential fruits. Recently, several authors have tried to revive tafakkur as an indigenous Islamic therapeutic and anagogical practice in the face of modernity's malaise and crises. Yet little has been written on how tafakkur can be operationalized within a contemporary educational environment. How can we cultivate a sense of the sacred nature of the cosmos (as signs of God) when the modern/postmodern world has reduced reality to the physical plane and knowledge to empirical or rational knowledge? To what extent have Muslims been defined and limited by modern subjectivity and for whom tafakkur is no longer immediately accessible as a practice?

This paper explores tafakkur as both a theory and practice that can be incorporated into an Islamic educational context. It will start with a theoretical exploration of tafakkur within an Islamic Worldview drawing out its unique ontological, cosmological, and epistemological implications. Then, the paper will explore several curriculum and pedagogical indications and a few experimental suggestions/practices



Dr. Samir Mahmoud

Dr. Samir Mahmoud is currently the Academic Director of Usul Academy (www.usul.academy)

He is also a Lecturer on the Diploma in Islamic Psychology at the Cambridge Muslim College. (www.cambridgemuslimcollege.ac.uk)

He has a BA (Hons) in Anthropology & Politics with a focus on multicultural theory and comparative religion, and an MA in Architectural History, Theory & Urban Design with a focus on the traditional townscape from the University of New South Wales, Sydney Australia. He also holds an MPhil in Theology & Religious Studies with a focus on comparative philosophy and aesthetics. He completed a PhD in Islamic Studies from the University of Cambridge under the supervision of Dr. Timothy Winter (Shaykh Abdal Hakim Murad).

Contemplation/ criticality and deliberation

PRESENTATION 2

The place of critical thinking as an underlying tenet of Islamic education and the quintessential skill for navigating complex times.

Abstract:

The Holy Qur'an invites the seeker of knowledge to seek God's wisdom through tafakkur (contemplation), tadabbur (reflection), tafaqquh (understanding) and taaqul (reasoning). It is no wonder that critical engagement is an underlying tenet of the conceptual framing of an Islamic worldview of Education and a necessary skill for learners when drawing meaning and navigating their place in a rapidly changing world (Waghid & Davids, 2014). As I have noted in my own work (Ghamra-oui, 2018, 2020), a mere focus on the acceptance of knowledge, whether it may concern the sciences or religious doctrines and over-crowded outcomes removed from criticality and thinking, fails learners in complex times. In this presentation I explore the place of criticality and deliberation for navigating Muslim circumstances. Next, I draw on Waghid's (2011) conceptions of "minimalist-maximalist" conceptions of knowledge. With a view to showcasing how criticality is being realised in Islamic schools, I tap into existing research. Possible barriers to embedding critical thinking follows. I conclude by showcasing how simple multimedia activities such as everyday news not only heightens student engagement but can be a site for interrogating injustice.



Dr. Nada Ghamra-Oui

Dr Nada Ghamra-oui is an educational consultant, researcher and active community member in Sydney, Australia. With over thirty years of teaching and leadership experience, she harnesses this knowledge to support educational and charity organisations to impact practice. Her research focuses on the cultural politics of education, the intersections of leadership and racialized constituencies. Nada is passionate about community engagement, currently serving as the Australian National Imams' Council (ANIC) Senior Education Advisor, as well as a member of its Women's Advisory Committee (AWAC). Nada's most recent publication (2023) is entitled: [Constructing the Informal Curriculum of Islamic Schools in Australia: Contribution of Contextual Factors and Stakeholder Experiences.](#)

30 mins each
(including Q&A)

Facilitator:

Dr. Nadia Selim

PRESENTATION 1

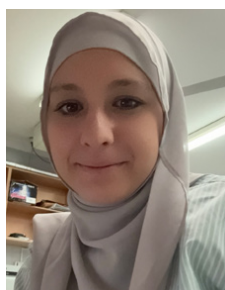
Inspiring Science Education in the classroom through an Islamic Worldview.

Abstract:

In the pursuit of enriching the educational experience within Islamic schools, Thamina Kassar aims to share practical and inspiring teaching methods, designed to infuse Islamic principles seamlessly into the Science curriculum, fostering a holistic and values-driven learning environment. Thamina explores role of educators as architects of the curriculum within the context of Malek Fahd Islamic School's educational philosophy. By engaging in explicit teaching methodologies and aligning instructional practices with the school's Islamic values and graduate qualities, Thamina aims to demonstrate how educators can create purposeful and engaging learning experiences in the field of science.

By showcasing real-world examples in the classroom, students are drawn into a driving thirst for learning as Thamina aims on fostering holistic development and nurturing Islamic values, through various strategies used in her classroom that emphasise real-life connections (including spiritually), Niyah (intention) and promoting a deeper understanding of scientific concepts with purpose.

Thamina aims to inspire educators to explore new dimensions in science education, drawing from the rich Islamic teachings encouraging collaborative discussions on the effective implementation of innovative pedagogical approaches, fostering an environment where students not only excel academically but also develop a profound understanding of the harmonious relationship between science and Islamic values.



Ms. Thamina Kassar

Thamina Kassar is a secondary Science educator and a Wellbeing coordinator who strives to ensure that her learners are supported in all domains. With ten years of teaching across all stages of the secondary Science, she is passionate about working collegially in teams with a focus on theory to practice. Thamina has previously served as a Year Advisor for 4 years before currently taking up the role of a Wellbeing Coordinator for the Malek Fahd Islamic Schools (MFIS), Greenacre Campus. Social-emotional wellbeing within an Islamic Worldview is something she is passionate about including the impact it has on learners' education. Thamina is dedicated to promoting a holistic approach (mind-body-soul) to behaviour education with a strong belief in the long-lasting impact of nurturing wellbeing. Thamina strives to empower students, guide teachers, and foster positive connections, ultimately contributing to the overall wellbeing and success of the school community. Thamina holds a Masters in Education and has completed a post-graduate course in Islamic Pedagogy at the University of South Australia. She always strives to help those who need it.

30 mins each
(including Q&A)

Facilitator:
Dr. Nadia Selim

PRESENTATION 2

Innovative Teaching Approaches Towards Teaching Mathematics Rooted in the Islamic Worldview.

Abstract:

In the contemporary educational landscape, the integration of cultural and religious elements into secular subjects can greatly enhance student engagement and understanding. This workshop, designed for educators at the 7th Annual Australian Islamic Schooling Conference, explores innovative teaching approaches that blend mathematical concepts with an Islamic worldview, creating a holistic learning environment. This session will demonstrate how traditional mathematics can be taught through activities that students find culturally relevant and spiritually enriching.

Participants will be exposed to examples of classroom activities that illustrate the application of mathematical concepts through an Islamic lens:

- Prophet Dawood's Night Prayers and Fractions: Explore how the division of night into different parts for prayer by Prophet Dawood (peace be upon him) can be used to teach fractions, enhancing understanding of both mathematical concepts and religious practices.
- Islamic Inheritance Laws for Teaching Ratios and Percentages: Delve into the complexities of Islamic inheritance laws to teach ratios and percentages, providing students with practical applications of these concepts in real-world scenarios.
- Measuring the Grand Mosque in Mecca: A hands-on assignment where students calculate area and volume, drawing inspiration from one of Islam's holiest sites to apply measurement principles.
- Statistical Analysis of a Muslim Student's Daily Routine: Use statistical methods to analyse and visualize the daily routines and activities of Muslim students, linking everyday practices with mathematical data interpretation.
- Islamic Finance and Mathematics: Introduce the principles of Islamic finance as an alternative to interest-based financial systems, applying mathematical skills to understand and solve problems related to ethical financing.

This workshop will not only provide participants with ready-to-implement classroom activities but also deepen their appreciation of how mathematics can be taught through culturally and spiritually relevant contexts.

Mr. Mahmoud Sammak



Mahmoud Sammak has devoted the last 16 years to nurturing the mathematical skills of secondary students from Year 7 to Year 12 at Islamic schools. He has effectively utilised his engineering background to enhance his teaching methods and curriculum development as a Maths Teacher. His educational career has been significantly shaped by his roles at the Australian International Academy (AIA) starting as a Maths Teacher and later advancing to the Head of the Maths Faculty and then to the IB Diploma Coordinator. In 2022, Mahmoud assumed the role of Deputy Head of the campus, significantly expanding his leadership within the educational community.

Throughout his time at AIA, Mahmoud has also served in pivotal positions such as the Students Management Coordinator and Students Leadership Coordinator. In these roles, he has been instrumental in shaping the curriculum and overseeing its implementation to ensure educational excellence. Beyond his professional pursuits, Mahmoud is a dedicated Islamic Dawah and social justice activist, well-known in Melbourne. He actively advocates for equitable opportunities and works tirelessly to foster a spirit of community and understanding across diverse groups. His efforts are driven by a deep commitment to making a meaningful difference in society.

Sexual education/Health education

PRESENTATION 1

Navigating Tradition: Reimagining collaborative sexual education between Islamic schools and Muslim parents.

Abstract:

Islamic schools are challenged with integrating faith-based principles into sexual education, often facing resistance from the wider community, including parents. This challenge is exacerbated by the diverse cultural and religious backgrounds of students, as well as government-mandated sexual education programs.

This presentation proposes innovative strategies for reimagining sexual education within Islamic schools by empowering parents as primary educators of their children's sexual knowledge. By equipping parents with evidence-based tools and traditional Islamic knowledge, schools can position themselves as complementary stakeholders in the sensitive topic of sexual education.

The presentation covers two key aspects: Firstly, tangible leadership strategies to engage Muslim families before implementing sexual education programs in Islamic schools. Secondly, it provides specific examples of how contemporary topics in sexuality can be taught to parents in culturally relevant and faith-aligned ways.

By recognizing taboos surrounding sexual education in certain Muslim communities, Islamic school leadership can redefine their role as collaborative educators alongside parents. This approach aims to facilitate smoother transitions towards greater acceptance and support for sexual education initiatives, prioritizing a faith-based foundation. Ultimately, the goal is to establish parents as primary educators and schools as complementary collaborators in fostering healthier understandings and approaches to intimacy, relationships, and sexuality for children.



Ms. Toltu Tufa

Toltu Tufa, a Muslim psychologist based in Melbourne, Australia, specializes in culturally empowered sexual education for both parents and schools. Her expertise extends to providing psychological treatment for victims/survivors and perpetrators of sex crimes. Toltu has garnered recognition for her work, including the development of award-winning programs tailored for schools in the field of sexual education. She is widely acknowledged as a TED speaker and educator, known for her impactful contributions to the field.

In her portfolio, Toltu has successfully designed and implemented effective sexual assault prevention programs for both state and private high schools across Victoria. Additionally, she addresses the complexities of cultural intersectionality through her globally

recognized podcast, "Coded Switch," which she co-hosts. Toltu leverages her expertise in Islamic schools as an educational consultant and psychologist to provide culturally relevant advice. She offers guidance, strategies, and educational programs on sex education, as well as addressing sexualized behaviours, from a holistic, faith-based perspective.

www.shurapsychology.com www.toltu.com

30 mins each
(including Q&A)

Facilitator:
**Ms. Kathryn
Jones**

PRESENTATION 2

Prophetic Nutrition for faith based educational systems

Abstract:

Primary and secondary educational institutions are thriving ecosystems that are responsible for nurturing the minds and health of our future generations. Yet, for generations, our schools have adopted or taken wholesale whatever nutritional and health practices we have been exposed to – either from our contemporary (pre-dominantly western) environments or the cultural backgrounds of our administrators and educators. Yet, our faith tells us that looking after our health is an Amanah and it has prescribed to us practices from an ideal role model – that of the Prophet Muhammad (PBUH) that define what can and should be done to always give ourselves the best health.

In that context, this paper seeks to address the driving question – how might we integrate holistic Prophetic practices into our educational institutions. The underlying questions that drive this action research are:

What does Prophetic nutrition mean? How does it manifest itself in our routines, rituals, nutritional offerings and curriculum? How might that be integrated into our culture? What are the ways in which we can lead as an organisation to be aligned to Prophetic nutrition practices?

This paper outlines how the authors and their institutions are collaborating on a pioneering pilot to facilitate whole school renewal of Unity Grammar's nutritional ecosystem to facilitate a model that emulates Prophetic nutrition. It also shares key insights and learnings from this journey.

Mr. Moodi Dennaoui

Moodi Dennaoui has spent several years as a Health Executive across Australia for leading allied health service companies. His roles have involved working, training, and educating in the fields of Exercise Physiology and Nutrition. He deals daily with patients suffering from cancer, diabetes, heart disease, metabolic syndrome, and a variety of moderate to severe injuries. This hands-on experience has been his most rewarding endeavour to date.

In addition to his work with elite athletes and entertainers, Moodi is transitioning his expertise to an online platform, aiming to make a broader impact in the Health and Wellness sector beyond traditional brick-and-mortar services. His approach integrates his cumulative knowledge in sports science and nutrition with his studies in Islamic sciences including Quran, Hadith, and Fiqh.

Dr. Sayd Farook

Dr. Sayd Farook is the Chief Executive of Unity Grammar – an independent Islamic college established with the intention to nurture pioneers of the future. Sayd is also a Board Member and Senior Partner for the global strategy consulting firm, Dinar Standard.

Immediately prior, Dr Sayd Farook was responsible for Group strategy at Crescent Group which comprises Crescent Wealth, Crescent Finance, Crescent Institute and Crescent Foundation.

From 2015 to 2020, Sayd was Strategy Advisor at The Executive Office of the Prime Minister of the UAE and Ruler of Dubai HH Mohammed bin Rashid Al Maktoum for 5 years. Prior to that from 2010 to 2015, Sayd oversaw & executed the global Islamic markets strategy at Thomson Reuters (now London Stock Exchange Group) for five years as Global Head – Islamic Markets.

In addition to his executive roles, Sayd founded & sits on the Board of Trustees as Vice Chair, for the Responsible Finance & Investment (RFI) Foundation. He also sits on the board of Australia for UNHCR.

Sayd has a Ph.D at the intersection of Behavioral Economics and ethical banking (UTS), a 1st class Honors in Business (BBus) and a Degree in Law (LLB) from the University of Technology Sydney



Tarbiya model / innovative teaching

PRESENTATION 1

Reviving a Prophetic Model of Tarbiyah.

Abstract:

This presentation introduces a HEART-centred educational framework designed to transform traditional discipline approaches in Islamic schools. This framework emphasizes gradual nurturing and training of the heart, drawing from Islamic tradition, specifically the advice of Luqman AS and the Prophetic response post-Taif. The model integrates mindfulness, purpose, gratitude, patience, and compassion into teaching practices to empower both educators and students. Key components of the HEART model include emotions and behaviour recognition, hands-on activities, group reflection, personal reading assignments, and guided spiritual practices such as the Spiritual Body Scan. These tools are tailored to be age-appropriate and aim to foster a Prophetic heart in students. Preliminary findings from a six-week masterclass using the HEART model indicate significant improvements in emotional regulation, spiritual connection, self-awareness, and relational dynamics. The framework is undergoing further empirical validation to assess its effectiveness in character development for both educators and students. The initiative has engaged educators from over 50 schools in introductory workshops, with participants from over 10 schools completing the masterclass. Feedback highlights benefits such as enhanced focus, calmness, emotional regulation, and the development of God-centred, self-aware students. This approach seeks to revolutionize educational discipline by integrating modern brain and behavioural science with traditional Islamic principles, aiming for a holistic transformation in the educational environment.



Mr. Wadud Hassan & Leiya Hasan

Wadud Hassan is a veteran Head of School in the Dallas area (Texas, USA) having co-founded three Islamic schools with his wife Leiya Hasan and serving as an Assistant Head and later Head of School with 20+ yrs of teaching experience.

Wadud & Leiya are the Co Founders of Define 360 www.define360.online, home of the Muslim Character Coach certification reviving a Prophetic HEART-centered model of Tarbiyah, and the first global Muslim Mindfulness Masterclass at Muraqaba. Wadud completed his Masters of Education from Vanderbilt University Peabody College of Education in Leadership & Organizational Performance, his Principals Training from Harvard Graduate School of Education, and is a certified Mindful & Emotional Intelligence teacher through the Google-born Search Inside Yourself Leadership Institute.

Among his notable projects, Wadud led the re-accreditation of Good Tree Academy in Dallas as the Head of School, led Islamic Schools League of America's Leadership retreat, as well as the national Principals' bootcamp. Certified in Mental Health First Aid, Wadud most recently presented a Prophetic framework of wellness based on the Prophet's response post Taif and Mental Health Strategies for Educators based on the 9th Century Physician Balkhi's pioneering work: Sustenance of the Soul at the 25th Annual Islamic Society of North America's 25th Education Forum.



Tarbiya model / innovative teaching

PRESENTATION 2

Integrating Innovative Teaching Methods in Islamic Curriculum Design.

Abstract:

This presentation explores how innovative teaching methods can be integrated with curriculum design to create a holistic Islamic learning experience. We propose a framework that blends engaging activities with traditional methods, fostering 'Ilm, Amal, and Tazkiyah within an Islamic worldview. Our approach emphasizes an enquiry-based methodology, encouraging students to engage in hands-on learning experiences that make Islamic Studies both fun and meaningful.

The workshop will cover three main components:

Obstacle Challenge Activity: This session will demonstrate an "Obstacle Challenge" designed to teach students about Islamic concepts related to the Akhirah and the importance of Tawakkul (trust in Allah). Through this activity, students engage in teamwork and problem-solving, gaining a deeper understanding of Islamic history and values. Each challenge within the obstacle course is linked to Allah-centric teachings and the Sunnah, promoting spiritual and personal growth.

Sunnah Food Clinic and Additional Projects: Participants will learn about the "Sunnah Food Clinic," where students explore Sunnah foods, taste them, and research their health benefits as alternatives to processed foods. This project emphasizes the importance of caring for one's health as a Ni'mah (blessing) from Allah. Additionally, projects like "Imam's Projects" and "New Muslim Interviews" enable students to connect with Islamic leadership and learn from diverse experiences, fostering a practical understanding of Islamic teachings.

Creative Use of Pool Noodles, Balloons, Magnets, Seeds etc: We will explore how everyday items can be transformed into educational tools that make learning Islamic Studies enjoyable and interactive. For example, pool noodles can be used in activities that help students practice the Adhan or Hadith memorization. In conclusion, making Islamic teachings practical and connecting beyond ACARA standards enhances children's ability to transform abstract principles into tangible actions, leading to a deeper, comprehensive grasp of the faith.

Ms. Vaseem Dilshad

Vaseem Dilshad, an accomplished educator, pursued her academic journey in Hyderabad, India, at Osmania University, where she earned both a Bachelor of Science and a Bachelor of Education degree. In 2012, Vaseem migrated to Adelaide, Australia, bringing with her a wealth of experience and a passion for teaching. Over the past 14 years, she has worked extensively with children in both the Indian and Australian educational sectors, consistently striving to make the learning process engaging and innovative.

Vaseem's dedication to education is evident in her dynamic approach to teaching, where she integrates creative methods to foster a love for learning among her students. Her enthusiasm for the teaching-learning process is matched by her commitment to personal growth and continuous learning. She enjoys reading, cooking, and studying Quranic Arabic.

In Adelaide, Vaseem has continued to make a significant impact in the classroom, inspiring students with her teaching of Islamic Studies integrated with science around them



Fostering Islamic Worldview through Hands-On Islamic Art Workshop

Abstract:

Muslim Learners can engage in a profound spiritual journey by studying Islamic art, which embodies principles of unity and spiritual depth within the Islamic tradition. Through the exploration of Islamic art, they can embark on a path of inner reflection, seeking the unseen and connecting with the essence of their faith. This workshop aims to empower educators to integrate artmaking as a means of deepening their students' understanding of Islam as a holistic way of life.

During the workshop, participants will delve into the rich heritage of Islamic art and its significance in nurturing their Islamic identity. Through hands-on activities, educators will learn how to guide students in creating their own abstract artworks inspired by Islamic artistic principles. By the end of the workshop, participants will depart with both a personal artwork and a comprehensive lesson plan, equipping them to lead similar art workshops that promote spiritual exploration and self-awareness within their educational settings.



Ms. Nazneen Wajid

Nazneen Wajid is a visual arts educator at Playford College in Adelaide, South Australia. At Playford, Nazneen has developed a particular focus drawing on Islam's rich heritage of arts to connect with Muslim learner identities. Nazneen holds a B.Ed with a Specialist in Visual Arts from the University of Toronto (Canada). She is also an entrepreneur, managing her company Explore Islamic Arts, which facilitates art workshops for adults and children. Her goal is to create intrigue and ignite passion for the inner artist within everyone that connects to their cultural and religious identity. Her workshops serve as an accessible introduction to Islamic arts through simplified step by step instruction that encourage participants to create artworks, they can take pride in, fostering a stronger connection to their heritage and unleashing their inner creativity.

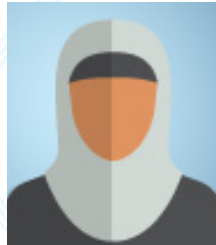
*If accepted, it would be ideal to have this workshop just before end of day so that those that require further time to finish their art piece can do so if they like.

**This workshop can be completed in 2 hrs.

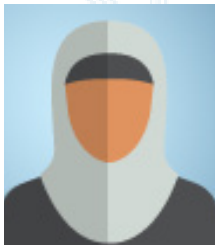
MCIM Panel Discussion



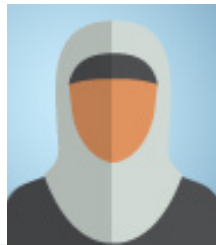
Mrs. Maneesha
Iqbal



Ms. Fatima Jalloul



Ms. Samara Jalloul



Ms. Sefina Aktarali
Hassam



Ms. Shadia Ghazi

Day 1 | 17 August

15:15 - 16:15

MAIN HALL

60 mins presentation with
Q&A

Facilitator:

Mr. Dylan Chown

INVICTUS

SOLUTIONS

Intersectionality of Purpose, Entrepreneurship and Social Impact

- Full Day Workshop -



Day 2

Keynote address

The Shakhsiyah School's Story: an educational model drawn from the Islamic worldview



Dr. Farah Ahmed

Abstract

In the late 1990s a group of homeschooling Muslim mothers set out to provide education for their children drawn from the Islamic worldview. Over the next twenty-five years we have used classical and contemporary Islamic educational theory to develop and implement a model that stays true to Islamic educational aims and concepts. Drawing on resources such as Hadith Jibril, Imam al Ghazali's Ihyā Ulum-ud-Dīn and Naquib al Attas' works, we devised the Principles of Shakhsiyah Education which drive practice in Shakhsiyah Schools and ensure our pedagogies, curricula, assessment and teacher education are rooted in nuanced conceptualisations of education that stay true to an Islamic worldview. The development of the Shakhsiyah educational model has been deeply enhanced by cycles of classroom research, including research carried out in partnership with colleagues at the University of Cambridge. We believe Islamic educational thought has much to offer in rethinking contemporary educational problems and that we need to work with diverse educational communities to explore these possibilities. In this presentation, I will present the story of Shakhsiyah Schools and highlight some aspects of our educational model namely, shakhsiyah Islamiyah as a dialogical Muslim-self and using the Prophetic pedagogy of halaqah to develop shakhsiyah.

Day 2 | 18 August

9:00 - 9:50

MAIN HALL

50 mins presentation with Q&A

Facilitator:

Assoc. Prof Nadeem Memon

Farah Ahmed is Leverhulme Early Career Research Fellow at the Faculty of Education, University of Cambridge. She co-convenes the 'Cultural, religious and philosophical traditions in educational dialogue' strand of the Cambridge Educational Dialogue Research group. Her current project is: Rethinking Islamic education for British Muslim children: a philosophical investigation of personhood and dialogue in Islamic educational theory and an empirical study trialling dialogic halaqah to develop shakhsiyah Islamiyah. The empirical study has led to the founding of the online Islamic Educator Learning Community, an international teacher professional development and research exchange platform. Farah has published widely on holistic Islamic educational approaches.

Farah is a qualified secondary English Language and Literature teacher. In 2002, she co-founded Islamic Shakhsiyah Foundation (ISF) which runs two full-time independent Islamic faith-schools. ISF grew out of homeschooling projects and has developed a unique holistic Islamic educational programme based on classical Islamic educational thought and contemporary research. Farah served as head teacher for twelve years and is now Director of Education and Research and the lead developer of Shakhsiyah Halaqah and Holistic Thematic Curricula. She is the author of Principles of Shakhsiyah Education and Dialogic Halaqah: A guide for the Muslim educator.



SUPPORTING THE SOCIAL, EMOTIONAL AND MENTAL DEVELOPMENT OF OUR YOUTH

WORKSHOPS AND SEMINARS

SCHOOLS (STUDENTS, TEACHERS AND PARENTS) & PUBLIC

SCHOOL CONSULTANCY

HSC STRATEGY, CAREERS, SUBJECT SELECTION & MENTORING

MENTORING PROGRAMS AND SERVICES

INDIVIDUAL & GROUP

RESOURCE AND CONTENT DEVELOPMENT

WORKSHOP CONTENT & PRESENTATIONS



0414 775 899



INFO@5BEFORE5.COM.AU



WWW.5BEFORE5.COM.AU

Concurrent Sessions 3



Dr. Ayda Succarie



**Mr. Mohamed
Azim**



Ms. Najma Reusch



Ms. Emneh Ali



**Ms. Mozynah
Nofal**



Dr. Jan Ali



**Shk Mahmoud
Alazhari**



Ms. Esra Boz



Mr. Rizwan Sahib



**Dr. Nada
Ghamraoui**

Teacher education and professional learning

PRESENTATION 1

Islamic worldview, teacher education and professional learning: towards the renewal of professional identity in Islamic schools.

Abstract:

For most of their professional lives, teachers and school leaders in Islamic schools interact with secular-based teacher education and professional learning mechanisms and seek guidance through mentors and supervisors that shape their professional identities. They are influenced by school structures and education systems which impact the attitudes and behaviours they develop toward their profession. However, recent studies on Islamic schooling and education suggest an issue with secular-based mechanisms because they fail to preserve the 'Islamic' in Islamic schooling. Thus, there is an expectation that the professional identities of teachers and school leaders should be inspired by methods that foster and preserve Islamic education and practices because of the distinct Islamic nature of these institutions. To counter this issue, scholars have developed teacher education and professional learning methods using an Islamic worldview as a central paradigm of convention. This paper aims to explore the Islamic worldview as a distinct paradigm of teacher education and professional learning. In a study examining the implications of the Graduate Certificate in Islamic Education (Grad.Cert. IE) on teachers and leaders' professional identities, qualitative semi-structured interviews revealed that an Islamic worldview enabled participants to renew their attitudes and behaviours toward their profession. The findings also revealed that participants were able to reflect on their personal and social interactions in a school setting, particularly toward their commitment of student learning. While the findings of this research were limited to one cohort group of seven graduates of the Grad.Cert.IE, this study contributes new knowledge to the Islamic education and organisational fields of inquiry in two distinct ways by underlining; (i.) perspectives of adopting an Islamic worldview for professional learning in Australian Islamic schools; and (ii.) the implications of Islamic education qualifications on teachers' and leaders' professional identities. The study also contributes to the broader body of knowledge toward the renewal of Islamic schooling in western contexts.



Dr. Ayda Succarie

Dr. Ayda Succarie is a lecturer in Human Resources and Management (HRM), Academic Program Advisor for first year undergraduate and students at-risk and an International Academic Lead for the Middle East and Gulf. She holds a Doctor of Philosophy (PhD), Master of Business Administration, and a Graduate Certificate in Research Studies from Western Sydney University (WSU). Her expertise is in governance, management, leadership, social entrepreneurship, organisational behaviour, identity studies, Islamic studies, and education systems. Ayda's doctoral research examined the connection between professional identity and governance in Australian Islamic schools and her research extends nationally and internationally on the effectiveness of faith-based governance frameworks, governance renewal, methodologies in governance research and board-member well-being and professional identity studies. Ayda is also conducting research on student retention and progression, and social entrepreneurship teaching and practice.

Ayda has sat on and consulted to several boards of Islamic schools and other Muslim organisations. She is the director of ThinkRenewal, a social enterprise consulting firm, focused on creating environments for transformational change and sustainable impact. Ayda has presented at several industry events and to organisations in Australia and internationally. She is passionate about governance, social justice, ethics and servant-based practice, and is a change agent committed to social change.

Teacher education and professional learning

PRESENTATION 2

Exploring the Alignment of Islamic Worldview and Pedagogy with Australian Professional Standards for Teachers.

Abstract:

In today's context, there exists a pressing need for the embodiment of the Islamic worldview within the classroom environments of Islamic schools. While efforts to incorporate Islam into our educational frameworks have persisted, a rejuvenated approach is imperative. We must strive to nurture a holistic educational experience for our Muslim students, one that seamlessly integrates curriculum, pedagogy, and assessment.

In this pursuit, the alignment of the 7 Principles of Islamic Pedagogy (PIP) with the 7 Australian Professional Standards for Teachers (APST) emerges as a promising pathway. By embracing this synergy, we can reimagine our teaching and learning spaces, fostering innovation and inclusivity. This alignment not only enriches the educational journey of our students but also empowers educators to cultivate an environment that resonates with the crux of Islamic teachings.

Furthermore, this integration does not merely serve as an additional burden within our already packed curriculum. Rather, the fusion of APST standards with the Principles of Islamic Pedagogy streamlines and simplifies the educational process, rendering it manageable and feasible for both teachers and educational institutions. By harmonizing these frameworks, educators are equipped with a structured approach that facilitates implementation, fosters efficacy, and ensures practicality in their pedagogical endeavours.

In essence, the harmonization of Islamic principles with contemporary educational standards is pivotal in shaping a dynamic and transformative learning environment. It is through this concerted effort that we can truly fulfill the educational aspirations of our Muslim students while nurturing their spiritual and intellectual growth.

Our session endeavours to demonstrate the seamless integration of the Australian Professional Standards for Teachers (APST) with the Principles of Islamic Pedagogy (PIP), enhancing the quality of teaching and learning from the foundational level through to VCE Year 12. Additionally, we will illuminate specific practices and methodologies informed by the Islamic worldview that we are currently piloting in our classrooms. This aligns perfectly with the conference's focus on innovative pedagogical approaches, offering attendees tangible strategies to implement within their own educational settings.



Mr. Mohammed Azim

Mohammed Azim, an esteemed educator, holds the prestigious AITSL national certification as a lead teacher. Currently serving as the Head of English and Teacher Mentor and Coach at Al Siraat College, he brings a wealth of 36 years of teaching experience to his role.

Mohammed Azim's expertise extends beyond the classroom as he has presented at various state, national, and international conferences. His dedication to education has garnered significant recognition over the years. In 2009, Azim was honoured with the Teacher Leadership Award by AITSL. Following this, in 2011, he emerged as the victor in the State and Territory Teacher Awards Competition, subsequently clinching the esteemed National Excellence in Teaching Awards (NEiTA), backed by the Australian Scholarships Group (ASG). Mohammed Azim's commitment to excellence transcends boundaries, as evidenced by his inclusion in the 'Top 50 Australian Educators' list in 2017, where he stood as the sole representative from an Islamic School across Australia.

On the international stage, Mohammed Azim's contributions to education have been widely acknowledged. In 2020, Excelligent magazine bestowed upon him the prestigious

Global Educational Influencer Award. His influence continued to soar in 2022 when he was handpicked by The Education View – Centre of Excellence in the US for inclusion in their esteemed list of the ‘Top 20 Thought Leaders to Follow’ worldwide. Adding to his accolades, this year marks another milestone in Mohammed Azim’s career. Magnate View Educational Magazine has recognized him as one of the ‘Top 5 Exceptional Leaders to Follow in 2024’. Such acknowledgment is further emphasized by his upcoming feature on the magazine’s cover, accompanied by an in-depth interview showcasing his insights and expertise.



Ms. Najma Reusch

Najma Reusch exemplifies excellence as an experienced Foundation Years teacher at Al Siraat College. With a steadfast commitment to early childhood education, she stands as a dedicated and qualified practitioner, driven by a profound passion for nurturing the holistic wellbeing of young children. Reusch’s teaching approach is enriched by her integration of renowned educational philosophies such as Montessori and Reggio, ensuring a comprehensive and impactful learning experience for her students.

Najma Reusch embodies versatility as an educator, boasting a deep understanding of early years learning theories and practices. With nearly two decades of experience spanning across preschools and schools in Australia, Saudi Arabia, and Pakistan, she brings a wealth of insight to her role. Previous positions have equipped her with a keen understanding of the pivotal process of ‘transitioning to school,’ empowering her to support children and their families in navigating this significant journey with ease. Driven by enthusiasm for early years education, Najma’s aim is to contribute to Al Siraat College by fostering a nurturing Islamic learning environment. Her vision is to create a space that caters to the diverse needs of young learners through meaningful and captivating educational experiences.

Holistic Assessment/ educational leadership

PRESENTATION 1

Holistic Assessment Practices: A Case Study at Malek Fahd Islamic School.

Abstract:

Within the Islamic tradition, the pursuit of knowledge is a holistic journey that cultivates not only the intellect, but also nurtures the spiritual, moral, ethical, creative, and critical development of an individual. This approach to learning has profound implications for educators, especially in the realm of assessment practices.

In light of this approach, educators are encouraged to design assessments that not only evaluate academic achievement but also assessments that foster the holistic growth of students. This, in turn, raises the question of how to effectively develop and implement such comprehensive assessments.

At Malek Fahd Islamic School there has been an effort to align educational practices with the multifaceted goals of Islamic education. This effort is deeply rooted in our Educational Philosophy, Graduate Qualities, and our school's inaugural and indigenous Teaching and Learning Framework. The presentation will start with an overview of the philosophy of assessment, offering key insights into its foundational principles. It will then highlight how Malek Fahd Islamic School has integrated its Graduate Qualities into assessment practices and present practical strategies and tools for developing and implementing holistic assessments. To illustrate, one example of our approach includes the incorporation of muhasabah (self-evaluation) and peer evaluation into our assessment strategies which plays a crucial role in promoting self-awareness and continuous improvement.

This approach to assessment practices, aims to create learning environments that are not only supportive and engaging but also deeply nurturing, resonating with the Islamic worldview. Such environments facilitate a comprehensive approach to student development and wellbeing, aligning academic achievements with spiritual and ethical growth.

Ms. Emneh Ali

Emneh has accrued over 13 years of extensive educational experience, undertaking diverse leadership roles including Head of Curriculum and Instructional Leader. Her academic achievements are underscored by a Masters in Instructional Leadership from the University of Newcastle, specialising in Pedagogy and Assessment. Additionally, she holds a Master of Education and a Bachelor of Arts from the University of Western Sydney. Emneh's experience and expertise has been demonstrated through presentations at events such as the Anita Chin Mathematics Conference (2017) and the AUF Empowering Learning Education Convention (2022). Currently, she serves as the Dean of Curriculum at Malek Fahd Islamic School.



Holistic Assessment/ educational leadership

PRESENTATION 2

Educational Leadership as practiced by Islamic school Principals in Ontario.

Abstract:

For Muslims interested in the development and growth of Islamic schooling, and especially the role of the principal, the need for research stemming from educational perspectives, and experiences of their own leaders is vital for informed educational work. This study delves into the driving forces that inspire Islamic school principals in their roles. It seeks to uncover the religious motivations that shape their leadership in Ontario. With the ever-evolving circumstances of Muslims in the West, marked by new waves of immigrants fleeing conflict zones, the landscape of Islamic schools is continuously shifting. Consequently, research in this field requires constant updates (Shakeel, 2018).

The study's findings reveal that while academic success is a primary goal, Islamic school principals in Ontario, Canada, are equally dedicated to instilling an Islamic worldview in their students. This dual focus is driven by their own quests for religious fulfillment, their roles as nurturing figures, and their broader vision of leadership that transcends traditional boundaries. By understanding what motivates these principals, board members and researchers can gain valuable insights into how these leaders weave Islamic principles into the fabric of their educational environments. This study, enriched by data from 11 in-depth, semi-structured interviews collected through a snowball sampling method, sheds light on how these leaders embrace their pastoral and community roles, emphasizing not just academic but also religious success for their students.

This study reveals a unique space for authentic leadership fueled by religious purpose and freedom within Islamic schools in Ontario. It shows a transformative professional landscape that emphasizes development, open dialogue, and mentorship. For institutions designing principal preparation programs, it is crucial to broaden their perspective on what drives Islamic School principals, and what shapes their daily work. These leaders are not just administrators; they are community pillars, strategic planners, and spiritual guides. The research highlights their innovative approaches to building institutions and their deep-rooted pastoral and spiritual aspirations. It also provides valuable insights for institutions to craft comprehensive job descriptions that truly reflect the multifaceted roles of these dedicated principals.

By studying examples of alternative schools that are solely created for immigrant communities, the research can offer understanding on how immigrants use schooling as a tool for community development and cultural and religious identity preservation. Finally, this work contributes to the growing area of interest in understanding parental choice and alternative schools' growth.

Ms. Mozynah Nofal

Mozynah is currently completing a PhD in Education Leadership and Policy focusing on Islamic Leadership at the University of Toronto. She graduated in 2012 from Carleton University's Public Affairs and Policy Management Program where she was part of her local MSA and served as the VP Canada on the MSA National Board of North America and was the Youth Representative for Islamic Society of North America - Canada. Mozynah studied at Alharam's Quran school in Madina, Islamic Studies at Ibn Khaldun University in Istanbul, and with local teachers in Cairo. She has worked as an Islamic School teacher at Abraar School in Ottawa and was the principal of SNMC Saturday Islamic school. She is currently a research assistant at the Center for Islamic Thought in Education CITE.



30 mins each
(including Q&A)

Facilitator:
Ms. Tulin Bragg

PRESENTATION 1

A Sociological Analysis of Islamic Worldview in Education

Abstract

Worldview, encompass beliefs that shape an individual's outlook on life and are, therefore, instrumental in producing meaning to his or her reality and one's understanding as to how one must operate within it. The Islamic worldview embraces the totality of life, interweaving spiritual, moral, ethical, social, intellectual, and legal dimensions. It is grounded in the idea that religion, Islam, is an all-encompassing comprehensive way of life revealed to humanity by Allah in His book, the Qur'an, and through the lived example of Prophet Mohammad. The Islamic worldview postulates that faith in the unity of one single God and knowledge are interlinked, advocating for an education that emphasises the complementarity quest for spiritual, social, ethico-moral, and intellectual growth. According to Islamic teachings the worship of God, the family, and the state are interlinked and there is no distinguishing between social institutions and the state. The worship of God, the family, and the state are a comprehensive reality where the state is as much Islamic as is the mosque. The Islamic worldview stresses the importance of social and spiritual practices in building a strong bond with Allah and good relationships with fellow human beings, valuing the merits of solidarity, social responsibility, and social justice. This paper presents a thought-provoking sociological analysis of the Islamic worldview in education. Grounded in Islamic sociological theoretical frameworks, the study investigates the divinely focused nature of Islamic worldview where everything emanates from Allah, for Allah, to Allah. In other words, the Islamic worldview is Allah-focused unlike in the secular conceptualisation of worldview where the individual is at the epicentre of the worldview. Drawing upon a diverse range of literature from sociology of Islam, Islamic studies, and Islamic scriptures the research examines how Islamic teachings and principles shape educational ideologies, curricula, pedagogies, and institutional structures. Moreover, the paper examines the integratedness of Islamic worldview and the implications of adopting it in education for the pursuit of social cohesion, identity formation, and global interconnectedness. The paper argues that there an intersection between religion and education and that education must reconcile Islamic principles and values with modern learning and have a responsive educational framework informed by the Islamic worldview. It further argues that for modern education to be successful, it needs to be shaped by the Islamic worldview and be directed towards ordering of the society based on Allah's revelation and prophetic traditions..



Dr. Jan Ali

Jan A. Ali is Senior Lecturer in Islam and Modernity in the School of Humanities and Communication Arts at Western Sydney University, Australia. He was the Convenor of Islamic Studies in the School of Humanities and Communication Arts and Community and Research Analyst in the Religion and Society Research Centre at the Western Sydney University. Jan is the Founding Convenor of the WSU Postgraduate Islamic Studies Network. He is a religious sociologist who specialises in Islam. His main sociological focus is the study of existential Islam. His published books are *Islamic Revivalism and Social Transformation in the Modern* (2023); *Organ Transplantation in Islam: Perspectives and Challenges* (2022); *A Sociological Study of Tabligh Jama'at: Working for Allah* (2022); *Islam and Muslims in Australia: Settlement, Integration, Shariah, Education and Terrorism* (2020); *Islam in the West: Perceptions and Reactions* (2018, co-editor) and *Islamic Revivalism Encounters the Modern World: A Study of the Tabligh Jama'at* (2012).

Holistic education

PRESENTATION 2

Islamic Principles and their Role in shaping holistic educational environments in Australian Islamic school.

Abstract

Exploring the influence of the Islamic worldview on education within Australian Islamic schools, this study illustrates how Islamic principles can profoundly shape holistic educational environments.

Focusing on the alignment of Islamic values with educational methodologies, it delves into the potential of Islamic teachings to facilitate comprehensive school renewal and enhance learning and teaching approaches. Through a qualitative research approach, including textual analysis, case studies from existing literature, and my own experience with Rahilah Educational Organisation, the investigation focuses on how concepts like Tawhid (Oneness of God), Adl (justice), and Ihsan (excellence) enhance educational models, leading to increased student engagement, improved behaviour, and better academic performance.

The study identifies challenges in implementing these principles, such as curriculum irrelevance, resistance to change, limited resources, and the need for teacher development. It suggests designing a curriculum that integrates Islamic basics with contemporary challenges, along with strategies like community involvement, targeted funding, and continuous teacher training. The findings indicate that these Islamic tenets are instrumental in creating educational settings that enable students to excel as globally competent individuals, merging academic achievements with universal values. Comparative analysis reveals that the incorporation of spiritual and ethical education in Islamic schools contributes to character development alongside intellectual growth.

This exploration underscores the pivotal role of Islamic values in shaping robust educational frameworks within Australian Islamic schools and posits that these insights can be generalised globally. It offers a model for integrating values-based education in diverse contexts to promote comprehensive student development.

Shk Mahmoud Alazhari

Drawing upon my background in religious leadership, community engagement, and youth development, my primary focus lies in enhancing Islamic educational systems. With experience as a former teacher of Islamic Studies and Arabic, and as the Founder & President of Rahilah Educational Organisation, I am deeply committed to infusing Islamic values into educational curricula and pedagogies.

My hands-on experience in education informs the development of practices that foster holistic growth, preparing students to navigate both academic challenges and ethical dilemmas. Serving as an Executive Committee Member at The Australian National Imams Council (NSW), I collaborate closely with stakeholders to create nurturing environments that support spiritual, intellectual, and emotional development.

This collaborative effort is driven by my overarching goal to contribute to the continuous renewal of Islamic educational practices, ensuring their relevance and effectiveness in promoting the wellbeing and comprehensive development of students and staff within Islamic educational settings. Through these endeavours, I aim to cultivate educational environments that empower individuals to thrive academically, morally, and spiritually, fostering a generation of informed and ethical leaders.



School as a place / Sport

PRESENTATION 1

Exploration of the Islamic worldview from a Sporting Lens

Abstract

At the Islamic College of Sport, we are uniquely positioned to explore the interplay between the Principles of Islamic Pedagogy and the Principles of Applied Learning as we continue to create engaging and innovative learning opportunities for students who come from varied backgrounds but have a passion for sport and their faith.

In this session, we will share examples and aspects of our pedagogical approaches, curriculum, assessment and reporting, student wellbeing and future pathways. The one teacher, one class approach has opened up many opportunities for students to develop transferable skills, values and attributes that will prepare them for employment and/or future study and Inshallah becoming ideal Muslims. Care is being taken to ensure the Islamic worldview is being used consistently to evaluate our decisions as the college grows and develops. Even though we may only be a few months old we have been fortunate to be able to leverage on the experience and expertise of many Islamic Colleges and their leaders.

Ms. Esra Boz

Esra is currently the Learning and Development Manager at the Islamic College of Sport. She has almost 30 years of teaching experience and 24 years of educational leadership experience. Her areas of passion are curriculum development, student engagement, instructional coaching, staff development and team leadership training.

Esra strongly believes that great teachers identify student strengths and interests and use them as scaffolding for increased learning; she applies the same approach with teachers. She is a firm believer that teachers who have a sense of efficacy and job satisfaction are most likely to successfully engage in innovative practice. Esra also believes in student centred and holistic teaching methods, which foster higher-order thinking, metacognition and constructivism. She always emphasises that big sustainable change grows from small changes.



30 mins each
(including Q&A)

Facilitator:
Ms. Susan Scott

PRESENTATION 2

School as an Islamic ‘Place.’

Abstract

This paper is a conceptual study that calls for thinking about education in an Islamic context through the lens of ‘place’ as defined by human geographers. In human geography, a place is a physical space given meaning to through practices performed in them and emotional attachment to them (Cresswell 2014). Through the meaning and emotion attached to it, a space becomes a site for “value” and “belonging” (Cresswell 2014: 35). It is through placemaking activity that human beings transform the physical terrain into place.

The concept of place in human geography, as shaped by practices and emotional attachments, aligns with many aspects of the Islamic worldview, particularly in terms of spirituality, community, stewardship, and cultural heritage. A few ways in which we may think of the connection between place and placemaking and Islamic teachings are the following: Sacred Spaces: Physical spaces may become sites of profound spiritual value, where Muslims feel a strong sense of belonging and connection to their faith; Community and Social Fabric: Islamic teachings emphasise the importance of community and social cohesion. Places become important not just as physical spaces but as the settings where communities come together to worship, socialise, and support one another, reinforcing a sense of belonging and shared identity that are emphasised in Islamic teachings; Spatial Organization in Islamic Architecture: Islamic architecture designs promote communal gathering, spiritual reflection, and harmony with the environment. The layout of mosques, for example, is often designed to create a sense of unity and focus during prayer. In applying these notions of Islamic placemaking to a school context, one may perceive an Islamic school not only as a physical space but also as a site of profound spiritual value, where Muslims feel a strong sense of belonging and connection to their faith.

Considering these points, this paper will explore teachings and examples of place and placemaking as found in Islamic scripture, the early Muslim community in Medina, and contemporary places of Muslim worship and social activity. These teachings and examples will be drawn on to formulate suggestions for how Islamic schools may encompass and express Islamic placemaking.



Mr. Rizwan Sahib

Rizwan Sahib is a tutor and doctoral candidate in the School of Humanities and Communication Arts at Western Sydney University. His research focuses on Islam and Muslims in the West, based on sociological study of these phenomena.

Abstract Workshop

Writing an effective conference abstract.

Abstract

Writing a successful conference abstract is essential to accessing conferences for the presentation of research or successful school-based initiatives. Your conference abstract is the piece of work that conference organisers and markers will see, so it needs to be solid enough to compel them to accept it. Whether you are an early career researcher or educational practitioner, most successful abstracts follow a similar blueprint. This presentation demystifies the art of abstract writing. It provides a basic but practical formula for writing concise but effective abstracts for a conference presentation.



Dr. Nada Ghamraoui

Dr Nada Ghamra-oui is an educational consultant, researcher and active community member in Sydney, Australia. With over thirty years of teaching and leadership experience, she harnesses this knowledge to support educational and charity organisations to impact practice. Her research focuses on the cultural politics of education, the intersections of leadership and racialized constituencies. Nada is passionate about community engagement, currently serving as the Australian National Imams' Council (ANIC) Senior Education Advisor, as well as a member of its Women's Advisory Committee (AWAC). Nada's most recent publication (2023) is entitled: Constructing the Informal Curriculum of Islamic Schools in Australia: Contribution of Contextual Factors and Stakeholder Experiences.



Islamic
Schools
Association
of Australia

Peak body representing Islamic Schools in Australia



Vision

To be the leading advocate and support network for Islamic Schools in Australia

Mission

Seeking strength through unity and combining our expertise. ISAA believes fulfilling this vision will enhance and add significant value to its member schools.

Values

We enact our Vision through our values:



Advocating for Islamic Schools in Australia



Provide relevant services to member school



Connecting Islamic schools to network with each other



Service as a peak representative body for Islamic Schools in Australia



Providing opportunities to collaborate and learn from each other

Opportunity to collaborate and learn together include:

- Annual Executive Leadership Retreat
- Annual Conference (aligned with UniSA Annual Australian Islamic Schooling Conference dates)
- ISAA Victoria & NSW Chapters to strengthen local advocacy
- Member in Parliamentary Friends of Religious Schools and Faith Communities

Membership from 1 July to 30 June each year costs only \$500 per school (campus)

Don't miss out! Join now:
isaahome.org.au/membership

Keynote address

How Islamic Worldview Challenges Everything We Mean by “Integration”: Breaking Down Implications for Curriculum, Pedagogy, and Assessment.



Assoc. Prof. Nadeem Memon

Abstract

Curriculum Integration is an on-going aspiration for most, if not all, Islamic schools. The idea that Islamic beliefs, values, perspectives, and contributions be weaved through the Australian

Curriculum reinforces a commitment to fostering a strong sense of religiosity, belonging and affirmation of identity. But for most schools, this aspiration remains a struggle in charting a way forward. Curriculum integration, like any cross-curricular priority, is commonly overwhelming because of time constraints, educators not feeling confident enough to integrate, and the plethora of ways one could integrate seem endless. This workshop will begin by distinguishing between commonly used key terms such as: Islamic Curriculum Integration, Islamic Education / Studies, Islamic Pedagogy, and Islamic Worldview. Clarifying these terms will allow for a blossoming of curriculum options and opportunities for Islamic schools. The workshop will then provide practical case examples of how these distinctions in terminology play out in the teaching of three key learning areas: (1) Qur'anic Studies where a comparison will be offered between conventional R-12 Qur'anic Studies with a Qur'anic Worldview approach (Mahmoud 2021); (2) Science when comparing common attempts at Integrating Islamic conceptions of creation or civilisational contributions in relation to a more comprehensive Islamic worldview approach (Qureshi 2021); and (3) Physical Education comparing a values-based approach to integration with an Islamic Worldview approach (Chown 2021). This workshop will suggest that adopting a more comprehensive worldview approach will have implications not just on what we teach (curriculum), but also how we teach (pedagogy), and how we support learner growth (assessment). Despite “Islamic Worldview” being a contested term, at this stage in the growth of Islamic schooling, it offers the “meta-why” – a centring of the comprehensive vision of Islam – that unites the important attempts every educator makes in an Islamic school to foster what it means to be Muslim.

Day 2 | 18 August

11:40 – 12:30

MAIN HALL

50 mins presentation with Q&A

Facilitator:

Dr. Zachariah Matthews

Assoc. Professor Nadeem Memon is a faculty member at the Centre for Islamic Thought and Education (CITE) at the University of South Australia (UniSA). At CITE/UniSA, Nadeem serves as a Course Coordinator for the Graduate Certificate in Education (Islamic Education), the first online graduate education program for educators in Islamic schools globally. His research focuses on teacher education with particular emphasis on Islamic Pedagogy, comparative faith-based schooling, philosophy of religious education, and culturally responsive pedagogy. Nadeem is a Chief Investigator on an Australian Research Council (ARC) Discovery Grant (2022-2025) on Culturally Responsive Schooling. Some of his notable publications include a sole authored book entitled: *A History of Islamic Schooling in North America: Mapping Growth and Evolution* (Routledge, 2020) and four co-edited books that include: (1) *Curriculum Renewal for Islamic Education: Critical Perspectives on Teaching Islam in Primary and Secondary Schools* (Routledge, 2021) (2) *Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses* (Routledge, 2016). In support of Islamic schooling, Nadeem serves the Board Chair for the Islamic Schools League of America (ISLA), member of Yaqeen Institute's Curriculum Advisory Board; member of the Global Association of Islamic Schools; and member of University of Cambridge's Cambridge Dialogues on Rethinking Islamic Education.



Connect your whole school community

Compass is designed to support educational excellence and community engagement through an intuitive school management system.

With over 45 modules including advanced translation features, get the tools you need to empower and centre families and communities in their child's educational journey.

Enrich the education experience for your whole school.
Speak to the Compass team to learn how.



Islamic Society of South Australia

Established in 1955, the Islamic Society of South Australia (ISSA) provides the community with social, educational, and spiritual services and we partner with community leaders, service providers, community-at-large to establish and foster intercultural relationships.



Services Offered



Counselling

Family
Marriage Service
Chaplaincy
Youth Mentorship



Interfaith Outreach

Mosque Visit
Muslim Outreach and Guidance Program
Interfaith Dialogues



Education

AlSalam Academy of Adelaide (AAA)
Quran and Tajweed Classes
Halaqa



AlSalam Funeral Services

Transfers
Washing and Shrouding
Prayer and Burial
Legal Compliance
Hall for Condolence Services



Hire

Office Space
Hall hire for Wedding, Workshops or Events
Community Kitchen



AlSalam Workplace Experience

Year 10 Students
University Students



08-8374 2280

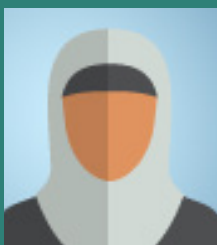


www.islamic societysa.org.au



info@islamic societysa.org.au

Concurrent Sessions 4



Ms. Fatima Jalloul



Dr. Ozan Angin



Ms. Inas Hassan



Mr. Ali Arabaci



**Mr. Faruq Bin
Buchari**



Ms. Silma Ihram



Ms. Eman Aweida



Mr. Almir Colan



**Mr. Adam El
Zanaty**

English language / Cosmic education

PRESENTATION 1

Transformation and Redesign: Teaching Stage 6 English through an Islamic Worldview.

Abstract:

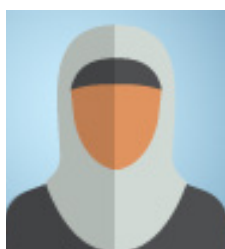
The emergent field of Islamic education in Western nations is marked by a concerted effort to embed an Islamic Worldview within secular curricula (Memon, Alhashmi, & Abdalla, 2021). Aligning with this goal, Malek Fahd Islamic School (MFIS) developed an overarching 2022-6 Strategic Plan seeking *tajdid* (renewal), which has guided the development of the current MFIS English Framework. The English Framework is a subset of the school's Teaching and Learning Framework. This paper charts the developmental journey of the English Framework in its aim to nurture students' Islamic purpose in life, which the secular English syllabus overlooks, by focusing on the faith-based values embedded in the MFIS Graduate Qualities. This faith-based transformation of the English syllabus acknowledges the lived experiences of young Australian Muslims to empower their voices in contemporary society.

This paper also presents a practical snapshot of Islamic pedagogy being implemented within the Preliminary Advanced English course as a case study of the *tajdid* (renewal) within this English framework. Focused on a unit teaching Shakespeare's *Othello*, students are prompted to reflect on how and why language is used to construct racist ideologies and reinterpret these narratives within Islamic paradigms. Practical classroom strategies foster a deeper understanding of literature to help fulfill students' purpose of being. By transposing *Othello*'s exploration of jealousy and ignorance into performative acts of critique and justice, student presentations reveal how 'The blind eye is filled with light and takes its rightful place at the summit of the soul' (Lings, 1996, p. 63). In other words, this formative presentation task seeks to embody a revelation within the students by the end of *Othello*. In the lead up to their presentation, students critically analyse Western literature and dehumanising narratives of "the other" and link these ideas to real world examples of the marginalisation of Muslims in modern society. In doing so, we aim to foster an appreciation of all human beings as God's creation, regardless of religion or race. This also empowers our students to offer counter narratives of Muslims in Australian society.

Ms. Fatima Jalloul and Dr. Ozan Angin

Fatima Jalloul is a secondary English educator who has spent over a decade teaching English in Islamic Schools and is currently the Head of English at Malek Fahd Islamic School, Greenacre campus. In her role, she shares her experience and insight with a dynamic team of English educators who are passionate about teaching literature and committed to creating positive learning environments for students. Fatima holds a Bachelor of Education (Humanities and Social Sciences) from the University of Sydney and has recently completed the Graduate Certificate in Education (Islamic Education) at the University of South Australia.

Dr Ozan Angin has a wide interest area of engaging young Muslims. He is a secondary English educator with 9 years of teaching experience. He is the founder and director of the Islamic Schools Debating Association. Having recently been conferred his PhD in Islamic Studies, he is currently pursuing research opportunities within Islamic Pedagogy as well as the religiosity of Muslim youth in Sydney.



English language / Cosmic education

PRESENTATION 2

Cosmic Education: A Foundation for Tawhid in an Integrated, Inquiry based curriculum.

Abstract:

Cosmic Education as envisioned by Maria Montessori provides a framework for an integrated curriculum which is based on the dynamic interactions of the universe, nature and the human experience in which all serve a purpose. This framework highlights that everything in creation has a role or “cosmic task” in the intricate and interconnected whole of God’s creation, but that only humanity has been given the free will to have a choice in the matter. This beautifully aligns with our Islamic worldview in which all animate and inanimate beings submit to the will of Allah according to their purpose, whereas the human has a choice of whether to contribute positively to civilisation or be a corrupting influence as the Quran repeatedly reminds us. This presentation will demonstrate how Cosmic education applied from an Islamic lens is a beautiful way of internalising the meanings of tasbeeh, tahmeed and takbir into the psyche of Muslim students.

Cosmic education is based on 5 Great Lessons which are easily integrated with Islamic concepts and provide a big picture view of the world we live in. These lessons allow children to answer the essential questions of “Who am I?”, “Where do I come from” and “What is my cosmic role?” Furthermore, they act as an ideal springboard for inquiry into many areas of study in the fields of science, technology, humanities and the arts.

Unfortunately, most Islamic schools do not have an integrated framework for curriculum which points to the unity of Allah and the purpose of His Creation. This approach provides the “macroview” rather than focusing on a superficial coverage of unrelated topics as explained by Tauhidi (The Tarbiyah Project, p.3). The success of implementing this curriculum in two Islamic Montessori schools will be shared during the presentation along with the suggestion of how this framework could be easily adopted within regular Islamic school classrooms, particularly those implementing UDL (Universal Design for Learning).



Ms. Inas Hassan

Inas spent a number of years home-schooling her eldest daughter before working on establishing Manarat el Mostaqbal International School in Cairo in 2002. In 2011 she was instrumental in founding the first Montessori program for both Early Years and Primary stages in an Egyptian school. It was there where she began developing a unique curriculum and delivered Montessori’s Cosmic education from an Islamic lens. Following her return to Australia in 2015 she contributed to Research and Development at Minaret College and directed the Minaret Early Learning Centres. Inas is a member of the Muslim Montessori Network created by Nusaibah Macadam of Rumi Montessori, Malaysia, which provides a forum for Muslim Montessori educators to share their knowledge and experience. She is currently working on creating Quran centred curriculum materials which would benefit schools and home-schooling parents Insha Allah

30 mins each
(including Q&A)

Facilitator:

Dr Ayda Succarie

Tazkiyah (Self-purification)

PRESENTATION 1

Tazkiyah (Self-purification) as a Means for Cultivating Holistic Educator Development.

Abstract:

Aligning educator practice with purpose necessitates a comprehensive approach to teacher training and professional development. Often, educators find themselves participating in professional development programs primarily designed to meet performance and compliance expectations. However, there are scant opportunities that nurture the heart and soul, which, in my view, are crucial for fostering purposeful practice.

Learning within the Islamic tradition extends beyond intellectual pursuits, touching the spiritual heart—the vessel that truly connects with and experiences God. This connection is cultivated through the science of Tazkiyah, aimed at rectifying one's spiritual condition to achieve a state both inwardly and outwardly pleasing to God Almighty. Tazkiyah involves a process of spiritual struggle and discipline, leading to the refinement of one's character (akhlaaq), comportment (adab), and spiritual state (haal). In the context of education, Tazkiyah offers significant potential for teacher training and professional development. Educators acquainted with and actively engaging in Tazkiyah can positively influence their colleagues and students through Suhba (companionship).

At Malek Fahd Islamic School, we have developed a professional development program for school leaders inspired by the science of Tazkiyah. This program aligns with the strategic priorities, Educational Philosophy, and Behaviour Education Program of the school. Cross-campus leaders convene on a termly basis to explore conceptual and practical insights aimed at purifying the spiritual heart from blameworthy traits and cultivating praiseworthy ones. The program is grounded in seminal works of Tazkiyah from the Islamic tradition, tailored to the educational context.



Mr. Ali Arabaci

Ali is a father to five children and resides in Sydney, New South Wales. He holds a Bachelor of Arts with a major in English Literature and Islamic Studies, and a Master of Teaching qualified in Secondary English and Society and Culture. Ali has had extensive senior leadership experience within the Islamic Education sector and is currently serving as the Head of Campus for Greenacre Primary at Malek Fahd Islamic School. Ali has a strong interest in Classical Arabic, Hanafi Fiqh and Tazkiyah. He is currently enrolled in a Doctor of Education program at the University of South Australia and is researching the topic, 'Character Development in the Islamic Tradition and Its Implementation in Australian Islamic Schools'. Ali is also serving as an Executive Council member for the Islamic Schools Association of Australia, a peak representative body for Islamic schools in Australia with over 20 schools in its membership, engaging in advocacy and networking for member schools.

Tazkiyah (Self-purification)

30 mins each
(including Q&A)

Facilitator:

Dr Ayda Succarie

PRESENTATION 2

Knee to knee, Heart to Heart and the Metaphysics of Learning..

Abstract:

The disconnect between traditional Islamic knowledge ('ilm) and modern educational methods presents a profound challenge for contemporary Muslims. This presentation explores the integration of traditional knowledge with current learning issues, rooted in the concept of Tazkiyyah (purification of the soul) as a core element of the Islamic worldview. Traditional Islamic education emphasises experiential learning through intimate relationships between the Shaykh and murid (student). This dynamic is epitomised in the "Hadith Jibril," where the Prophet Muhammad (SAW) and Angel Jibril sat knee to knee, revealing deeper dimensions of knowledge acquisition.

Such immersive methods contrast sharply with modern fragmented learning approaches, leading to students' struggles in focusing, managing impulses, and integrating knowledge. These struggles reflect broader challenges in aligning educational content with one's spiritual relationship with Allah and understanding life's purpose. Modern attempts to address these issues often rely on external solutions, ignoring the inward focus that Islamic tradition advocates. The Qur'anic verse from Surah As-Shams (91:9) articulates this inward journey: "Indeed, successful is the one who purifies it [the soul]." This verse, introduced by a series of divine oaths, underscores the importance of Tazkiyyah, highlighting the need for inner purification as the path to success.

To navigate this inner landscape, scholars specialised in spiritual sciences recommend 'muraqaba' (self-vigilance), resonating with the divine attribute of Ar-Raqeeb (The Observant One). Muraqaba cultivates inner vision (baseera), equips individuals to manage their internal struggles, protect the qalb (heart), and deepen their connection with the Prophet Muhammad (SAW) and Allah. This practice aligns with the Islamic worldview, fostering holistic personal and spiritual development. This presentation will guide attendees through experiential practices used at Irfan College, intended to invoke Divine Mercies from The Most Merciful. These practices aim to bridge traditional Islamic knowledge with contemporary educational challenges, promoting a comprehensive approach to learning and spiritual growth.



Mr. Faruq Bin Buchari

Born in 1995 and raised in Australia from parents (Azmi and Zulkarnain) who migrated from West Sumatra, Indonesia. Attended Malek Fahd Islamic school from kindergarten until completing HSC there in 2013. I am forever indebted to all my teachers including Ms Yolbir who gave me my pen license to Mr Faruk who role modelled organisational skills and prioritisation.

Proceeded to complete a Bachelors .App Sci (Physiotherapy) from USYD in 2017 while working at KFC, Top Juice and Olympic Park Aquatic Centre. After graduating, worked in the private sector in nursing homes, medical centres and community. During COVID, work hours were cut, got married and picked up a job as a support worker in disability for over 2 years. Learned many skills such as wound management, diabetes care, giving an enema and a memorable full day workshop called "The Art of Communication".

Within the last 18 months, I joined The Three Rivers Ensemble and mainly contribute vocally and with percussion, commenced studies of a post grad diploma of Islamic Psychology at Cambridge Muslim College, under the tutelage of luminaries of our time including Dr Abdullah Rothman, Dr Rania Awaad, Dr Najah Nadi, Dr Samir Mahmoud, Dr Yusuf Jha and Dr Mariam Sheibani, have been teaching the daff (frame drum) and beginner nasheed singing, and began my employment at Irfan College from Term 3 2023.

Room C

30 mins each
(including Q&A)

Facilitator:
Dr. Jan Ali



Presented by
Ms. Silma Ihram

Indigenous communities (Palestine/ Aboriginal and Torres Strait Islanders)

PRESENTATION 1

Constructing a Palestine Curriculum through an Islamic Lens: Challenges and Lessons from the Islamic Curriculum Initiative

Abstract:

Islam has often been imposed as a solely ritualistic religion, overshadowing its comprehensive approach to justice, truth, and resistance against oppression. The events of October 7, 2023, challenged this colonialist view, as Muslim educators faced the daunting task of addressing a plethora of fragmented and misleading information about the devastation and history of Masjid al-Aqsa and Palestine via social media. In response to this need, the Islamic Curriculum Initiative (ICI) was established with the objective of developing curricula that are firmly rooted in an Islamic worldview and that address the complexities and misconceptions inherent in teaching a truthful Palestinian narrative.

Creating a decolonized curriculum based on truth and justice from an unbiased perspective is crucial yet challenging in a world dominated by the Zionist narrative. Existing Islamic and social studies curricula often lack factual accuracy and fail to explain contemporary global affairs from an unbiased perspective. The ICI curriculum emphasizes the fundamental importance of justice in the context of iman, promoting informed resistance to disinformation and challenging the notion that Islam is solely concerned with ritualistic practices.

ICI advocates for research to review and improve the representation of Al-Aqsa and Palestine in existing curricula, emphasizing the need to incorporate these issues into Islamic schools and broader educational contexts. The initiative presents a framework for implementing decolonized curricula, fostering a comprehensive understanding of global affairs and identity formation.

This presentation will provide background on ICI's experience in developing a curriculum on Palestine from an Islamic perspective, focusing on the social, cultural, political, and religious implications. It will address the challenges of producing a curriculum for a global community and the need to adapt to an ever-changing legal landscape. The goal is to establish a model for others to follow, empowering educators to guide students in adopting an Islamic worldview and recognizing the importance of individual and collective responsibilities in confronting injustice and countering propaganda.

Ms. Zeynep Alp

Affiliation: Educational Research, Development, and Publishing, EDAM and Islamic Curriculum Initiative and Global Association of Islamic Schools.

Contact info: +905337637030 zeynepalp@gmail.com

Zeynep Alp is a publishing consultant and educator with over twenty-five years' experience, specializing in content creation, foreign rights management and curriculum development. She currently contributes to Educational Research, Development and Publishing (EDAM) in various capacities and is the founder of the Islamic Curriculum

Initiative (ICI), contributing to the global educational sphere. She is a board member of the Global Association of Islamic Schools. Throughout her career, Zeynep has been involved in various projects, including large-scale translation initiatives, curriculum development projects in collaboration with international and national organizations, and international rights sales of books and journals. Zeynep has worked with institutions such as the Presidency of Religious

Affairs (Diyanet), the Green Crescent Society of Türkiye, the National Young NGOs of Türkiye, the Islamic Society of North America (ISNA) and many NGOs and educational institutions.

Zeynep holds a BA in English Language and Literature with a minor in Education. She was in the first group of ISNA Fellows in Nonprofit Management and Governance in 1999 and also worked at ISNA, which gave her invaluable insight into the pre- and post-9/11 transformation of the Muslim diaspora and Muslim societies in the West. After returning to Türkiye, Zeynep taught and mentored youth, worked in publishing, curriculum development, Islamic education, philanthropic consulting, and focused on Islamic publishing

Ms. Leila H. Shatara

Affiliation: Al-Hidaya School; Islamic Curriculum Initiative; Global Association of Islamic Schools
Contact info: 5617978264; leilahshatara@gmail.com

Dr. Leila H. Shatara is an educational leader and scholar with over 33 years of experience in teaching, school leadership, university-level education, and consultancy. She holds a Ph.D. in Educational Leadership and Research Methodology from Florida Atlantic University, where she also earned a Master's in Social Foundations of Education. At Florida Atlantic University, she served as a Graduate Research Assistant, managing the FAU Principal Preparation Initiative and conducting research on diversity, equity, and leadership. Her research has been published in various academic journals and presented at conferences, including the AERA and UCEA. In her roles as Head of School or Principal of several schools in the US, she has been tasked with turning around schools during challenging times and at spearheading significant institutional changes. She currently serves as the founding principal at Al-Hidaya School in Latham, NY, where she focuses on developing innovative theme based curricula from an Islamic perspective. She is a Board Member of the Global Association of Islamic Schools and a founding member of the Islamic Curriculum Initiative.

Mr. Isa Craig Stewart

Affiliation: Basira Education; Islamic Curriculum Initiative
Contact Information: +905516468506 isastewartib@gmail.com

Isa is an educator and curriculum designer with over twelve years of experience in the humanities. He specializes in integrating Islamic perspectives within contemporary educational frameworks. As the Director of Education at Basira Education, Isa has developed numerous courses on subjects such as theology, Islamic history and modern politics, comparative religion, and psychology. Each of these courses uses the rational basis of Islam to demonstrate that a true Islamic worldview is the answer to modern challenges on an individual, community, and global level. He has managed the training of over 500 teachers (in over 21 countries) in order to foster increased awareness and practice of modern pedagogical practices and empathetic engagement with students.

Isa has served as the Head of Department at Islamic schools in the Middle East and Europe. In these roles, he was mandated with performance turnaround. As a curriculum developer, he specializes in editing international certificate pathways, such as GCSE, A-Level, and International Baccalaureate, for a Muslim audience to convey an Islamic worldview. He is a founding member of the Islamic Curriculum Initiative.

Indigenous communities (Palestine/ Aboriginal and Torres Strait Islanders)

PRESENTATION 2

Inculcating ‘صِلَةُ الرَّحِمِ’ (Family Kinship) through a study of indigenous family structures and reflection of our own.

Abstract:

This presentation explores the integration of Islamic educational principles within the framework of the Australian Curriculum, specifically through the lens of the latest reform focusing on Aboriginal and Torres Strait Islander histories and cultures. By aligning with version 9 of the curriculum, a cross-curricular unit was developed to engage students with Australian First Nations Peoples' knowledge, values, and perspectives, while simultaneously fostering a deeper understanding of their own Islamic identity and connection to family.

A key observation was the evident disconnect among Muslim students with their Islamic history and cultural heritage. Addressing this, the unit places the Islamic concept of ‘صِلَةُ الرَّحِمِ’ (family kinship) at the forefront. This concept emphasises the importance of maintaining strong familial bonds as a means of achieving closeness to Allah (SWT). This 10-week program, designed for year 6, combines English and Creative Arts to encourage students to reflect on their personal identities and their relationships with their families and communities.

By grounding the curriculum in the Islamic worldview, students are invited to explore their familial ties before engaging with the broader context of Australian First Nations' experiences. The objective is to nurture a sense of belonging and identity, facilitating students' spiritual and personal development in alignment with Islamic educational goals.

The effectiveness of this unit was assessed through both formative and summative evaluations, alongside qualitative interviews capturing student attitudes. These assessments indicated a positive shift in students' connections with their families and their understanding of their Islamic identity, thereby promoting their spiritual growth and academic engagement. The findings suggest that this approach has significant potential for further research, offering valuable insights into the identity formation of students in Australian Islamic schools and contributing to a more holistic educational framework that respects and integrates Islamic pedagogical principles.



Ms. Eman Aweida

Ms Eman is a valued middle leader at Irfan College, a K-12 Islamic school in Sydney. She was recognised as the inaugural graduate of the Graduate Diploma in Education (Islamic Education) at the Centre for Islamic Thought & Education, University of South Australia after joining the program in its first year, as an experienced mid-career educator. Through her learning journey in the program, and her grounding in Islamic Pedagogy as a foundation for practice, she has gone on to play a key role in innovative educational projects at her College around curriculum, assessment and pedagogy. Irfan College has been recognised among several leading Islamic schools internationally for outstanding projects aligned with Islamic Pedagogy.

30 mins each
(including Q&A)

Facilitator:
**Ms. Thamina
Kassar**

Financial literacy in Islamic Schools

PRESENTATION 1

Islamic Financial Literacy in Australian Schools: Framework Grounded in Islamic Worldview.

Abstract

Schools in Australia and globally are increasingly incorporating financial education into their curricula to prepare students for life after graduation. Research demonstrates that a strong grasp of financial literacy leads to improved life outcomes.

Islamic teachings emphasise the value of lawful wealth in the hands of a righteous person, highlighting the positive impact of financial well-being on individuals, families and communities. Evidence also indicates a high level of financial illiteracy within the Australian Muslim community. Access to financial education is essential for students to become financially strong and contribute positively to society.

General financial literacy is a good starting point, but it must be complemented by an Islamic worldview about finance. Without this, there is a risk of falling into the warning from the Prophet (PBUH) who said: "A time will come when one will not care how they gain their money, whether legally or illegally" (Bukhari).

Unfortunately, even when Islamic financial literacy is taught, it is often based on materialistic and secular foundations, with only a sprinkle of Islamic financial ideas. However, for Muslim students, financial education is a path to success in both this life and the Hereafter. A holistic financial education grounded in a genuine Islamic worldview can empower students to recognize and take pride in the wisdom of Islamic values and principles.

The presentation will demonstrate the implementation of a new pilot program designed specifically for Islamic schools, showcasing a novel approach to teaching and integrating Islamic financial literacy into their curricula.

By the end of the program, students are expected to feel confident about their financial decisions, with their perspectives transformed by a new understanding and appreciation for Islamic teachings on personal finances.



Mr. Almir Colan

Almir Colan is an educator and consultant specializing in Islamic finance, economy, and management. He is the founder of Muslim Money Matters and advises various institutions in the field of Islamic finance. Almir is also a member of a working group at the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI), an international standard-setting body for the Islamic finance industry. Prior to this, he served as a consultant lecturer for the Master of Islamic Banking and Finance Course at La Trobe University.

Financial literacy in Islamic Schools

PRESENTATION 2

Integrating Financial Literacy into Islamic Education: A Pathway to Ethical Financial Empowerment

Abstract

Financial literacy is an essential skill that empowers individuals to make informed and responsible financial decisions. In the context of Islamic education, integrating financial literacy into the curriculum takes on added significance, as it aligns with the ethical and moral principles of Islam. This abstract explores the importance of incorporating financial literacy within the framework of an Islamic worldview, aiming to renew the curriculum to foster holistic development in students.

By grounding financial education in Islamic teachings, students gain not only practical financial skills but also a deep understanding of ethical financial management. This approach ensures that students are equipped to navigate the complexities of modern financial systems while adhering to Islamic principles such as justice, transparency, and the prohibition of *riba* (interest/usury).

The proposed curriculum development includes aligning financial literacy modules with Islamic values, employing interactive and practical learning methods, collaborating with financial experts and Islamic scholars, and encouraging parental involvement. This comprehensive approach not only enhances students' financial knowledge but also prepares them to contribute positively to society by making financially responsible and ethically grounded decisions.

Integrating financial literacy into Islamic education is a forward-thinking initiative that addresses the evolving needs of students in today's financial landscape. It empowers them to lead financially stable lives while upholding the values of their faith, ultimately contributing to growth from a personal and communal lens.



Mr. Adam El Zanaty

A professional with over 13 years of experience in the banking and finance sector. He currently serves as the Business Development Manager and manages Strategic Partners at MCCA, Australia's largest and first Islamic finance and investments company. In his role, Adam plays a crucial part in expanding MCCA's reach and fostering key partnerships that drive the organization's mission of providing Sharia-compliant financial solutions.

Before joining MCCA, Adam honed his skills and expertise at the National Australia Bank, where he held various management roles for over seven years. His extensive background in conventional banking, combined with his specialized knowledge in Islamic finance and investments, enables him to navigate and bridge both financial worlds effectively.

Adam holds a degree in banking and finance, supplemented by further studies in Islamic finance and investments. His comprehensive education and hands-on experience equip him with the insights and skills necessary to lead and innovate in the evolving landscape of Islamic finance.

At 35 years of age, Adam continues to contribute significantly to the growth and success of MCCA, leveraging his strategic vision and deep understanding of the industry to make a lasting impact.

Panel Discussion

ISAA Panel Discussion



Ms. Susan Scott



**Imam Mohammed
Azhari**



**Mr. Mohammed
Taksim**



**Mrs. Hibba
Mourad**



Mrs. Majida Ali

Day 2 | 18 August

15:15 - 16:15

MAIN HALL

60 mins Q&A

Facilitator:

Dr. Nadeem Memon

Our Generous Sponsors/ Exhibitors



A word of thanks

We'd like to extend a heartfelt expression of gratitude to our generous sponsors and supporters for their unwavering support and commitment to the advancement of Islamic education and wellbeing in Australia. Through their contribution, a platform has been fostered for sharing invaluable insights, experiences, and innovative practices. The collaboration between the Centre for Islamic Thought and Education (CITE) and the Islamic Schools Association of Australia (ISAA) is instrumental in shaping the future of Islamic schooling in the nation, with the support of these sponsors playing a vital role.

May Allah (SWT) bless these endeavours and reward all involved abundantly for their support in sha Allah.

Thank You for Attending



University of
South Australia

Centre for Islamic
Thought & Education

 unisa.edu.au/cite  cite@unisa.edu.au  +618 8302 6919