3rd Annual Australian Islamic Schooling Conference (AAISC3)

Islamic Schooling Renewal
A Focus on Pedagogy

10 – 11 July, 2018
Stamford Grand Adelaide Hotel, Glenelg
South Australia
Acknowledgement

Adab is a concept familiar to members of the Australian Islamic schooling community. In the Islamic tradition, adab can be viewed as an essential part of the process as well as the outcome of an education. Adab relates to a search for and the manifestation of one’s own humanity.

Adab also relates to justice and the proper order of things under the one Great Creator.

In this spirit, and 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; as the traditional custodians of the land and recognise their continuing connection to land, water and community.

The CITE acknowledges the Kaurna people as the traditional custodians of the lands on which our university is located and where we conduct our business. The CITE further acknowledges that on the occasion of this 3rd Annual Australian Islamic Schooling Conference (AAISC3) we meet on the lands of the Kaurna people.

The CITE acknowledges Aboriginal and Torres Strait Islander peoples and communities for their resilience and commitment to healing and positive shared futures in Australia. We pay respect to Elders past, present and emerging. We pay tribute to and honour 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.
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- Professor Mohamad Abdalla, Director, CITE, UniSA
- Professor Stephen Dobson, Dean and Head of School of Education, UniSA
- Ms Aynur Simsirel, President of Islamic Schools Association Australia (ISAA)

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  - Professor Lester-Irabinna Rigney - Professor of Education, UniSA &
  - Professor Rob Hattam - Professor of Education Justice, UniSA
- Keynote Address 2 - Potential and Possibilities
  - Dr Nadeem Memon - Senior Lecturer, Center for Islamic Thought & Education, UniSA

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- SESSION 2: Teacher Education, Professional Learning and Pedagogy
- SESSION 3a: Pedagogy: Problems and Potentials
- SESSION 3b: Pedagogy: Problems and Potentials
- SESSION 4: Islamic Pedagogy in Practice: Global Perspectives
- SESSION 5: Leadership, Learning and Pedagogy
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UniSA is committed to building enduring and mutually beneficial connections with partners around the world and we continue to develop significant global reach through over 500 international research collaborations across 45 countries, and more than 2,500 industry partners through our 207,000+ alumni worldwide.

Our Centre for Islamic Thought and Education (CITE) has made an important contribution to our international engagement by forging links and major partnerships with education institutions, companies and governments in South East Asia (Indonesia, Malaysia and Brunei), the Middle East (the UAE, Qatar and Oman), Europe (the UK and Ireland) and the USA.

Nationally, the Centre has had a significant impact on engagement, research and education, bringing together academics, journalists, politicians, and the broader community to deepen understanding and awareness of Islam and Muslims within an Australia context.

One of Centre’s four main research themes is Islamic Schools Renewal. Inclusive education is dependent on effective, responsive teachers implementing differentiated teaching, learning and assessment. This research relates to our Transforming Societies research theme which investigates changes in the world and how it impact our lives.

At this, our third annual Australian Islamic Schooling Conference, academics, educational leaders, government representatives, leaders of the Muslim community and scholars from Islamic and other faith based schools and institutions are exploring the future of pedagogy in Islamic schooling in the West.

I am certain you will gain significant and useful insights into Islamic schooling pedagogy from the impressive line-up of international and national speakers who are leaders in their fields.

On behalf of the University of South Australia, I am delighted to welcome you to this exciting program of discussion.

I very much look forward to seeing you at the opening of the Conference.

Nigel Relph  
Deputy Vice Chancellor & Vice President  
External Relations & Strategic Projects  
University of South Australia
The Inaugural Australian Islamic Schooling Conference was held in Melbourne in 2016. The aim of the conference was to start a national conversation in relation to the challenges, issues and opportunities facing Islamic schooling, particularly within Western contexts. The conference was aptly themed, Continuity and Change: Envisioning the way forward for Islamic Schooling in the West. An outcome of the conference was the idea of a ten-year road map for the field. This strength-based approach was characterised by a willingness to study and deeply understand the challenges in Islamic schooling and apply evidence-based solutions, consistent with tradition and worldview, and a willingness to evaluate their effectiveness. The conference led to an increased collaboration and a willingness to strive together to renew Islamic schooling beyond the establishment phase.

The 2nd Australian Islamic Schooling Conference focused on curriculum and this 3rd conference focuses on pedagogy. How much progress has been made in the area of pedagogy within Islamic schooling? What is an Islamic pedagogy and what does it offer to the field of Islamic schooling? Are our current pedagogies responsive to the educational context and the needs of Australian Muslim learners? How does pedagogical practice in Islamic schools align with AITSL teacher standards? How equipped is the field of Islamic schooling to manage necessary pedagogical renewal? These are just some of the questions that will be tackled over two conference days, as it examines pedagogy and Islamic schooling for Muslim learners from a whole-of-life and whole-of-community perspective.

I extend a heartfelt welcome to all delegates and hope that you will gain much benefit from this conference.

Professor Mohamad Abdalla
Director - Centre for Islamic Thought and Education
University of South Australia
In some countries, within the same university initial Teacher Education is located in one Faculty and the Science of Pedagogy in another. This is typical of Northern Europe. In Australia, they are in the same Faculty, or School of Education as it is mostly called. There are advantages in such an arrangement. The understanding of Pedagogy is united with classroom training for future educators. We are honoured that the Centre of Islamic Thought and Education is an integral part of the School of Education at the University of Education. This is a Centre that bridges Islamic pedagogy with a deep understanding of what is means to be a professional educator in the classroom. CITE also has staff skilled in Islamic finance, leadership, family relations and interconnectedness of Islamic and Western civilisations. They create a ‘wrap-around’ understanding of the Islamic life of students from early childhood through to High school and beyond. Islamic Pedagogy is about all of these matters, and I anticipate a wide-ranging discussion of Australian and international contexts at the 3rd Australian Islamic Schooling Conference.

Professor Stephen Dobson, Dean and Head of School of Education, University of South Australia
On behalf of Islamic Schools Association of Australia, I am pleased and honoured to welcome you to the 3rd Annual Australian Islamic Schooling Conference convened by CITE.

The theme Islamic Schooling Renewal – A Focus on Pedagogy will underpin a complex but critical ingredient in ensuring Islamic schools truly reflect the values they subscribe and aspire to. Knowing our values, mission and vision is a start but the courage to reflect and explore the dynamic relationship between teaching, learning, school culture and Islamic practices is essential in every context. Improvement in our schools will only take place through taking stock and challenging our pedagogy and whole school practices.

The need to explore all avenues and the need to collaborate across many platforms has never been so pressing and I am confident that the 3rd Islamic Schooling Conference will continue to strongly support Islamic schools as they continue to grow, adapt, shift practice, keep motivated and responsive to the challenges ahead.

ISAA is all about sharing expertise and experience and applaud the work of CITE as it continues to open up platforms of quality sharing and exploration for Islamic schools in Australia.

Aynur Simsirel
Chair, Islamic Schools Association Australia (ISAA)
The Annual Islamic Schooling Conference – A Focus on Pedagogy
Pedagogy can be defined in many ways, narrowly as a way of teaching or a methodology of instruction, and more broadly as a framework for conceptualising what is meant by approaches to schooling. A critical reflection on pedagogy within the field of Islamic schooling is timely as we move beyond the establishment phase and embrace an era characterised by renewal.

If one considers the provocation that pedagogy is never politically neutral, a unique lens for exploration exists in the field of Islamic schooling given the complex politics of Muslims and Islam in popular Australian media as well as in other contemporary Western contexts and the intersection with contemporary schooling contexts, sometimes criticised as neoliberal.

How much progress has been made in the area of pedagogy within Islamic schooling? What is an Islamic pedagogy and what does it offer to the field of Islamic schooling? Are our current pedagogies responsive to the educational context and the needs of Australian Muslim learners? How does pedagogical practice in Islamic schools align with AITSL teacher standards? How equipped is the field of Islamic schooling to manage necessary pedagogical renewal?

The conference will critically explore pedagogy and Islamic schooling for Muslim learners from a whole-of-life and whole-of-community perspective. Topics and themes of presentations will include the following but not limited to:

- Conceptualisations of Pedagogy in Islamic Schooling
- Pedagogy — Theory and Practice
- Pedagogical Leadership
- Politics and Pedagogy
- Pedagogy, Identity and Citizenship
- Critical Pedagogical Perspectives
- Culturally Responsive Pedagogy
- Professional Learning Communities — Pedagogical Conversations
- Pedagogy and Implications for Curriculum and Assessment
- Professional Learning and Teacher Education
# Program - Day 1: Tuesday, 10 July 2018

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<tr>
<td>8:00am - 8:30am</td>
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| 8:30am - 8:35am | Welcome to Country  
Professor Lester-Irabinna Rigney  
Professor of Education, UniSA |
| 8:35am - 8:40am | The Honourable John Gardner  
Minister of Education                                                  |
| 8:40am - 8:45am | Welcome to the Conference and UniSA  
Mr Nigel Relph - Deputy Vice Chancellor & President, UniSA            |
| 8:45am - 8:50am | Conference Opening & Introducing EDS and CITE  
Professor Stephen Dobson, Dean & Head of School of Education, UniSA  |
| 8:50am - 9:00am | Conference Overview  
Professor Mohamad Abdalla, Director of CITE & Conference Convenor    |
| **Keynote Address 1**  
9:00am – 10:00am | Keynote Title: Toward a decolonising Australian Culturally Responsive Pedagogy?  
Chair:  
Professor Mohamad Abdalla  
Director, CITE, UniSA |
| 10:00am – 10:30am | Morning Tea                                                          |
| **Plenary Session 1:**  
10:30am – 11:30am | Conceptualising Pedagogy  
Panel Chair:  
Dylan Chown - Research Fellow, CITE, UniSA |
| 11:30am – 12:30pm | Teacher Education, Professional Learning and Pedagogy  
Panel Chair:  
Mrs Aynur Simsirel - Independent Schools Victoria |
| 12:30pm – 1:30pm | Lunch and Salah                                                       |
Keynote Address:
1. **Professor Lester-Irabinna Rigney**
   Professor of Education, UniSA
2. **Professor Rob Hattam**
   Professor of Education Justice, UniSA

Presenters:

**Presenter:**

**Dr Nadeem Memon**
Senior lecturer, CITE, UniSA

**Interviews in Conversation with Dr Nadeem Memon:**
1. **Ms Claire Alkouatli**
   PhD student, University of British Columbia, Canada
2. **Dr Farah Ahmed**
   Founder & Director, Education at Islamic Shakhsiyah Foundation, UK

**Presenter 1:**
**Dr Anke Iman Bouzenita & Dr Mohsin Al-Salimi**
Associate Professor, College of Education, Sultan Qaboos University, Oman

**Presenter 2:**
**Dr Mariam Alhashmi**
Assistant Professor, College of Education, Zayed University, UAE
# Program - Day 1: Continued

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<td><strong>Parallel Session 3A:</strong>&lt;br&gt;<strong>Pedagogy: Problems and Potentials</strong>&lt;br&gt;Panel Chair:&lt;br&gt;Mr Andrew Houghton&lt;br&gt;Principal Advisor, Independent Schools of Victoria</td>
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<td>1:30pm – 2:30pm</td>
<td><strong>Parallel Session 3B:</strong>&lt;br&gt;<strong>Pedagogy: Problems and Potentials</strong>&lt;br&gt;Panel Chair:&lt;br&gt;Mr Sam Halbouni&lt;br&gt;Principal, Arkana College, NSW</td>
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<td>2:30pm – 3:30pm</td>
<td><strong>Plenary Session 4:</strong>&lt;br&gt;<strong>Islamic Pedagogy in Practice: Global Perspectives(I)</strong>&lt;br&gt;Panel Chair:&lt;br&gt;Dylan Chown&lt;br&gt;Research Fellow, CITE, UniSA</td>
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<td>3:30pm – 4:00pm</td>
<td><strong>Professional Dialogue</strong></td>
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<td>4:00pm – 4:30pm</td>
<td><strong>Afternoon Tea</strong></td>
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<td>4:30pm – 5:00pm</td>
<td><strong>Book Launches</strong>&lt;br&gt;<em>Clr Houssam Abiad</em>&lt;br&gt;Councillor, Adelaide City Council, Australia</td>
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<tr>
<td>5:00pm – 5:15pm</td>
<td><strong>Day 1 Summary and Wrap up</strong>&lt;br&gt;TBC</td>
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<td>7:00pm</td>
<td><strong>CONFERENCE GALA DINNER</strong>&lt;br&gt;Stamford Grand Hotel</td>
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*Salah times: Duhur 12.21 pm; Asr 3:02 pm; Maghreb 05:21 pm*
Parallel Session 3A: 1:30pm – 2:30pm
(20mins each presentations + 20mins Q&A)
Pedagogy: Problems and Potentials
Panel Chair: Mr Andrew Houghton
Principal Advisor, Independent Schools of Victoria
Presenters:
1. Ms Nadia Selim
   PhD Candidate, CITE, UniSA
2. Mr Salifu Babu
   Executive Strategic Planning/Special Projects, Minaret College, Victoria

Parallel Session 3B: 1:30pm – 2:30pm
(20mins each presentations + 20mins Q&A)
Pedagogy: Problems and Potentials
Panel Chair: Mr Sam Halbouni
Principal, Arkana College, NSW
Presenters:
1. Ms Hanan Ismail
   PhD Candidate, Western Sydney University
2. Mr Ozan Angin
   English teacher, Irfan College, NSW

Plenary Session 4: 2:30pm – 3:30pm
(20mins each presentations + 20mins Q&A)
Islamic Pedagogy in Practice: Global Perspectives (I)
Panel Chair: Dylan Chown
Research Fellow, CITE, UniSA
Presenters:
1. Ms Samah Taki
   Teacher, Irfan College, Australia
2. Mr Ataullah Parker
   PhD Candidate, University of Cambridge, UAE/UK
3. Ms Rukshana Hassen
   Head of School, Al Iman Schools, Sri Lanka
4. Ms Sabura Rashid
   Administrator, Universal Academy in Cincinnati, Ohio, USA

3:30pm – 4:00pm Professional Dialogue
4:00pm – 4:30pm Afternoon Tea
4:30pm – 5:00pm Book Launches
Clr Houssam Abiad
Councillor, Adelaide City Council, Australia
1. Islamic Schooling in the West – Pathways to Renewal
2. Leadership in Islam: Thoughts, processes and Solutions in Australian Organisation (Palgrave Macmillan)

5:00pm – 5:15pm Day 1 Summary and Wrap up
TBC

7:00pm CONFERENCE GALA DINNER
Stamford Grand Hotel
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<td>Keynote Title:&lt;br&gt;<strong>Potential and Possibilities</strong>&lt;br&gt;(45mins presentation + 15mins Q&amp;A)&lt;br&gt;&lt;br&gt;<strong>Chair:</strong>&lt;br&gt;Professor Glenn Hardaker&lt;br&gt;Director of Centre for Lifelong Learning and Professor of Education at Sultan Bolkiah Institute of Education, Universiti of Brunei</td>
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<td><strong>Plenary Session 5:</strong>&lt;br&gt;10:00am – 11:00am</td>
<td>Leadership, Learning and Pedagogy&lt;br&gt;&lt;br&gt;<strong>Panel Chair:</strong>&lt;br&gt;Dr Anke Iman Bouzenita&lt;br&gt;Associate Professor, College of Education, Sultan Qaboos University, Oman</td>
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<td>11:00am – 11:30am</td>
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<td><strong>Plenary Session 6:</strong>&lt;br&gt;11:30am – 12:30pm</td>
<td>Pedagogies in Faith Contexts&lt;br&gt;&lt;br&gt;<strong>Panel Chair:</strong>&lt;br&gt;Ms Nadia Selim&lt;br&gt;PhD Candidate, CITE, UniSA, Australia</td>
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<td><strong>Plenary Session 7:</strong>&lt;br&gt;12:30pm - 1:30pm</td>
<td>Tradition &amp; Pedagogy&lt;br&gt;&lt;br&gt;<strong>Panel Chair:</strong>&lt;br&gt;Professor Mohamad Abdalla&lt;br&gt;Director, CITE, UniSA, Australia</td>
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<tr>
<td>1:30pm - 2:30pm</td>
<td>Lunch &amp; Salah</td>
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Keynote Address 2:
Dr Nadeem Memon
Senior lecturer, CITE, UniSA, Australia

Presenters:
1. Mrs Aynur Simsirel
   Chair, Australian Islamic Schools Association Australia
   Principal Advisor, Independent Schools of Victoria, Australia
2. Dr Melanie Brooks
   Senior Lecturer, Monash University, Australia

Presenters:
1. Mr Dylan Chown
   Research Fellow, CITE, UniSA, Australia
2. Mr Greg Bowyer
   Lecturer, Catholic Studies, UniSA, Australia

Presenters:
1. Professor Glenn Hardaker
   Director, Centre for Lifelong Learning & Professor of Education, Universiti of Brunei, Brunei
2. Shaikh Muhammad Abdullah
   PhD Candidate, CITE, UniSA, Australia

1:30pm - 2:30pm Lunch & Salah
## Program - Day 2: Continued

### Parallel Plenary Session 8A:
2:30pm – 4:00pm
(20mins each presentations + 20mins Q&A)

**Islamic Pedagogy in Practice: Global Perspectives (II)**

**Panel Chair:**
Ms Samah Taki  
Teacher, Irfan College, Australia

**Presenters:**
1. Professor Abuddin Nata  
Supervisor, Madrasah Pembangunan UIN Jakarta, Indonesia
2. Mr Ahmad Kamaluddin Afif  
Vice Principal, Curriculum & Student Affairs, Cendekia BAZNAS School, Indonesia
3. Mr Deni Irwan  
Physical Education Teacher, Indonesia
4. Dr Nada Ghamra-oui  
Former Principal of an Islamic Primary School (NSW) Australia

### Parallel Plenary Session 8B:
2:30pm – 4:00pm
(20mins each presentations + 20mins Q&A)

**Islamic Pedagogy in Practice: Global Perspectives (II)**

**Panel Chair:**
Mr Abdullah Khan  
Executive Principal, Australian Islamic College

**Presenters:**
1. Dr Fauzan  
Vice Dean, Partnership, Madrasah Pembangunan UIN Jakarta, Indonesia
2. Siti Rizqia Nurmala
3. Dr Bahrissalim  
Director, Madrasah Pembangunan UIN Jakarta, Indonesia
4. Ms Yuniawati  
Head of Library, BAZNAS Bogor School of Scholarships, Indonesia
5. Ms Atin Rina  
Boarding Teacher, Cendekia BAZNAS, Indonesia

### Afternoon Tea
4:00pm – 4:25pm

### Professional Dialogue/Evaluations
4:25pm – 5:00pm

### Conference Summary and Vote of Thanks
5:10pm – 5:10pm

**Professor Mohamad Abdalla**
Director of CITE & Conference Convenor

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**Salah times:**
- Duhur 12.21 pm
- Asr 3:02 pm
- Maghreb 05:21 pm
| Presenters: |
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| **1. Professor Abuddin Nata**  
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Physical Education Teacher, Indonesia |
| **3. Dr Nada Chamra-oui**  
Former Principal of an Islamic Primary School (NSW) Australia |

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| **1. Dr Fauzan**  
Vice Dean, Partnership, Madrasah Pembangunan UIN Jakarta, Indonesia  
**Siti Rizqia Nurmalas** |
| **2. Dr Bahrissalim**  
Director, Madrasah Pembangunan UIN Jakarta, Indonesia |
| **3. Ms Yuniawati**  
Head of Library, BAZNAS Bogor School of Scholarships, Indonesia  
**Ms Atin Rina**  
Boarding Teacher, Cendekia BAZNAS, Indonesia |
Abstract:
In Australia, pedagogical techniques are urgently required that assist teachers to positively respond to the needs of a growing culturally and linguistically diverse student populations. The increasing diversity of the Australian populations encountered and served by mainly teachers from Anglo-Celtic backgrounds in public schools, challenges cultural competence models. This challenge is extended when combined with mixed progress on government ‘Closing the Gap’ targets to improve educational outcomes of Aboriginal children.

The huge discrepancy between Indigenous and non-Indigenous student success at school, by any measure, is an urgent international problem. There has been decades of policy action in this area, but there is no comprehensive review of the take up of these policy ideas, especially the ways schools are organized and how curriculum and pedagogy in schools are enacted. Given that most Indigenous students attend government schools in Australian cities and or large regional centres, we can infer important findings from large pedagogy studies conducted recently. For example, Lingard (2007) refers to the dominant pedagogies as pedagogies of indifference or pedagogies of the same, summarised as being strong in care for students, but mostly ‘fail to work with and across differences’ (p. 246). Yet globally there is growing body of evidence that ‘culturally responsive pedagogies’ do improve academic success for First Nations peoples (Castagno & Brayboy 2008). Culturally responsive pedagogies for Indigenous students are now accepted as a hopeful strategy for improving academic achievement of First Peoples in settler colonial countries such as the USA, Canada, and New Zealand (Castagno & Brayboy 2008; Dick, Estell, & McCarty, 1994; Smith1999; Bishop et al 2007).

In Australia, in the past decade there have been many schooling initiatives all with varied and uneven effects. Research into the experiences of Indigenous students has too often focused on the problems, barriers and challenges teachers face and the need to improve teacher quality and pre-service teacher education. Despite these initiatives, little attention has been given to culturally responsive pedagogies in Australian public school classrooms. The field of Indigenist epistemological theory has emerged over the past decades and has made gains in education policy. Unfortunately the theory and practice of culturally responsive pedagogies in Australia is only weakly developed. There is presently no substantial theoretically informed and empirically substantiated Australian version of culturally responsive pedagogy available to Australian educators working in schools, or those preparing new teachers.

This presentation will report on research that examines how teachers enact culturally responsive pedagogy in Australian mainstream middle school classrooms. Specifically this will entails a multi-sited action research project in 7 mainstream schools, augmented by analysis of policy texts, and additional evidence about school structures, and school culture. Theoretically the project is also working with decolonising methodologies and reconciliation.
pedagogy frameworks. Our approach borrows from conceptual frameworks from the fields of: Indigenist epistemologies (Rigney 2006; 2011); and Aboriginal and Torres Strait Islander Studies (Moreton-Robinson et al. 2012) that engages and supports local Indigenous students, their identities, knowledges and epistemologies; school-wide strategies that improve teacher quality to work and maintain student engagement and improve learning outcomes; strategies to empower Indigenous students while unsettling deficit and victim constructions; and engaging in a ‘negotiated approach’ where reflexivity is required that is sensitive to a politics of knowledge. On reconciliation pedagogy, we borrow from Hattam and Matthews (2012) framing that includes these elements: dialogic, counter-memory, decolonising praxis, utopian imaginary, and rethinking the relationship between self and society.

**Professor Lester-Irabinna Rigney**
(B. Ed, M. Ed, PhD, MACE)
Professor of Education, Centre for Research in Educational and Social Inclusion
University of South Australia - South Australia, Australia

**Speaker Profile:**
Professor Rigney is research fellow at Kings College, London. He is also Professor of Education in the Centre for Research in Educational and Social Inclusion, University of South Australia. One of Australia’s most respected Aboriginal educationalists, Professor Rigney is a descendant of the Narungga, Kaurna and Ngarrindjeri peoples of South Australia. He is an expert on Aboriginal Minority Education. He is also a Scientific Committee Member for the Foundation Reggio Children Centro Loris Malaguzzi. Over the past three decades, he has been a member of several high profile expert committees including the Australian Institute of Health and Welfare COAG ‘Closing the Gap’ Scientific Reference Group, the National Aboriginal Reference Group 25 year Indigenous Education Plan and Australian Curriculum and Assessment Reporting Authority, National Languages Curriculum Reference Group. Professor Rigney was the inaugural Co-Chair of Ethics Council for the National Congress of Australia’s First Peoples.

In 2009 Professor Rigney was co-author of the review of the National Indigenous Education document Australian Directions for the Federal Government. Since 2016 Professor Rigney has been Scientific Expert on Longitudinal Study of Indigenous Children (LSIC). His professional standing in education saw him inducted into the Australian College of Educators (ACE) in 1998. In 2018 he received a prestigious award from Australian Council for Educational Leaders for ‘Distinguished Contribution to Research in Educational Leadership’. Professor Rigney is best known for his theorisation of Culturally Responsive Pedagogies. Equally his work on Indigenist Research Epistemologies and Aboriginal Education puts him at the forefront for early learning, schooling and language rights from 1990s to the 2000s. According to Rigney’s three principles of Indigenist epistemology – schools, teachers and researchers must build community partnerships and embed Aboriginal cultures as driving force for transformative, culturally responsive education. Many teachers and policy writers have been inspired by Rigney’s writings that promotes the idea that culturally responsive schooling is built from the experiences and abilities students bring to class. Professor Rigney has worked across the Pacific on Indigenous Education from New Zealand, Taiwan to Canada.
**Speaker Profile:**
Robert Hattam is the Professor for Educational Justice in the School of Education and the Co-Director of the Centre for Research in Educational and Social Inclusion. His research has focused on teachers’ work, critical and reconciliation pedagogies, refugees, and socially just school reform. He has been involved in Australian Research Council funded projects on teachers’ learning in the devolving school; early school leaving; and middle schooling; Re-thinking Reconciliation and Pedagogy in Unsettling Times; 'Redesigning pedagogies in the North; 'Schooling, Globalisation and Refugees in Queensland; Negotiating A Space Within The Nation: The Case Of Ngarrindjeri; Educational Leadership and turnaround literacy pedagogies; and Towards an Australian culturally responsive pedagogy. He has published in a range of journals and has been involved in book projects with others that include Schooling for a Fair Go, Teachers’ Work in a Globalising Economy, Dropping Out, Drifting Off, Being Excluded: Becoming Somebody Without School; Reconciliation and Pedagogy; Connecting Lives and Learning: Renewing Pedagogy in the Middle Years; Doing Critical Educational Research; Literacy, Leading and Learning: Beyond pedagogies of Poverty, and Resisting Educational Inequality: Reframing Policy and Practice in Schools Serving Vulnerable Communities. He also has published a book entitled Awakening-Struggle: Towards a Buddhist Critical Theory.
Day 2 - Wednesday, 11 July 2018

Keynote Address
Potential and Possibilities

Dr Nadeem Memon
Senior Lecturer, Center for Islamic Thought & Education
University of South Australia
South Australia, Australia

Abstract:
The problems Islamic schools face in Australia and abroad are commonly known: disconnect between vision and implementation; inconsistency of high quality teaching authentic to ethos of Islamic schooling; and significant challenges in making Islamic education real and relevant to the lives of Muslim learners today. To redress these problems, an array of solutions and interventions have been sought but most commonly ones that are curriculum related and that put undue pressure on teachers as a result. In this keynote address, Nadeem Memon will posit that a focus on pedagogy (not curriculum) is the catalyst to sustainable renewal. After unpacking what Islamic Pedagogy is conceptually and what it looks like in practice, he will suggest 5 keys to enacting Islamic Pedagogy and explain how to bring parents, teachers, and students on board.

Speaker Profile:
Dr Nadeem Memon is a Senior Research Fellow in the Centre for Islamic Thought and Education (CITE) in the School of Education at UniSA. His research focuses on teacher education with particular emphasis on Islamic Pedagogy, comparative faith-based schooling, philosophy of religious education, and culturally relevant and responsive teaching. He is the co-editor of two books: Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses (Routledge, 2016) and Discipline, Devotion, and Dissent: Jewish, Catholic, and Islamic Schooling in Canada (Wilfrid Laurier University Press, 2013). Prior to joining UniSA, Nadeem was the Director of Education at Razi Education, a Canadian education-consulting firm that develops professional development for educators working in Western schooling contexts with significant Muslim student populations and for educators in Muslim-majority contexts. At Razi Education, Nadeem spearheaded the design and implementation of a ground breaking online teacher certificate program, the Islamic Teacher Education Program (ITEP), in collaboration with the University of Toronto. Nadeem holds a PhD in Theory and Policy Studies in Education from the Ontario Institute for Studies in Education (OISE) at the University of Toronto. His doctoral dissertation focused on the history and philosophy of Islamic schooling in North America.
Plenary Sessions
Day 1 – Tuesday, 10 July 2018

SESSION 1: Conceptualising Pedagogy

Presenters: Dr Nadeem Memon - Senior lecturer, CITE, UniSA, Australia
Title: Conceptualisations of Islamic pedagogy – Implications for renewal

Abstract:
The field of Islamic Pedagogy is blossoming. There have been both classical and contemporary works on concepts related to teaching and learning in the Islamic tradition as well as seminal works on the teaching methodologies of the Prophet Muhammad (peace be upon him). But in the past decade it has become increasingly common to hear the term Islamic Pedagogy itself. The shift from piecemeal educational thought to thinking about Islamic Pedagogy as a comprehensive philosophy of education urges a renewal of the way we think about Islamic schooling. Islamic pedagogy draws upon the values, principles, and perspectives rooted in an Islamic epistemology that inform a framework for teaching and learning - not solely doing what the Prophet did - but rather appreciating why he did what he did, when, and how to adapt to our current classroom contexts. This plenary session will explore conceptualisations of Islamic pedagogy, examples of what it looks like in contemporary classrooms, and what it means for the renewal of Islamic schooling.

Profile:
Dr Nadeem Memon is a Senior Research Fellow in the Centre for Islamic Thought and Education (CITE) in the School of Education at UniSA. His research focuses on teacher education with particular emphasis on Islamic Pedagogy, comparative faith-based schooling, philosophy of religious education, and culturally relevant and responsive teaching. He is the co-editor of two books: Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses (Routledge, 2016) and Discipline, Devotion, and Dissent: Jewish, Catholic, and Islamic Schooling in Canada (Wilfrid Laurier University Press, 2013). Nadeem holds a PhD in Theory and Policy Studies in Education from the Ontario Institute for Studies in Education (OISE) at the University of Toronto.
Abstract:
This panel features two dynamic educators and researchers within Islamic education, Claire Al Kouatli and Dr Farah Ahmed, in conversation with Dr Nadeem Memon. This 'conversation' will reveal insights from these two informed perspectives on what Islamic pedagogy means conceptually and what it looks like in practice.

Ms Claire Alkouatli
PhD student, University of British Columbia, Canada

Profile:
Claire Alkouatli is currently a doctoral student in Human Development, Learning, and Culture at the University of British Columbia. Her research focuses on the role of educators and pedagogies in sites of Islamic education as related to cognitive, social-emotional, and spiritual development.

Dr Farah Ahmed
Founder & Director, Education at Islamic Shakhsiyah Foundation, UK

Profile:
Dr Farah Ahmed is an educator and researcher committed to meeting the educational needs of Muslim learners in western contexts. She is interested in developing critical and reflective thinking through educational dialogue, in intercultural dialogue and in holistic Islamic education that centres the development of shakhsiyah (personal character). She completed her PhD at the University of Cambridge, looking at the use of Halaqah as an Islamic dialogic pedagogy with Muslim children in the British context. She has been active in Muslim education for 20 years and is a founder and Director of Education at Islamic Shakhsiyah Foundation (ISF) which runs two primary schools. ISF is developing a holistic Islamic education programme for Muslim children in Muslim minority contexts. The foundation has published the Halaqah Curriculum and other resources; it also provides teacher education courses on educating for shakhsiyah, developing holistic Islamic curricula and innovative Islamic pedagogies.
**Abstract:**
Sultan Qaboos University is the prime address for teacher education in the Sultanate of Oman. The B.ed. for Islamic education is one of the core programs of the College of Education; completed by a M.A. and Ph.D. for Curriculum and Instruction, with a focus on Islamic education. The paper presents the College's particular pedagogical approach to the formation and training of Islamic education teacher candidates. It gives an overview over the development of educational institutions in the country; the vision and mission of the College of Education, SQU, and discusses challenges and prospects of Islamic education teacher formation in the country.

**Profile:**
Associate Professor at the Department of Islamic Sciences, College of Education, Sultan Qaboos University, Muscat, Oman. My academic and professional experience includes working in my home country, Germany (Ruhr-Universitat Bochum, 1998-2001) as well as in Algeria (University El-Hajj Lakhdar, Batna, 2002-2004), the International Islamic University Malaysia (2004-2012) and my current position in the Sultanate of Oman (2013-now). I am experienced in teaching on B.A. and M.A. level as well as supervising Master and Ph.D. theses, both in Arabic and English.
**Presenter:** Dr Mariam Alhashmi  
Assistant Professor, College of Education, Zayed University, UAE

**Title:** Expanding Horizons: Effective Teacher Professional Learning

**Abstract:**  
In contrast to the conventional view of teacher development that privileges formal provisions of teacher growth, this paper will address the dimensions of autonomous teacher professional learning. Teacher professional learning can be accomplished through informal means of growth through the various learning approaches teachers engage in within their schools. Studies have found teacher-centered collaborative professional learning activities to be more effective when compared to regular professional development activities such as training programs and university courses (e.g. Akiba & Liang, 2016). Informal teacher professional learning results in a positive impact on student achievement since it allows for opportunities for the development of “knowledge of practice” in a way that integrates theory and practice (Baumfiel, 2016). For this research, Islamic education teachers were interviewed about their professional learning practices in order to conclude the factors that lead to effective professional learning that impacts student learning in a genuine manner. Contextual factors that promote the growth of the different professional learning practices will be discussed and a list of recommendations on the design and development of innovative Islamic education teacher professional learning opportunities will be presented. Suggestions will also be shared with middle line school leaders and principals on their role on setting up an effective learning culture.

**Profile:**  
Dr Mariam Alhashmi is an Assistant Professor in the College of Education at Zayed University. Her academic interests include the philosophy of Islamic education and its implications for curriculum development and teacher professional learning. She has extensive expertise in the areas of international education, teacher professional development, and Arabic and Islamic education teaching and learning.

Dr Alhashmi has trained hundreds of teachers and principals in the UAE, Kuwait, KSA, and Kenya. She also presented in conferences and symposiums in the UAE, Bahrain, Jordan, Morocco, and Spain on Arabic and Islamic Education teaching and learning.
Abstract:
It is doubtless that a central premise of Arabic teaching in any Islamic educational context remains the comprehension of scripture in addition to the facilitation of essential religious practices. However, it seems that teaching approaches provide insufficient support to students in realizing the goal of reading with comprehension. In the Australian Islamic schooling context, students’ perceptions of their literacy, and their reports on overall literacy in the classroom, suggest that a greater focus on this area is required. This paper seeks to present some principles for building Arabic literacy that are based on aspects of Islamic civilizational thought, research on Arabic literacy as well as research on language acquisition and literacy more broadly.

Profile:
Nadia Selim is an Arabic teacher with a grounding in Applied Linguistics and Language development. Nadia taught at the Institute of Modern Languages (UQ). She conducted various professional development and cultural understanding sessions for teachers, university staff and other organisations. Nadia has published academically and focuses on the effectiveness of Arabic programs designed for non-native speakers. Nadia is also behind the “ArabicWithNadia” website, Mobile App and social media presence, recently recognised in a UK editorial about Arabic resources. Nadia is doing her PhD studies at the CITE/UniSA. Her thesis examines the Arabic learning experiences of youth at Australian Islamic schools. teaching on B.A. and M.A. level as well as supervising Master and Ph.D. theses, both in Arabic and English.
Abstract: This paper gives a retrospective account of how a teacher employed responsive pedagogy and effective teaching factors to transform students’ attitudes and inspired them to love learning Islam in high school at Minaret College. The active teaching and learning environment created by the teacher was dynamic and interesting so students became fascinated with the subject and they wanted to learn more.

It is a detailed description of a dynamic and responsive pedagogy thoughtfully crafted to teach Islamic Studies. The pedagogy employed included culturally inclusive learning, critical thinking, singing and authentic learning where students became enthusiastic learners and excelled in their studies.

The narrative revolves around a historic critical incidents involving Minaret College’s effort to overcome the challenges in teaching Islamic Studies and Qur’an to establish coherence and integrity in its curriculum. The challenges faced by the college in changing students’ attitude towards learning Islamic Studies and Qur’an in high school and the pedagogy employed in teaching these subjects have been explicated. Data covering a twelve-year period (2005 – 2017), provided by the Victorian Curriculum and Assessment Authority (VCAA), has been analysed. It shows a sturdy increase in the number of students who are studying Texts and Traditions as part of their VCE programs. The Implications of teaching these subjects at the college, in future, are explained.

For curriculum coordinators and teachers who are interested and searching for responsive and effective pedagogy, the narrative can contribute feedback necessary to a better understanding in Professional Learning Teams (PLTs) and the process of creating and framing of coherent curriculum and pedagogy at school level. The auto-ethnography offers insights for teachers, researchers, curriculum coordinators, teachers and other interested parties in comparative studies of faith-based schools.

Profile:
Mr Salifu Baba is an Executive, Strategic Planning/Special Projects at Minaret College in Melbourne. He was born and raised up in Ghana. He studied at IIU Malaysia and then migrated to Australia.

Mr. Salif Baba has completed his Master in Education; a postgraduate diploma in education administration, BBA (Hons). He currently is a PhD candidate.

He began his teaching career in Australia at At-Taqwa College (The Islamic Schools of Victoria) where he helped developed the secondary curriculum to VCE. In 1997, he moved to Minaret College where he served as an Assistant Principal Curriculum for the past two decades. He has taught many subjects in these schools and as a session lecturer in Comparative Religion course at Monash University.

Between years 2000 – 2002, Mr Baba transformed the teaching of Islamic Studies at Minaret College to fit the VCE Religion and Society and VCE Texts and Traditions study designs of the Victorian Curriculum and Assessment Authority (VCAA). This year, Mr Baba initiated the introduction of a Pathways Model Hifz Program at Minaret College. His hobbies are reading Qur’an, research and debating.
Abstract:
This paper draws on doctoral research using a Design Based Research (DBR) framework (Anderson & Shattuck, 2012) and practitioner based method, which accommodates the various cultural identity factors and the link between Islamic Arts and contemporary art practice in different school settings. The theoretical framework was based on the development of cultural knowledge through different theories of creativity and cultural identity. The research question was: How does cultural identity emerge from a pedagogical intervention (a researcher-devised program) with students in Year 11 visual arts classroom in Islamic schools?

Sub-questions guided the research and this paper will provide findings in response to two of them
- How do Year 11 visual arts students, through their art work, demonstrate awareness of their cultural identity?
- In what ways does the process of engagement with Islamic art in different sites affect the ways in which adolescents in different sites express their cultural identity?

This is ongoing research and consequently the findings are early and will be limited to the work of the first group of students that have been analysed. The school sites are in Sydney, Melbourne and Abu Dhabi. The method of this qualitative research has involved interviewing, observing, taking field notes and photographing student art work. Analysis has been by thematic analysis.

Working collaboratively, the students have gained knowledge, which can inform and enrich their artistic expression and cultural identity (Dervin, 2008). This paper’s initial findings refer to three students, from the Sydney and Melbourne schools, where students have expressed their identity through the use of symbols and patterns, as found in Islamic history and the contemporary world (Bingham, 2013; Blair, 2012) in a unique and personal way. The researcher will discuss the ways in which students explored hybrid culture (where their parents came from different cultures) and used mosques outlines, aspects of portraiture, language of both countries, flag colours and Islamic motifs in their artwork. This research has provided opportunities to investigate cultural identity for students during the process of artmaking.

It is possible that the findings from these Islamic schools may provide insights that can contribute to cultural understandings in a new approach to shifting social and cultural narratives. The research has encouraged students to engage with and explore cultural identity in the twenty-first century, explore positive attitudes towards other cultures and worldviews.
**Profile:**
Hanan started her career as a Graphic Designer, after completing her Bachelor of Interior Architecture in Egypt. She then moved to Australia and became an Art Educator for high school students and has been teaching drawing, painting, printmaking, textile to high school students for past 15 years.

Currently, Hanan is doing her PhD at Western Sydney University, after completing Bachelor of Teaching Secondary Education and Bachelor of Education (Honours).

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**Presenter: Mr Ozan Angin**
English teacher, Irfan College, Australia

**Title: Seeking an Integration of English and Islamic Studies - A Case of Islamic Schools in Australia**

**Abstract:**
This presentation will emphasise the importance of developing the field of Islamic pedagogy in the West. Literature broadly considering Islamic Education in the West has been developing over the last two decades, however literature specifically on Islamic pedagogy in the West is still in its infancy. Herein lies the opportunity to explore the pedagogical practice of teachers in Australian Islamic schools and this presentation will aim to do just that. Both an Islamic Studies researcher and a secondary English teacher at an Islamic school in Sydney, I can reflect on my experiences of merging English and Islamic Studies during a lesson exploring Surah Fil. Detailing the planning and delivery of this lesson explores, amongst other things, the challenges of meeting English syllabus requirements and the exciting opportunities of incorporating the tafseer (exegesis) of Surah Fil. More broadly, this presentation seeks to spur other teachers to share their experiences by way of a current research project.

This research project utilises a semi-structured online survey to collate pedagogical practice. Ultimately, one of the greatest hurdles of Islamic pedagogy in my view is the lack practical resources that support teachers in integrating Islamic studies with the curriculum mandated subjects in a way that is engaging for the contemporary classroom. By focusing specifically on the English subject in the primary and secondary Australian curriculum, the aim is to collate a rich myriad of engaging practical approaches that successfully integrate the two subjects.

**Profile:**
Ozan Angin completed Master of Arts in Islamic Studies at the University of New England in 2014. This paved the way for a path as an academic with an enrolment in a PhD in Islamic Studies in 2016 titled Interrogating Moderate Islam: A case study of Australia and Turkey.

Ozan is also a secondary English teacher who began a teaching career in 2015 as a targeted, permanent, full-time secondary English teacher with the NSW Department of Education. In 2017, he transitioned to the same role at an Islamic school in Sydney where he continues to teach.
Plenary Sessions
Day 1 – Tuesday, 10 July 2018

SESSION 4: Islamic Pedagogy in Practice: Global Perspectives

Presenter: Ms Samah Taki
Teacher, Irfan College, Australia

Profile:
Samah Taki is a primary school teacher at Irfan College. She has a Bachelor’s degree in Early Childhood (birth to eight years) and a Master’s degree in Teaching (up to twelve years). Samah is currently enrolled in the inaugural cohort in the Graduate Diploma in Education (Islamic Education), CITE at UniSA. She is interested in Islamic pedagogy and is currently leading the Islamic Integration Committee at her college.

Presenter: Mr Ataullah Parker
PhD Candidate, University of Cambridge, UAE/UK

Profile:
Ataullah Parkar is school leader from the United Kingdom, and is dedicated to contributing to the field of Islamic education through research and practice. He has a particular focus on building curriculums and associated teacher practices based on the liberal arts. He is currently serving as Vice Principal in a newly established school in Dubai, part of the Bukhatir Group. Prior to this he was the Head teacher at an all through independent faith school in Leicester, United Kingdom. He has been working with Muslim schools for over 10 years in various capacities. He has worked as a Senior Manager in Local Authorities in Leicester and Birmingham in their Children and Young People Departments and was a Policy Manager at the exam regulator Ofqual. He has an undergraduate degree in Philosophy and a Msc in Public Management. He is completing his PhD programme at the University of Cambridge, investigating what a new philosophy of education and curriculum for Muslim schools might look like by revisiting Western and Islamic philosophical traditions in the field. Ataullah is a qualified Headteacher (NPQH) and is currently completing his National Professional Qualification in Executive Leadership (NPQEL).
Presenter: Ms Rukshana Hassen
Head of School, Al Iman Schools, Sri Lanka

Profile:
Rukshana Hassen is the Head of School of Al Iman Schools in Sri Lanka which started 10 years ago in 2008 with her own three children and has now grown to 320 students across 3 campuses. Al Iman Schools are a group of schools committed to implementing Islamic pedagogy through authentic curriculum integration and community service based project learning. Rukshana is a graduate of the Islamic Teacher Education Program in its first cohort in 2010.

Presenter: Ms Sabura Rashid
Administrator, Universal Academy in Cincinnati, Ohio, USA

Profile:
Sabura Rashad is an administrator at Universal Academy in Cincinnati, Ohio, USA. Universal Academy is an American Islamic school that is a blended Montessori program. She has been an educator for over 20 years with experience in Muslim and charter schools in the USA. Over the past few years, Sabura has developed a framework, implementation guide, and teacher training workshops related to whole-school akhlaq (character) development.
Plenary Sessions
Day 2 – Wednesday, 11 July 2018

SESSION 5: Leadership, Learning and Pedagogy

Presenters: Mrs Aynur Simsirel
Chair, Australian Islamic Schools Association Australia
Principal Advisor, Independent Schools of Victoria, Australia

Title: Examining educational trends in the Australia context - Implications for pedagogy

Abstract:
This presentation will provide a snapshot of current field trends within the Australian context from both a school leadership and sector point of view. The session will explore the implications for meeting the learning needs of both current and future Islamic school students. With a focus on pedagogy and the importance of reflective practice in schools, the value of investing in teachers will be highlighted among other important considerations for Islamic Schools to keep at the forefront of their planning and moving forward.

Profile:
Aynur is the current Chair of the Australian Islamic Schools Association Australia (ISAA) and is Principal Advisor for Independent Schools Victoria. She supports schools in a variety of contexts, ranging from compliance, policy development, curriculum and student wellbeing initiatives as well as school performance, strategic planning and governance. Aynur was the former longstanding executive principal of Ilim College in Melbourne, overseeing the growth of this multi campus independent school (Ilim College has five campuses and is one of the largest Islamic schools in Victoria). She is also the first Independent School Principal to have established a cross sector educational Hub in Victoria. Aynur has been awarded a fellowship at Harvard Graduate School of Education and will contribute to Project Zero Classroom (PZC) Summer Institute professional development on behalf of ISV.
**Presenter:** Dr Melanie Brooks  
Senior Lecturer, Monash University, Australia

**Title:** Islamic School Leadership: An Exploratory Framework

**Abstract:**
This paper presents an exploratory framework grounded in Islamic values and beliefs drawn from Qur’anic principles, Islamic scholarship, and educational leadership research. This framework provides a lens to not only elucidate the uniqueness of Islamic schooling, but also serve as a reflective tool for school leaders to help them better understand and identify how values and beliefs shape their school’s curriculum, pedagogy, and student learning.

The framework is research-based, and was developed through a systematic review of literature. This approach identified for Islamic education the importance of a set of leadership values: nasiha (good council and sincere conduct), shura (consultation), ikhtilaf (dissent), maslaha (seeking the common good), amr bi’l ma’ruf wa al nahi an al munkar (enjoining rights and forbidding wrong), hisba (accountability), and tafakkur (reflection). We explained and then expanded on these concepts and developed four domains that inform how and in what ways school leaders enact their beliefs, namely their beliefs about Islam, beliefs about education, beliefs about culture, and beliefs about leadership.

Using the framework for reflective practice, school leaders can better identify how and in what ways their Islamic values and beliefs are expressed in their day-to-day pedagogical, relational and organizational work. Each component of the framework is a discrete and important area; however, it is also valuable to identify the ways in which these values and beliefs are interrelated and influence teaching and learning. Identifying and exploring these connections will help leaders shape an educational experience for Muslim students that is grounded in the knowledge and skills needed to succeed in an increasingly complex world.

**Profile:**
Melanie C. Brooks is a Senior Lecturer at Monash University. She is a J. William Fulbright Senior Scholar alumnus who has conducted studies in the Philippines, Egypt, Thailand, the United States, and Indonesia. Her research focuses on contemporary issues influencing educational leadership and the unique role religion plays in education. Her work is published in Journal of Educational Administration and History, International Journal of Leadership in Education, Religion & Education, Teachers College Record, Educational Policy, Educational Management Administration & Leadership, and others. Her forthcoming book, Education and Muslim identity during a time of tension: Inside an American Islamic school, is in press with Routledge and will be available in late 2018.
Presenters: Mr Dylan Chown
Research Fellow, CITE, UniSA, Australia

Title: Exploring Islamic Pedagogy in an Australian Islamic School - implications for renewal

Abstract:
Islamic pedagogy offers a potential framework for teaching and learning grounded in Islamic education philosophy and epistemology responsive to contemporary Islamic schools and the needs and strengths of Muslim learners. Building on existing works on Islamic pedagogy that are predominantly theoretical, this research focuses on empirically understanding these constructs as they manifest practically inside contemporary Islamic school classrooms. This presentation explores intentional and unintentional manifestations of Islamic pedagogy in one of the earliest and largest Islamic schools in Australia with consideration to the Australian secular schooling policy environment. The research is premised on a critical study of pedagogy and an emerging conceptualisation of key principles within Islamic pedagogy and culturally responsive pedagogy literature. The research sought to understand how Islamic pedagogy manifests in the schools pedagogical practices. What defines the pedagogy of Islamic school teachers? And how do Islamic school teachers define their conception of Islamic pedagogy? Findings will be presented from these first large scale classroom observations on Islamic pedagogy in Australia. This research is significant to Islamic schools in terms of renewal broadly and pedagogical practice specifically.

Profile:
Dylan Chown is a Research Fellow in the Centre for Islamic Thought and Education (CITE) in the School of Education at UniSA. He is the Program Director for Islamic Education, responsible for the accredited teacher education degree programs, the Islamic pedagogy minor within the Master of Teaching (secondary) and the Graduate Diploma and Graduate Certificate in Education (Islamic Education). His research focuses on Islamic pedagogy and culturally responsive pedagogy as these impact Islamic schooling renewal, teacher education, and socially just education. Dylan is a member of the UniSA Centre for Research in Education and Social Inclusion (CRESI) and Pedagogies for Justice Research group. Dylan was also a faculty member on the ground breaking Razi Education online Islamic Teacher Education Program (ITEP). He has been involved in a number of funded projects on school reviews of Islamic schools in Australia. He is a co-editor of Islamic schooling in the West: Pathways to renewal (Palgrave MacMillan, 2018). He has published in journals and book projects with others including Culturally responsive pedagogy: respecting the diversity of learners studying Humanities and Social Science in Making Humanities and Social Sciences Come Alive (Cambridge University Press, forthcoming); Towards Authentic Behavior Management Models for Islamic Schools - A Framework Synthesizing Research (Islam and Civilisational Renewal, 2017); and You, me, we – valuing diversity and promoting inclusivity in Health and Physical Education for the Australian Curriculum 7 & 8 (Cambridge University Press, 2016).
Presenter: Mr Greg Bowyer  
Program Director, Graduate Certificate in Education (Catholic Education), UniSA, Australia

Title: Catholic Religious Education – A Short Introduction

Abstract:  
In a spirit of dialogue, this presentation will offer conference delegates a contemporary learning area example, from a fellow Abrahamic faith, that may be useful to their own deliberations, planning and reflections.

It will focus on the key learning area of ‘Religious Education’ as understood and practiced by Catholic educators in South Australia. In a rapidly changing and complex world, Catholic Education has three key aims: to support every child and student to become a thriving person, a capable learner and a leader for the world God desires. Religious Education has a unique and crucial place within this larger endeavour, as it seeks to educate and inspire students in their religious self-understanding, their spiritual awareness and their awareness of the transformative potential of religion.

A number of contemporary issues and challenges will be explored in relation to Religious Education, as well as significant developments in Catholic approaches to Religious Education and pedagogy that have taken place over recent decades.

Profile:  
Greg Bowyer is Catholic Studies Coordinator and Program Director of the Graduate Certificate in Education (Catholic Education) in the School of Education at the University of South Australia. Before moving into the tertiary sector, Greg was a teacher and religious leader in Catholic secondary schools in Victoria and South Australia for over 20 years. He taught in the learning areas of Religious Education, English and HASS. Greg has lived in Adelaide for the past 25 years and is originally from the western Sydney suburb of Auburn.
**Title:** Pedagogy in Islamic Education: The Madrasah Context

**Abstract:**
In Islamic education, the development of teaching and learning for the physical and spiritual training of humanity places equal importance on revealed and acquired knowledge. The focus of this paper is to provide a greater understanding of Islamic pedagogy from a spiritual perspective, which requires empathy with the Islamic premise of the inseparable nature of knowledge and the sacred. The paper is a conceptual paper that is intended to provide a particular insight into the relationship between Islamic pedagogy and embodied learning and associated common features that are seen in Madrasahs, and related educational institutions. The first part of the paper, we will draw on unravelling knowledge and the sacred that considers the philosophy of Islam and knowledge, spiritual understanding of Islamic education, and knowledge and the sacred as an educational compass. Secondly, the paper provides an insight into how the seen and unseen are active in the formation of the characterising features of the pedagogical approach and its affiliation to the embodiment of knowledge. Despite the partial disappearance of the spiritual in many Islamic education institutions, we will argue that the spiritual construct is still deeply implicated in the reification of Islamic pedagogy and in the process of embodiment. The third part of the paper, we explore the implications of Islamic pedagogy and embodied learning, the universal nature of Islamic pedagogy, and reflections for the future.

**Profile:**
Glenn Hardaker is Director of the Centre for Lifelong Learning and Senior Professor at Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam. He is also a National Teaching Fellow (the highest award for teaching and learning excellence in the UK). Glenn Hardaker has worked in universities in the United Kingdom for approximately 25 years in the area of technological innovation and learning. His research is focused on a blend of Islam, innovation and learning. Glenn Hardaker is Editor of two international publications Journal for Multicultural Education (JME) and International Journal Information & Learning Technology (IJILT).

Glenn Hardaker has travelled with scholarly intent in many countries and this has given him extensive experience in dealing with international issues in higher education. He has a long interest in the Islamic world and most recently has lived in Europe, North Africa, and South East Asia. Professor Glenn Hardaker now resides with his family in the beautiful country of Brunei Darussalam.
Co-author: Dr Aishah Ahmad Sabki

Aishah Ahmad Sabki is an independent researcher, focused on community education for social inclusion. Aishah’s experience includes jointly setting up and managing a British higher education madrasah with over 200 students, producing policy and operational documentation for successfully achieving early years OFSTED approval. Her doctorate was an anthropological study focused on the madrasah concept of Islamic pedagogy. She has specialist knowledge and expertise in madrasahs, Islamic pedagogy, home education and technology management.

Presenter: Shaikh Muhammad Abdullah

PhD Candidate, CITE, UniSA, Australia

Title: Quality assessment and a Prophetic pedagogical practice

Abstract:
Researchers have demonstrated a strong connection between formative assessment; the intentional use of assessment in the classroom to promote learning; and improved student achievement. Given this importance of formative assessment to the promotion of student learning, it is not surprising that increasingly mainstream discourse about pedagogy includes discussion about assessment. Formative assessment is usually described as assessment for learning and assessment as learning. Assessment for learning allows students and teachers to become aware of gaps in student learning and in this process the accuracy, validity and reliability of feedback is critical. Assessment as learning develops the student as a learner; in their love of learning, persistence and resilience in learning and the evaluation of their learning. Formative assessment is not a new process to teaching but rather an explicit description of an approach that has been used by highly accomplished teachers. Formative assessment is an important part of knowledge and education in Islam as embodied in the example of the Prophet. However, this is often blurred in Islamic schools by the general environment of standardised testing. It is important for Islamic schooling that there is a clear awareness of Prophetic pedagogical practice and assessment principles in order for us to benefit from the vast body of research within the tradition of an Islamic world view.

Profile:
Muhammad Abdullah has a Bachelor of Arts (Hons) Arabic and Middle Eastern Studies. From 1985 to 1990 he worked with the Department of Defence Navy until he returned to university in 1990 to complete a Diploma of Education in secondary mathematics. He began teaching in 1992 at Cleveland Street, a Government High School in Alexandria NSW. In 2001 he completed a Graduate Diploma of Education (English Literacy) at the University of Sydney. He later became a teacher of senior Aboriginal Studies. In 2005 he was appointed Chief Examiner of Aboriginal Studies and a senior marker in 2007. He was appointed Supervisor of Marking in 2015. Additionally, Abdullah has extensive knowledge of, and experience with, the Australian Muslim communities. For over 30 years he has volunteered his time for the empowerment of the Australian Muslim communities, giving valuable support to many of its members and organisations. Abdullah’s PhD focuses on a ground breaking project titled ‘The Formulation of a Pedagogical Framework for Islamic Schools in Australia.’ In 2016 his early findings were published in the peer reviewed journal Islam and Civilisational Renewal. He is a co-author of ‘Islamic Schooling in the West: Pathways to Renewal’ (Palgrave Macmillan).
**Parallel Plenary Sessions**

**Day 2 – Wednesday, 11 July 2018**

**SESSION 8A: Islamic Pedagogy in Practice: Global Perspectives (II)**

**Presenters:** Professor Abuddin Nata  
Supervisor, Madrasah Pembangunan UIN Jakarta, Indonesia

**Title:** The Learning and Teaching Process in the Perspective of the Philosophy of Islamic Education

**Abstract:**
In order to improve the quality of education, the function of learning and teaching process is very important. There are a number of principles and assumptions that can be considered as the basis for constructing and developing that concept of learning and teaching process. It is expected that teaching and learning process can be organized in fun, effective and efficient ways. This is important because teaching is not only about knowledge but also to transform great values, skills, experiences to students. In the shifting and changing paradigm of human lives in this global era, teaching and learning process need to be re-conceptualized so students can optimize their potentials through the learning process. The focus of my presentation is to explore the principles and assumptions of teaching and learning from Islamic philosophy based on the works of Muslim educators and philosophers. Furthermore, I will also compare these principles with the perspectives of Western philosophers that are influential in current world’s education discourses. I will also identify the similarities and differences between the concept of learning and teaching process in the two perspectives. As far as I am concerned, this is a very important issue because there are two streams among Muslim educators: those who view Islamic perspective of education as the best approach neglecting the successful education system outside of the Muslim world, and those who view Western education as the best approach without looking at the strengths of their own tradition.

**Profile:**
Abuddin Nata is a Professor of Islamic Education History and Philosophy of the Faculty of Educational Sciences of the State Islamic University Jakarta. Additionally, he is currently also serving as the Chairman of Syarif Hidayatullah Foundation that oversees Madrasah Pembangunan (a lab school of UIN Jakarta). He was born, in Bogor, West Java, Indonesia, on August, 2, 1954. He graduated from the Graduate school of UIN Syarif Hidayatullah Jakarta and pursued his education in a Post Doctorate Program at the Institute of Islamic Studies, McGill University, Montreal-Canada. He wrote a number of books on Islamic education and Islamic philosophy that serve as reference books in most State Islamic Universities in Indonesia. His research interests include: Islamic education, the epistemology of Islamic education and related areas. He could be reached at abu_nata@yahoo.co.id and +6281807579564.
**Presenter:** Mr Ahmad Kamaluddin Afif  
Vice Principal, Curriculum & Student Affairs, Cendekia BAZNAS School, Indonesia

**Title:** Gaining Public Trust Through Practicing Culturally Responsive Pedagogy and School Social Responsibility in Cendekia Baznas School (SCB)

**Abstract:**
Indonesia is the country with the largest Muslim population in the world, 200 million people or 88% of the total population (Geothe Institute, 2010:2). Indonesia is also the largest archipelagic country (more than 17,000 islands) in the world. As an Islamic school of National Zakat Board of Indonesia (BAZNAS), SCB currently has students scattered across 14 provinces with diverse backgrounds and characteristics, all of the students study for free as they come from poor families (duhaa) and some are orphans.

Teachers and SCB management are committed to developing and organizing responsive cultural and social practice for students and communities. As a form of cultural preservation, SCB teaches regional arts such as angklung, marawis, and saman dance, as well as teaches ‘Islamic’ and ‘cultural’ sports such as pencak silat, archery, and other sports. Awareness of the urgency of cultural preservation, SCB has been implementing Social Responsibility (SSR) activities. SSR is a form of school responsibility activity to attend to the surrounding conditions. The activities of SSR Cendekia BAZNAS School include cultural, sports and environmental activities. All students volunteer to make improvements that affect the environment from places of worship and the natural environment. Although SCB currently operates once a year, beneficiaries of all SSR SCB activities amount to more than 3,000 people since July 2017.

**Profile:**
Ahmad Kamaluddin Afif was born in Pati, Central Java. Currently he serves as Vice Principal of curriculum and student affairs of Cendekia BAZNAS School (SCB). Prior to his assignment at SCB, the author has been working at BAZNAS at Planning-Development and Funding division since 2011. Since his time as a lecturer, he has been active as a chairman and board member of Student Executive Board, holds a bachelor degree at fishery faculty of Bogor Agricultural University (IPB) and takes Master of Management at STIE Widya Wiwaha Yogyakarta.

**Co-author: Mr Deni Irwan**
Deni Irawan S.Or was born in Bogor as the fifth child of seven brothers. After graduating in Leuwiliang Senior High School he continued his study at the State University of Jakarta completing a Bachelor Degree - Sport Science. He was active on campus as a Chairman at the Student Executive Board of Somatokinetica Department. In addition to his activities as a student he also became a health and sports bureau member at the Islamic Student Dormitory. Currently employed at Cendekia BAZNAS School as a physical education teacher he is also an active Crew Petanque Federation Bogor Regency member at the Achievement Division as well as a coach.
**Presenters:** Dr Nada Ghamra-oui

Australia

**Title:** Constructing the Espoused Purpose of Islamic Schools in Australia

**Abstract:**
Evidence showing a positive link between Islamic practices at the everyday level with civic participation is on the rise (Vergani, Johns, Lobo & Mansouri, 2017). Yet, character building, to produce women and men of adab (Al-Attas, 1980) for active engagement with society, has always been the raison d’etre of Islamic schools. What remains unexplored is how these schools pedagogically engage with their central purpose in the minutiae of everyday life.

I report on some of the findings emerging from a doctoral thesis which explored the construction of the espoused purpose of Islamic schools in Australia, focussing on individuals who are key to making things happen - educational leaders. Findings from a qualitative project that included document analysis, open ended survey data from three schools and questionnaires from five educational leaders showed that neoliberal technologies have worked to influence the schools’ educational practices, creating possibilities that are bounded with limitations. Firstly, by enabling choice—and as a consequence, the physical space to provide an education that aligns school values with those of students’ homes, neoliberalism has been counter-productive for this disenfranchised community. Yet, substance has been compromised and remains unresolved by a bifurcated corpus of knowledge and the prioritising of the dominant “excellence” discourse.

Secondly, negotiation of key tensions arising from both, the schools’ racialised status and a neoliberal educational policy of corporatisation, as well as, cultural intrusions and a bifurcated curriculum, summon leadership engagement in intellectual activity (Said, 1994). Thirdly, any attempts made by leaders to engage with Islamic education must stem from learning and the collective creation and alignment of the “right” aims.

**Profile:**
Dr Nada Ghamra-oui has recently completed her EdD. Her research came into fruition upon receiving an academic excellence award for administration leadership in postgraduate studies from ACEL and ACU. The catalyst for her experience of thirty years as an educator, in both, government schools and as principal of an Islamic school highlighted important issues pertaining to the education of Muslims, the politics surrounding cultural issues in education and leadership scope, possibilities and limitations, as well as a concern for providing a culturally congruent education for parity of outcomes. Nada is currently working towards providing professional consultations to schools, as well as, publishing her work.
Presenters: Dr Fauzan
Vice Dean, Partnership, Madrasah Pembangunan UIN Jakarta, Indonesia

Title: Classroom Management of Thematic Learning Approach In Indonesian Madrasah

Abstract:
The purpose of this study is to determine the process of classroom management activities in thematic learning in grade II students MI Development UIN Jakarta. Classroom management involves learners, and physical management (rooms, furniture, instructional tools, etc.). The method used in this study was field research categorized into a qualitative descriptive case study. This study method is also called a naturalistic research method as it is based on natural condition (natural setting). The instrument in this study is the human instrument - that is, the researchers themselves. The researchers used observation sheets, interview sheets, and documentation to gather the data from the school. The results indicated that teachers in Madrasah Pembangunan demonstrated well-planned classroom management. As a result, the thematic learning approach is implemented in a conducive situation. However, the researchers also found a number of weaknesses, including the schedule of the implementation of the approach and the lack of national competence standards. In terms of the implementation of thematic learning, the most prominent problem is the lack of creative teaching and learning experiences across various models of learning. Instead, learning activities should be designed based on the expected competencies and the developmental needs of students. This necessitates creative and well-informed teachers to design - something that the researchers found lacking in implementation.

Profile:
Fauzan is a Lecturer of Islamic Education of the Faculty of Educational Sciences of the State Islamic University Jakarta. He is currently also serving as Vice Dean for Student Affairs and Cooperation at Faculty of Educational Sciences of the State Islamic University Jakarta. He was born in Indramayu, West Java, Indonesia, on November, 7, 1976. He graduated from the Graduate school of UIN Syarif Hidayatullah Jakarta and pursued his education is Doctorate Program at the Development Curriculum, University of Education, Bandung Indonesia (UPI Bandung). His research interests including Islamic education, development of curriculum and related areas.
Parallel Plenary Sessions
Day 2 – Wednesday, 11 July 2018

SESSION 8B: Islamic Pedagogy in Practice: Global Perspectives (II)

**Presenters:** Dr Bahrissalim
Director, Madrasah Pembangunan UIN Jakarta, Indonesia

**Title:** A Multiple Intelligence-Based Madrasah: A study in Madrasah Pembangunan, the laboratory school of UIN Syarif Hidayatullah Jakarta

**Abstract:**
To improve the quality of education, Madrasah Pembangunan applies “multiple intelligences” theory as the basis for the development of its education system. As a consequence, Madrasah Pembangunan adopts various measures: First, Multiple Intelligence Research (MIR), a research method used to investigate student intelligence and influence trends. Through MIR, students and teachers can identify several areas; such as students’ graphic intelligence tendencies, student learning styles, and suggested creative activities. Secondly, this research promotes a new paradigm of an exceptional madrasah. It is said that a very good madrasah is a madrasah that cares about the quality of the learning process rather than the quality of the initial input of new students. Thirdly, every teacher in the Multiple Intelligence-based Madrasah has the same maxim - that every student is a star. With this in mind, every teacher is required to develop the potential of each student by using learning-based intelligence. In addition, teachers are also challenged to adapt their teaching styles to student learning styles. Finally, with regard to assessment, Multiple Intelligence-based Madrasah enacts authentic assessment. This type of assessment adopts the ‘ipsative’ concept. This means that student’s progress is measured from the progress of each student identified before and after obtaining learning materials.

**Profile:**
Dr Bahrissalim has nearly 30 years of teaching experience in both Islamic boarding schools and in Islamic universities. A recognized expert on teaching methods, curriculum design, Dr Bahrissalim has published numerous articles on education and pedagogy in the Islamic sector.

As a faculty member and the head of the Islamic Education Department, Education Faculty, he is responsible for designing curricula based on instructor-input, improving teaching methods as well as content. As Director of the laboratory school of UIN Jakarta, Dr Bahrissalim manages daily operations of lab school management (Kindergarten, elementary school, junior high, and high schools) and administration of the lab school’s program activities.
Presenters: Ms Yuniawati  
Head of Library, BAZNAS Bogor School of Scholarships, Indonesia

Title: Model of Learning Media Boardgame Zakuma to Improving Scholarly and Awareness of Zakat in High School

Abstract:
Zakat is one of the pillars of Islam that can be a potential and effective means to cultivate the welfare of the community in various aspects, especially economically to reduce the gap among community. The potential of zakat in Indonesia is immense given the pool of funds has reached 217 trillion. However, the level of public awareness to pay zakat is still low. Zakat material has been introduced since elementary school in the Islamic Studies Lesson. Learning media is one means of support in the teaching and learning process. Boardgame Zakuma is a learning media that answers the challenge of innovation by presenting as a game that adds positive insight into social interaction between players. This game is based on the science of zakat and aims to make people understand the importance of paying zakat paid through the Institute of zakat as well as people who can be assisted by the zakat fund. Research Objectives of the Research are: a) Knowing the role of media learning games in the art of teaching (pedagogy), b) Explain how the role play zakuma game adds to understanding about zakat and the impact of the existence of zakat c) Knowing the responses of Islamic school students after playing the game zakuma and explaining the correlation with zakat. Zakuma games have been played with students from three schools and the students’ interest in the game is marked by a review of each student and according to the zakat learning demonstrated.

Profile:
Yuniawati, known as Nia was born in Jakarta and attended Al Masthuriyah High Boarding School and later S1 in UIN Jakarta and D1 in Kahfi Good Brain Communication. Nia combines the roles of a Housewife and the Head of Library at BAZNAS Bogor School of Scholarship. She is currently developing SLIMS Software for Scholar Library BAZNAS. She became a speaker for students on Event Organizing and learning media. Nia is also an External Team Trainer at the BAZNAS Scholar School and Co. Founder of Zakat Board game.

Co-author: Ms Atin Rina, Boarding Teacher, Cendekia BAZNAS
Atin Rina Sahliyah, known as Rina was born in Lamongan. She is a boarding teacher in Cendekia Baznas junior high school and also co-founder of Zakuma Boardgame. She graduated from Bogor Agriculture University. She came in 3rd place of Boardgame competition, BAZNAS Award 2018 with the team. She is a speaker at Cendekia Enterpreneur Club training, and Educator at Cendekia student organization training.