

Islamic Schooling in the West

Mohamad Abdalla • Dylan Chown
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Editors

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Pathways to Renewal

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Muhammad Abdullah has a Bachelor of Arts (Hons) in Arabic and Middle Eastern Studies, a Diploma of Education in Secondary Mathematics and a Graduate Diploma of Education (English Literacy). He teaches mathematics at a Government K–12 school in an inner suburb of Sydney. He has been Chief Examiner of Aboriginal Studies for The Higher School Certificate in New South Wales and is currently the Supervisor of Marking for the same subject. His PhD research focuses on 'The Formulation of a Pedagogical Framework for Islamic Schools in Australia'.

Jan A. Ali (PhD) is a religious sociologist specialising in Islam. He is Senior Lecturer in Islam and Modernity at the School of Humanities and Communication Arts, Western Sydney University. His main sociological focus is the study of existential Islam. Ali is working on two separate research projects. His first project is a study of the causes and consequences

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Alhashmi started her career in the field of education as a teacher, and then as an assistant head of a kindergarten school. She also worked as a head of the national curriculum for a group of schools focusing on the teaching and learning of the Arabic, Islamic Studies, and UAE Social Studies curricula. Prior to joining Zayed University, she worked as the Director of Curriculum and Instruction at Emirates National Schools, responsible for overseeing all areas related to teaching and learning of 20 schools across the United Arab Emirates (UAE). Alhashmi has trained hundreds of teachers and principals in the UAE, Kuwait, Kingdom of Saudi Arabia, and Kenya. She also presented Arabic and Islamic education teaching and learning in conferences and symposiums in the UAE, Bahrain, Jordan, Morocco, and Spain.

Dylan Chown is a research fellow and Program Director for Islamic Education at the Centre for Islamic Thought and Education/School of Education, University of South Australia. Chown is a member of the University of South Australia Centre for Research in Education and Social Inclusion (CRESI) and Pedagogies for Justice and Wellbeing Research group. He coordinates the accredited teacher education and professional learning degree programmes, the Islamic pedagogy specialisation in the Master of Teaching (secondary) and the Graduate Diploma and Graduate Certificate in Education (Islamic Education). Chown has 20 years' experience in the field of education combining roles of teacher, principal, consultant, researcher and lecturer. He is a passionate advocate for Islamic schools and Islamic education in Australia. He was also a member of an international network of educators on the Islamic Teacher Education Program, a project of Razi Education (Canada, UAE). He completed a Master of Education (Leadership) through the National Centre of Excellence for Islamic Studies (NCEIS), Griffith University, where he examined school vision in an Islamic school with implications for

education leadership. Chown was instrumental in the establishment of the now annual whole-of-field Islamic education gatherings in Australia, the Islamic Education Forum and the Islamic Schooling Conference. His PhD research focuses on Islamic pedagogy in Australian Islamic schools and aims to further efforts towards Islamic school renewal, teacher education and more broadly, equitable and inclusive educational practice. This complements his other areas of interest, including character education and culturally and religiously responsive pedagogy.

Gabriela Coronado is a Mexican anthropologist with a PhD in Social Inquiry from Western Sydney University, Australia. From 2002 to 2012 she was senior lecturer in the School of Management, Organisation Studies. Previously in Mexico she researched for 28 years on different aspects of Mexican culture, language, and identity, focusing on issues of intercultural communication and politics between Indigenous and non-Indigenous peoples. She is an adjunct fellow in the Institute for Culture and Society at Western Sydney University.

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Abdullah Elleissy commenced his teaching career in 2001. He completed his schooling in Australia, and obtained a double degree in Islamic Theology/Islamic Sciences and Arabic language in Damascus. He has also obtained an Ijaza in Hadeeth from the late renowned scholar Moulana Abul Hasan Ali Al-Nadwi. Prior to that, he had completed the memorisation of the Holy Qur'an in Pakistan. Upon his return to Australia, he completed a Diploma in Secondary Education, and in 2008 he completed his Masters of Education. Elleissy commenced his career at Darul Ulum College where he initially coordinated the Arabic Department, the Islamic Studies Department and thereafter the VCE Department. He also served as the senior secondary level coordinator for few years. Since 2016, he has been assigned the rather challenging yet engaging role of Head of School for the male wing of the college.

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Anne McDonald has been an educator within the Victorian Catholic education sector for over 40 years. She has taught in Catholic single gender and coeducational primary and secondary schools, holding a number of leadership positions including Deputy Principal. McDonald moved from schools to system level working in the areas of school reviews, strategic planning, leadership development and teacher professional enrichment. In 2007, she was appointed Principal of Nazareth College—a multi-cultural school. As educator, she engaged in continual studies including courses at Harvard University and Boston College which have enabled her to build a school of “faith, wisdom and knowledge.” McDonald concluded her role as Principal at the end of 2016. She is now semi-retired and works as a private educational consultant.

Nadeem A. Memon is a senior research fellow at CITE, School of Education, UniSA, Australia. His research focuses on teacher education with particular emphasis on Islamic pedagogy, comparative faith-based schooling, philosophy of religious education and culturally relevant and

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Nadia Selim is an Arabic language teacher. She taught at the Institute of Modern Languages, University of Queensland, Australia, from 2012 to 2016. With a Master's degree in Applied Linguistics from the University of Queensland and a vocational graduate certificate in TESOL and English language development from the Southbank Institute of Technology (SBIT), Queensland, Selim turned her attention to Arabic and focuses on methods that improve the effectiveness, relevance and attainment rates of Arabic programs. Selim is interested in computer-assisted language learning, rhythm for memory and the rediscovery of Islamic thought on Arabic teaching. Selim continues to work on the development of an Arabic program for non-native speakers, an Arabic website, mobile app, and social networking sites and content. Selim is working on a PhD thesis at UniSA (CITE) that examines Arabic at Islamic schools in Australia.

Freda Shamma is an educator who has worked on developing Islamic curriculum on three continents. She received her MA from the University of California, Berkeley, and her EdD from the University of Cincinnati. She has travelled widely collecting Muslim literature from as far away as China, and as close as the nearest used book store. She has been a book content editor for American Trust Publications, and has long been active in the educational activities of the Islamic Society of North America, which, in 2010, honoured her life commitment and service to Islamic education.

Ayda Succarie is Lecturer in Human Resource and Management, and a PhD candidate in the School of Business at Western Sydney University, Australia. Succarie is the unit coordinator for enterprise leadership and has teaching experience in organizational behavior, corporate governance, and social entrepreneurship. Her teaching philosophy draws on critical and reflective thinking, and experiential learning. Succarie's doctoral thesis is in the area of governance in the independent schooling sector, professional identity, and the professionalism of boards in Islamic schools in New South Wales. Her research is in the areas of organizational behavior, leadership, governance, and ethics. Her research interest is in the management practices of boards in independent schools and the not-for-profit sector, with

a particular interest in Islamic school boards. Prior to joining academia, Succarie worked in a number of Islamic schools as an administration officer and business manager.

Abdullah Trevathan has worked in the education sector for over 30 years, having taught in all levels: primary schools, secondary schools and in higher education. He has been the Director (head teacher) of two different schools in London and of a school in Morocco. He has taught at the university level for ten years, initially lecturing in education at Roehampton University, London, for seven years and thereafter in academic skills, comparative religion, and philosophy at Master's level at the Al Akhawayn University in Ifrane, Morocco. He has a Bachelor of Education degree, an RSA Diploma in Teaching English to Bilingual Children, Master's degree in Philosophy of Education, and a PhD in Philosophy and Theology. In conjunction with and under the auspices of the University Polytechnic Mohammed VI in Benguerir, he has headed up the team to set up the International Green School in Benguerir.

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