

## ***Faithful Praxis in Australian Islamic Schools:***

### ***A Matter of Equity***

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### ***Abstract***

Australia's national commitment in the Alice Springs Declaration toward Aboriginal knowledges, ways of knowing, and by virtue, pedagogies, reinforces that diverse traditions have different epistemologies that are enacted in distinct pedagogies. Australian Islamic schools are arguably the fastest growing cohort of schools in the independent sector and yet also arguably the most misunderstood. This presentation will posit that Australian Islamic schools offer more than religious studies and a religious ethos within a strong commitment to the ACARA curriculum. Instead, with a firm commitment toward equity and excellence in education, Australian Islamic schools offer a distinct pedagogy that contributes to educational excellence.



## *Dr Nadeem Memon Biography*

Dr. Nadeem Memon is a Senior Research Fellow in the Centre for Islamic Thought and Education (CITE) in Education Futures at the University of South Australia (UniSA). He is currently the Program Director for an online accredited graduate program in Islamic Pedagogy offered through 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).



## *Dylan Chown Biography*

Dylan Chown is a lecturer in the Centre for Islamic Thought and Education (CITE), in the School of Education at UniSA. His research focuses on teacher education and school renewal, with emphasis on Islamic pedagogy and culturally and religiously responsive pedagogy as well educational inclusion. His PhD research focuses on the exploration Islamic pedagogy in practice, based on a case study of two Australian K-12 Islamic schools. He is a co-editor of the book: *Islamic schooling in the West: Pathways to renewal* (Palgrave MacMillan).

