

Islamic Schools Association of Australia
Annual General Meeting
9 September 2011
Arkana College, Sydney, NSW
MINUTES

Present: AbdulKarim Galea, Mafaz Alsafi, Mona Abdel-fattah, Wassim Zaobi, Ahdielah Edries, Sam Halbouni, Abdul Quddoos Azhari, Dr. Mahmoud Eid, Salih baba, Mohammed Azhari, Abdurrahman Asaroglu, Yasmin Gamieldien, Madenia Abdurahman, Osman Karolia, Keysar Trad.

4.00 President's Report:

Membership 2011

- 8 Schools/Campuses; 6,040 (Primary 2,550 Secondary 3,490) students in NSW, VIC, WA

Policy Issues

- School Chaplaincy Program
- National Curriculum – Religion
- National Standards for teachers & Principals
- Teaching standards/Assessment/Reporting
- School Funding / model
- Disability Education and funding
- Early Years education / care

Financial Report: Presented by AbdulKarim Galea (President) Received

Moved by: Mona Abdel-fattah

Seconded by: Yasmin Gamieldien

Membership Fees for 2012

ISAA annual membership fees will be retained at \$500 pa for the foreseeable future to encourage membership. The 'per student' fee will be removed from the Registration Form.

Moved by: Abdulkarim Galea

Seconded by: Salih Baba

2011 – 2012 Meeting & Conference Schedule

The AGM and Conference will be held at Arkana College in Sydney in September 2012. State meetings will be held in each state in March 2012 to discuss a National Islamic Studies Curriculum to be taken to the national Conference in September.

Islamic Schools Association of Australia

Annual Conference

9-10 September 2011

ISLAMIC STUDIES NATIONAL CURRICULUM

- All schools attending the Conference expressed a desire to work towards a n Islamic Studies National Curriculum to be ready by 2013.
- Some schools suggested using as a starting document the American Course “I Love Islam” 1 – 5, and “Learning Islam” 1 – 3. This course can be found on the Australian Islamic College (WA) website>Current Students>Learning Areas>Islamic Studies.
- Each state will convene separate meetings in early 2012 to formulate a preferred state curriculum. Convenors of these state meetings are - NSW: Yasmin Gamieldeen (Australian Islamic College of Sydney); VIC: Salih Baba (Minaret College); WA: Dr mahmoud Eid (AIC Perth); QLD: AbdulQuddoos Azhari (AIIC Brisbane)
- State material will be posted to ISAA website by the end of term 2 in 2012.
- The Project itself will be managed by Salih Baba (Minaret College VIC)
- The shape of a final Islamic Studies National Curriculum will be determined at the ISAA Annual Conference at Arkana College Sydney in September 2012

CRESCENT INVESTMENT FUNDS MANAGEMENT

- Shariah compliant Funds management
- Have established a shariah compliant Superannuation Fund for Muslims.
- Representatives wish to visit Islamic Schools to address teachers.
- Details on website.

DISCUSSION ISSUES

- The role of non-member schools
- Opportunities for Islamic Schools to communicate in addition to the national Conferences.
- Community Events such as Art competitions, Mission of Hope.
- Working with other school systems.
- International Islamic Conference in Malaysia 19-21 September 2012.

ISAA WEBSITE

- Wassim Zoabi from AIA Sydney has kindly agreed to establish a website for ISAA

NAPLAN DATA ANALYSIS

- SREAMS is a reasonably priced program for analysing NAPLAN data, On Demand testing data – details can be found on the SREAMS website.

NATIONAL CURRICULUM - ACARA

Shape Paper now represents the whole curriculum and it is going to the ACARA Board for implementation.

More work needs to be done on Achievement standards for ENG, MA, SC, HIST. - validation should be completed for Foundation -10. Senior curriculum will be finalised later - content by Oct 2012 but assessment standards will come later

Curriculum: States will still determine finer details eg music in NSW. Organisation of learning pedagogy remains with schools. Assessment remains with states. ACARA will set the standards guided by work samples.

National Curriculum: Consists of Learning Areas, Cross-curriculum priorities, General capabilities – 7, Curriculum will be finalised by 2014 - states will determine implementation timing

Assumptions: Teaching & learning programs will be based on the National Curriculum. The AC should occupy no more than 80% of total teaching time available – the rest is given over to electives etc. Time allocations & organisational & delivery matters will be up to the states

States have agreed to use the assessment standards and the scales will be left with the states, but the commonwealth wants more consistency.

The NC will be skill based rather than knowledge based so it will allow a learning continuum - standards will set skill levels but content can be determined by states. The use of the NC achievement standards will contribute to national consistency in reporting

PROFESSIONAL REVIEW and DEVELOPMENT SYSTEM Dr Francis Whelan

- All states will move to the National Standards transitioning from 2012
- How can the standards be used to develop quality teaching at all four stages of the teaching cycle - beginning teachers to expert teachers?
- The system is a collaborative approach to teacher development. The conversations working through the process is the important part.
- It looks specifically at the teaching & learning goals (7 standards or elements)
- The standards describe good pedagogy that is integral to good learning.
- The system focuses on standards that need to be developed towards improving student learning.
- There is no external reviewer as this is an internal process for school improvement.
- School should have a Professional Development Plan that sets the priorities against the schools strategic plan.
- Use the evidence guide for the difference levels of accomplishment to guide the development of criteria to evaluate the teaching actions.

Sample Process

Define the 3 or 4 school goals

Map the standards around the goals - may be 15-20

Identify evidence of practice that demonstrate how the school goals can be achieved.

Determine dates -12 month cycle for presentations, workshops, classroom observations

Allocate of Reviewees and Reviewers

Implementation

- Collection of evidence at initial meetings between Reviewer & Reviewee
- Discussion of evidence at initial meeting between R & R
- Analysis of data to identify target areas for whole-school and individual professional learning
- Follow up meeting between R & R to discuss progress
- Final self and reviewer evaluation to identify improvement against the school goals
- Identification of focus for improvement for next review cycle
- Production of reports for Board, Principal and Reviewees.