



MALEK FAHD
ISLAMIC SCHOOL

Educational Philosophy & Graduate Qualities

Aspiration: To articulate the educational philosophy through a set of statements that identifies the beliefs, values and guiding principles of MFIS with respect to education anchored in the Islamic tradition. The educational philosophy in turn underpins the learning programs utilised to nurture the desired qualities in MFIS graduates.

Overall Philosophy: "At MFIS our philosophy is that the holistic education of learners in a faith-enriching environment will enable them to develop God-consciousness, a refined moral character and excellence in action."

DOMAIN	EDUCATIONAL PHILOSOPHY	GRADUATE QUALITIES	
Spiritual	1. Spirituality: "Educating the soul is paramount to success"	1. God-conscious	2. Loves Allah and His Messenger
Intellectual	2. Knowledge: "Seeking knowledge is a religious obligation" 3. Arabic: "Arabic helps to access the Quranic message"	3. Knows Allah and His Messenger 5. Engaged life-long learner	4. Critical and creative thinker 6. Embraces Arabic
Physical	4. Physical Health & Activity: "The body is a trust"	7. Embraces health and physical activity	
Emotional	5. Self-awareness: "Reflecting on context promotes social cohesion" 6. Self-efficacy: "Self-assurance helps to achieve goals"	8. Self-aware 10. Resilient	9. Perseverant 11. Confident
Social	7. Moral Character: "Developing <i>akhlaq</i> is a focus of Prophetic education" 8. Action: "Knowledge should result in action" 9. Diversity & Equity: "Valuing diversity informs the need for equity" 10. Culture: "Culture weaves together what people value" 11. Gender: "Male and female students develop and learn differently"	12. Empathetic 14. Trustworthy 16. Embodies hayaa 18. Informed Advocate 20. Champions Diversity 22. Cherishes Heritage	13. Honest 15. Respectful 17. Self-disciplined 19. Effective Communicator 21. Collaborator
Relational	12. Role-modelling: "Educator efficacy impacts learner achievement" 13. Parents: "Parents are partners in the education of their children" 14. Alignment: "The school's goals align with national goals"		

<p>1. Spirituality: Knowing that the education of the soul is paramount to a person's success in this life and the next.</p> <p>2. Knowledge: Recognising that the acquisition of knowledge, understanding and wisdom are lifelong pursuits, and religiously encouraged for Muslims. Understanding that quality education prepares learners for life at and beyond school.</p>	<p>3. Arabic: Recognising that promoting and cultivating knowledge of the Arabic language is a significant pathway for Muslim learners to better access the Quranic guidance.</p> <p>4. Physical Health: Knowing that the body is an <i>amaanah</i> (trust) and that an Islamic philosophy of education stresses maintaining proper balance between faith and the body, as integral for better physical health, activity and wellbeing.</p>	<p>5. Self-awareness: Understanding that fostering critical faithfulness and religious thinking, enables learners to develop capabilities around self-awareness and contextual self-reflection needed to achieve better social cohesion and a positive Australian Muslim identity.</p> <p>6. Self-efficacy: Recognising that self-assurance (or self-efficacy), guided by a reliance on God, is a strong predictor of a person's ability to set high goals, to persevere in the face of obstacles, to recover and strengthen from setbacks, and to achieve set goals.</p>	<p>7. Moral Character: Knowing that the development and refinement of a student's <i>akhlaq</i> (moral character), defined as the practice of virtue, morality and refined behaviour, is a key focus of the Prophetic model and forms an essential component of <i>tarbiyah</i> (nurtured mentoring) in Islam.</p> <p>8. Action: Understanding that knowledge should result in action, including informed advocacy, for the benefit of the Muslim community and humanity in general.</p>	<p>9. Diversity & Equity: Valuing the humanity, diversity, richness, and contribution of all cultures including First Nations Peoples. Acknowledging developmental diversity across domains, seeing learners as physical, intellectual, and spiritual people necessitating faith-informed equitable attention.</p> <p>10. Culture: Recognising that culture weaves together what people value – beliefs, morals, expectations, skills, and knowledge.</p>	<p>11. Gender: Understanding the differences in development and learning needs of male and female students and recognising that Islam promotes respectful and dignified inter-gender relations, the school utilises a model of single and mixed-gender environments through Islamic educational approaches.</p> <p>12. Role-modelling: Recognising that there is a direct link between educator efficacy and learner achievement, and that spirituality in turn impacts efficacy. Acknowledging that educators who act as role models are vital to the school's vision and mission.</p>	<p>13. Parents: Ensuring that families are valued, welcomed, respected and engaged as partners in the education of their children. Recognising that the responsibility of faith formation and the processes associated with learning within the Islamic tradition begin in the home and extend to a shared home-school partnership.</p>	<p>14. Alignment: Ensuring that the school's goals align with national goals that aspire to promote equity and excellence, with all young Australians becoming confident and creative individuals, successful lifelong learners, and active and informed members of the community.</p>
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