

EDUCATION

2009 DOCTOR OF PHILOSOPHY PHD (EDUCATION)

Ontario Institute for Studies in Education (Canada)
University of Toronto | Department of Theory and Policy Studies in Education
Supervisors: Prof. John Portelli, Dr. Ruth Sandwell, and Dr. Jasmin Zine (WLU)

2006 MASTER OF ARTS MA (EDUCATION)

Ontario Institute for Studies in Education (Canada)
University of Toronto | Department of Theory and Policy Studies in Education

2004 BACHELOR OF EDUCATION BED

York University (Canada)
Specialist in Intermediate/Senior English and History

2004 BACHELOR OF ARTS BA

York University (Canada)
English (Major) /Political Science (Minor) (Received with Distinction)

EXPERIENCE

2023 – CURRENT ASSOCIATE PROFESSOR

UNIVERSITY OF SOUTH AUSTRALIA

2017 – 2023
(Senior Lecturer /
Assistant Prof)

I joined Education Futures at the University of South Australia (UniSA) in Nov. 2017. This was the first full-time academic position in a research focused university I secured since completing my PhD in 2009 at OISE/UT. However, post PhD I maintained a focus on publishing, adjunct university teaching, and my consultancy work related to teacher professional development strengthened my application to UniSA. As a 40/40/20 academic at UniSA, I have served on Academic Council for our unit, actively serve as a member of the Centre for Research in Education and Social Inclusion (CRESI), Pedagogies for Justice, Decoloniality and Education, and the Centre for Islamic Thought and Education. I teach at both the graduate and undergraduate levels in courses related to philosophy of education, equity, inclusion, and critical studies in curriculum, pedagogy, and assessment. I currently supervise 10 PhD students all on topics related to EDI and decoloniality.

DIRECTOR OF EDUCATION

2016-2017 ABU DHABI UNIVERSITY KNOWLEDGE GROUP, ABU DHABI, UAE

My work in the region with Razi Education (2010-2016) helped make significant in-roads in the teacher education and professional learning space in the MENA region. In 2016, I was recruited by Abu Dhabi University's Knowledge Group, a consultancy arm of the university, to develop and oversee the implementation of scalable school university professional learning programs for the MENA region that included consultancy for Ministries of Education. I left a year after joining only because the opportunity at UniSA for a full-time academic role presented itself.

2010-2016 **DIRECTOR OF EDUCATION**
RAZI EDUCATION, TORONTO, CANADA AND DUBAI, UAE

Razi Education was a Canadian education consultancy firm with a mandate of developing curriculum and professional development solutions for educators on issues related to Muslim identity and ways of knowing, being, and doing. As the Director of Education, I led a team of 10 full-time education consultants and 15 active part-time consultants in designing, implementing, and measuring professional learning and curriculum programs in K-12 and higher education institutions. As Razi Ed expanded to the Middle East, a few notable consultancy projects I led included 1) UAE National Identity Curriculum for the Abu Dhabi Education Council (ADEC); 2) 3-year Teacher training for Islamic Studies and Arabic teachers across all GEMS Education schools; and a 3-year faculty development project in Saudi Arabia in collaboration with Pearson Education. Our most notable project was a collaboration with Continuing Education at OISE/UT on an online teacher education certificate program for Islamic School teachers that made a global impact.

2011-2013 **ADJUNCT PROFESSOR**
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO (OISE/UT)
Initial Teacher Education Program (3 sections of EDU3508 School and Society (one secondary and two elementary))

2011-2013 **ADJUNCT PROFESSOR**
WILFRID LAURIER UNIVERSITY
Faculty of Education (4 sections of EU406 (Equity and Diversity))
Faculty of Arts, Dept. of Religion and Culture (One section of MZ200 Intro to Muslim Studies)

2011-2013 **PART-TIME FACULTY**
CENTENNIAL COLLEGE
Teaching GNED 500 Global Citizenship and courses related to English Writing and Popular Culture

2009-2010 **ASSISTANT PROFESSOR**
AL AKHAWAYN UNIVERSITY, (MOROCCO)
Centre for Academic Development (Teaching Critical Thinking and Uni Transition courses)

**AWARDED
RESEARCH GRANTS**

In the past five years, my research involvement has secured over \$1.3 million in research funding that includes two successful ARC Discovery Projects. In addition to successful grants and school-research consultancies, I collaborate with three international research networks with academics from across the UK, US, and Canada who have submitted and intend to re-submit Templeton and Spencer Foundation grants related to responsive pedagogies for Muslim learners. The two successful ARC grants have allowed me to bring experience and expertise in leading grant applications with my international research networks.

AUSTRALIAN RESEARCH COUNCIL (ARC) / DISCOVERY (2023-2025)

PROJECT TITLE: YOUTH, RELIGION AND SEXUALITY: DIGITAL MEDIA, SCHOOL CULTURES, EXEMPTIONS

PROJECT TEAM: ANNA HICKEY-MOODY (RMIT), NADEEM MEMON (UNISA); KATHERINE JOHNSON (RMIT), AND ALPHIA POSSAMAI-INESEDY (WESTERN SYDNEY)

AWARD: \$238,907. **FTE:** 0.2

AUSTRALIAN RESEARCH COUNCIL (ARC) / DISCOVERY (2022-2024)

PROJECT TITLE: THE CULTURALLY RESPONSIVE SCHOOL PROJECT TEAM: STEPHEN KELLY (ADELAIDE); ROB HATTAM (UNISA); MICHALENOS ZEMBYLAS (CYPRUS); LESTER IRABINNA RIGNEY (UNISA); SAM SCHULZ (FLINDERS); NADEEM MEMON (UNISA)

AWARD: \$367,168 **FTE:** 0.2

MALEK FAHD ISLAMIC SCHOOLS (MFIS) SCHOOL-UNIVERSITY CONSULTANCY PARTNERSHIP

PROJECT TITLE: ISLAMIC PEDAGOGY WHOLE SCHOOL RENEWAL THROUGH ACTION RESEARCH

PROJECT TEAM: DR. NADEEM MEMON (UNISA); PROF. MOHAMAD ABDALLA (UNISA); DYLAN CHOWN (UNISA) DURATION: 3 YEAR PROJECT (2020-2023)

AWARD: \$702,000 (AUD) **FTE:** 0.2

ILIM COLLEGE (MELBOURNE) – SCHOOL-UNIVERSITY CONSULTANCY PARTNERSHIP

PROJECT TITLE: SCHOOL REVIEW TOWARD ISLAMIC SCHOOLS OF DISTINCTION

PROJECT TEAM: DR. NADEEM MEMON (UNISA); PROF. MOHAMAD ABDALLA (UNISA); DYLAN CHOWN (UNISA) DURATION: 3 MONTHS (AUGUST – OCTOBER)

AWARD: \$26,775 (AUD) **FTE:** 0.1

DEPARTMENT OF FOREIGN AFFAIRS (DFAT) / COUNCIL OF AUSTRALIAN ARAB RELATIONS (CAAR) (2019)

PROJECT TITLE: CULTURAL PREPAREDNESS TO TEACH IN THE MIDDLE EAST

AWARD: \$25,000 (AUD)

URIPA UNIVERSITY OF SOUTH AUSTRALIA DIVISION OF ARTS, EDUCATION, AND SOCIAL SCIENCES (2019)

PROJECT TITLE: BEING RELIGIOUSLY RESPONSIVE: A CASE STUDY OF MUSLIM LEARNERS IN AUSTRALIAN PUBLIC SCHOOLS

AWARD: \$10,000 (AUD)

PUBLICATIONS

My research and teaching focus on the broader areas of equity, cultural responsiveness, and decolonisation of knowledges. Within these areas, my research impact has most notably been on two key foci: a) within national commitments to equity, my research explores how public schools are responsive to the religious identities of learners; and b) how are teacher education programs drawing from diverse worldviews (including marginalised religious ones) in education. Over the past decade I have strategically opted to publish 4 co-edited volumes to a) foster strong collaborations with my international network in the emerging field of Islamic / religious education and pedagogies but also because applied research through books is what the field of educational practitioners want. These four books have significantly helped my research make an impact on the global field of Islamic Education. Since then, and over the past 5 years in particular, I have made a strategic shift toward prioritizing Q1 journal publications to strengthen my ROPE and contribution on Cat 1 research grants. The latter contributed significantly to being an integral member of the two current ARC Discovery Projects. My Category Normalised Citation Impact (CNCI) is 2.7 (InCites) and I currently have a H-Index of 5 (Web of Science) / 6 (Scopus) and 12 (Google Scholar).

BOOKS

Memon, Nadeem (2019)

A History of Islamic Schooling in North America: Mapping Growth and Evolution. Routledge: New York.

EDITED BOOKS

Memon, Nadeem, Mariam Alhashmi, Mohamad Abdalla (Co-editors) (2021)

Curriculum Renewal for Islamic Education: Critical Perspectives on Teaching Islam in Primary and Secondary Schools. Routledge: New York.

Bakali, N. and Memon, N (Co-editors) (2021)

Teacher Training and Education in in the GCC: Unpacking the Complexities and Challenges of Internationalizing Educational Contexts. Lexington Books: New York.

Memon, Nadeem, and Zaman, Mujadad (Eds.) (2016)

Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses. Routledge: New York.

McDonough, Graham; Memon, Nadeem, and Mintz, Avi (Eds.) (2013)

Discipline, Devotion, and Dissent: The Problems and Promises of Jewish, Catholic and Islamic Schooling in Canada. Wilfrid Laurier University Press.

PEER REVIEWED JOURNAL ARTICLES

Maher, K., Rigney, L., King, M., Garrett, R., Windle, J., **Memon, N.**, Wrench, A., Carter, J., Paige, K., O'Keefe, L., Lovell, M., Schulz, S., Soong, H., Colton, J., McDonald, S., Hattam, R. **(2024)** Curriculum, Democracy and Pedagogies for Justice: a collective futures dialogue, *Curriculum Perspectives*, Springer, pp.1-15.

Alkouatli, Claire; Memon, Nadeem; Sai, Youcef, Chown, Dylan (2023)

"Something More Beautiful Educational and Epistemic Integrations beyond Inequities in Muslim-Minority Contexts." *Journal for Multicultural Education*, 17(4) pp. 406-418.

Memon, N and Chown, D (2023)

'Educator Perspectives Toward Being Religiously Responsive for Australian Muslim Learners', *Teaching and Teacher Education*.

Memon, N., Schulz, S., Kelly, S., Chown, D. (2023)

"Schools, Religion, and Affect: Unpacking Australian Educator Discomfort." *Asia Pacific Journal of Teacher Education*, 51(3): 266-282.

Schulz, S.; Hattam, R.; Zembylas, M.; Memon, N. (2023)

"Affect and the force of counter stories: Learning racial literacy through thinking and feeling." *Pedagogy, Culture and Society*. Ahead of print pp.1-18

Abdalla, M.; Chown, D.; Memon, N. (2022)

"Islamic Studies in Australian Islamic Schools: Educator Voice." *Journal of Religious Education*

Memon, Nadeem, and Chanicka, Jeewan (2022)

"When Religion Intersects Equity and Inclusion: Muslim Educator Affective Responses in Ontario Public Schools." *Pedagogy, Culture and Society*. pp.1-18

Memon, Nadeem A. (2021)

"Islamic Pedagogy for Islamic Schools." In Kathy Hytten (Ed.), *Philosophy of Education*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-01515.R1

Niyozov, S. and Memon, N. (2020) *Introduction to Special Issue: Contemporary Critical Perspectives on Islamic Education."* *Religions*, 11, 672.

Memon, N, Chown, D & Alkoutli, C (2020)

'Descriptions and enactments of Islamic pedagogy: reflections of alumni from an Islamic Teacher Education Programme', *Pedagogy, Culture & Society*, online., pp. 1–19.

Price, D., Green, D., Memon, N., & Chown, D. (2020)

Richness of Complexity within Diversity: Educational Engagement and Achievement of Diverse Learners through Culturally Responsive Pedagogies, *The Social Educator* 38(1) pp. 42-53. ISSN: 1328-3480.

Abdalla, M, Chown, D & Memon, N (2020)

'Islamic studies in Australian Islamic schools: learner voice', *Religions, Special Issue: Contemporary Critical Perspectives on Islamic Education*, vol. 11, no. 8, pp. 1–15.

Niyozov, Sarfaroaz and Memon, Nadeem (2012)

"Mapping Islamic Education: Evolution of Themes, Continuities, and New Directions" in *Journal of Muslim Minority Affairs*.

Memon, Nadeem, (2011)

"What Islamic School Teachers Want: Toward an Islamic Teacher Education Program" in *British Journal of Religious Education*. (Impact Factor in 2011 was 0.475)

Memon, Nadeem (2010)

"Social Consciousness in Canadian Islamic Schools?" in *Journal of International Migration and Integration*, 11, no.1 (Winter 2010): 110-117.

Leithwood, Kenneth, Mascall, Blair, Strauss, Tiiu, Sacks, Robin, Memon, Nadeem, Yashkina, Anna (2007)

"Distributing Leadership to Make Schools Smarter: Taking the Ego out of the System." *Leadership and Policy in Schools*, 6:1.

BOOK CHAPTERS

Chown, Dylan; Memon, Nadeem; Ahmed, Asma (In-Press)

Toward Culturally and Religiously Responsive Pedagogy." In Deborah Green and Deborah Price (Editors) *Enabling Pedagogy to Transform Learning: Pedagogical Approaches to Inclusive, Responsive and Socially Just Education*. Cambridge University Press

Chown, D, Memon, N, DeCuir, A, ElShayyal, B. (In-Press)

'Pedagogical Justice and Muslim Learners.' In Robert Hattam, Alison Wrench (ed). *Reimagining Just Education*.

Ovsienko, O., Soong, H., Chown, D., Memon, N., Nathie, M. (In-Press)

'Advancing social and religious equity in superdiverse classrooms: Reflections for initial teacher education.' In Robert Hattam, Alison Wrench (ed). *Reimagining Just Education*

Memon, Nadeem (In-Press)

"Honouring the Contributions of Syed Ali Ashraf in Islamic Schooling." *Islamic Academy, Cambridge.*

Abdalla, Mohamad, Memon, Nadeem and Chown, Dylan (2024)

"Culturally Responsive Pedagogy and the Muslim Learner: Meaningful sources for optimal learning." *Global Perspectives and New Challenges in Culturally Responsive Pedagogies*, Routledge, pp. 50-60.

Ahmed, A. and Memon, N. (2023)

"Sheikh Abdalla Idris: A Pioneer of Islamic Schools in Canada." In *Great Muslim Leaders: Lessons for Education* Edited by Melanie C. Brooks and Miriam D. Ezzani. Information Age Publishing, Inc.

Memon, N, Price, D, Green, D & Chown, D (2021)

'Stimulating high intellectual challenge through culturally responsive pedagogy: United Arab Emirates educator perspectives', in NBakali & NA Memon (eds.), *Teacher Training and Education in the GCC: Unpacking the Complexities and Challenges of Internationalizing Educational Contexts*, Lexington Books, UK, ch. 11, pp. 179-195.

Memon, NA & Abdalla, M (2021)

'Introduction', in NA Memon, M Alhashmi & M Abdalla (eds), *Curriculum Renewal for Islamic Education: Critical Perspectives on Teaching Islam in Primary and Secondary Schools*, Taylor and Francis, US, ch. 1, pp. 1-14.

Memon, Nadeem, and Alhashmi Mariam (2018)

"Islamic Pedagogy: Potential and Perspective" in Mohamad Abdalla (ed) *Islamic Schooling in the West: Pathways to Renewal*. Palgrave McMillan.

Memon Nadeem (2018)

Islamic Education in the United States. In: Daun H., Arjmand R. (eds) *Handbook of Islamic Education. International Handbooks of Religion and Education*, vol 7. Springer.

Memon, Nadeem, McIntosh, Kurt, and Wane, Njoki (2014)

"Expressions of Indigenous Identities in Schools" in *Inquiry Into Practice: Learning and Teaching Global Matters in Local Classrooms* Edited by David Montemuroo, Mira Gambhir, Mark Evans, and Kathryn Broad, pp. 97-101, Ontario Institute for Studies in Education, Toronto: Canada.

Memon, Nadeem (2013)

"Between Immigrating and Integrating: The Challenge of Defining an Islamic Pedagogy in Canadian Islamic Schools" in Graham McDonough, Nadeem Memon, and Avi Mintz (eds.) *Discipline, Devotion, and Dissent: Jewish, Catholic, and Islamic Schooling in Canada*. Wilfrid Laurier University Press.

Memon, Nadeem (2012)

"From Mosques to Madrassas: Muslim communities in Canada in search for preservation and renewal" in Jasmin Zine (ed.) *Islam in the Hinterlands: A Canadian Muslim Studies Anthology*. University of British Columbia Press.

**GUEST EDITOR
/ EDITORIALS**

Memon, N. and Abdalla, A. (Guest Editors) (2023)

Special Issue: "Teacher Education for Islamic Education and Schooling." Education Science

Niyozov, S. and Memon, N. (Guest Editors) (2020)

Special Issue "Contemporary Critical Perspectives on Islamic Education." Religions.

**POLICY /
CONFERENCE
REPORTS**

Chown, D., Memon, N., Abdalla, M. (2023)

Learners, Learning, and Leading Learning: A Shared Vision for Australian Islamic Schools. Centre for Islamic Thought and Education, University of South Australia.

Bakali, N., Alhashmi, M., Memon, N. (2018)

Islamic Education in the United Arab Emirates: An Assessment of Strengths, Gaps, and Opportunities. Abu Dhabi: Tabah Foundation.

Memon, Nadeem and Obaidat, Mohamed (2017)

"Road to Outstanding: A Qualitative Analysis of School Inspection Reports." White Paper. Abu Dhabi University Knowledge Group. UAE.

Memon, Nadeem and Obaidat, Mohamed (2016)

"My Identity: A National Framework for Integrating UAE Culture and Heritage Across the Curriculum." Curriculum Framework. Abu Dhabi Education Council. UAE.

Ajem, Ramzy and Memon, Nadeem (2012)

"Principles of Islamic Pedagogy." Teacher Guidebook. Razi Education. Canada.

Memon, Nadeem and Eidoo, Sameena (2009)

"Conference Report on the 5th AMSS Regional Canadian Conference on Nation, Citizenship, and Belonging" in American Journal of Islamic Social Scientist.

**REFEREED
ACADEMIC
CONFERENCE
PRESENTATIONS**

Memon, Nadeem and Chown, Dylan (2024)

"Unpacking Australian Educator Discomfort with Being Responsive to Muslim Learners." American Education Research Association (AERA), Philadelphia, USA, April 11-14.

Memon, Nadeem (2023)

"Toward Fuller Expressions of Knowledge, Being, and Truth in Rethinking Islamic Education." (Discussant). American Education Research Association (AERA). Online Conference, May 2-5.

Memon, Nadeem (2023)

"Tim Winter and Neo-Traditionalism: Implications for Islamic Schools. Religion in Modern Education Conference. Australian National University, April 13-15.

Memon, Nadeem (2022)

"The Dilemma of Religious Identities in Post-Secular Schools: Case Study of a South Australian State School." [Featured Symposium] in Unpacking Some Dilemmas of the Culturally Responsive School with Stephen Kelly, Robert Hattam, Michalinos Zembylas]. Australian Association for Research in Education (AARE), December 2.

Memon, Nadeem (2021)

"Schools, religion, and affect: Unpacking 'pedagogies of discomfort' for Australian educators" [Featured Symposium] in Culturally Responsive Pedagogies for Thinking and Feeling with Stephen Kelly, Samantha Schulz, Robert Hattam, Zembylas Michalinos]. Australian Association for Research in Education (AARE), December 1, 2021 (online).

Heugh, Kathleen and Memon, Nadeem (2021)

"Designs of the pluriverse': rebalancing faith and belief alongside knowledge and being in education." Australian Association for Research in Education (AARE), December 1, 2021 (online).

Memon, N. (2020)

Multiperspectivity and Curriculum Renewal of K–12 Islamic Studies [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wjdvuvz>(Conference Cancelled), Apr 17 – 21.

Nichols, S. M. & Memon, N. (2020)

Cross-Currents in Communication to and About Parents: An Analysis of Islamic School Websites [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vxccza3> (Conference Cancelled - Poster Posted), Apr 17 – 21.

Memon, Nadeem and Chown, Dylan. (2019)

*Centring Learner Lifeworlds to Foster Deeper Inter-religious Understanding: A Case Study of Australian Muslim **Learners**.* Australian Association for Research in Education (AARE), Brisbane, Australia, Dec. 2-6.

Nichols, Susan and Memon, Nadeem (2019)

Parent Engagement in Australian Islamic Schools 4th Annual Australian Islamic Education Conference, University of Melbourne, Melbourne, Australia, July 14th.

Memon, Nadeem and Chown, Dylan. (2018)

Australian Muslim Learners and Responsive Pedagogy: Implications for Teacher Education. Australian Association for Research in Education (AARE), Sydney, Australia, Dec. 2-6.

Memon, Nadeem (2018)

What Australian Teachers Know, Don't Know, and Wish They Knew About Muslim Learners. Australian Association for Research in Education (AARE), Sydney, Australia, Dec. 2-6.

**INVITED
PRESENTATIONS**

Memon, Nadeem and Chown, Dylan, (2022)

"Religious Responsivity: National and International Perspectives. 3 Part Series. Invited. Australian Curriculum Studies Association (ACSA). Aug 16, Aug 24 and Sept. 20. Online.

Memon, Nadeem, Dylan Chown, Debbie Price, and Deborah Green (2021)

"Culturally Responsive Pedagogy in Higher Education." Invited Dr. Samah Gamar, Director at the Doha Institute for Graduate Studies, Qatar, October 7, 2021. Online symposium during UNESCO World Teachers Week.

Memon, Nadeem, Dylan Chown, Debbie Price, and Deborah Green (2021)

"Learner Lifeworlds: Harnessing Learner Diversity for Higher Intellectual Challenge." Invited by H.E. Dr. Ibrahim Al Nuaimi, Deputy Minister of Education and Higher Education, Qatar, October 7, 2021. Online symposium during UNESCO World Teachers Week.

Memon, Nadeem and Chown, Dylan Chown, (2021)

"Faithful Praxis in Australian Islamic Schools: A Matter of Equity." Invited Speaker. Australian Curriculum Studies Association (ACSA). June 4. Online.

Memon, Nadeem. (2021)

"Toward Islamic Pedagogy: Reflections on Australian Islamic Schooling." Invited Speaker. Universitas Muhammadiyah Yogyakarta Indonesia. June 19. Online.

Memon, Nadeem (2020)

Rethinking Islamic School Environment. Guest Lecture. Nida Trust, London, UK. June 18, 2020.

Memon, Nadeem (2020)

Mapping the Context - Islamic Religious Education and Pedagogy in North America. Guest Lecture. University of Osnabruk, Osnabruk, Germany. June 3, 2020.

Memon, Nadeem (2020)

Fostering Character Education Online. Invited Speaker. Council of Islamic Schools in North America (CISNA). Dallas, USA. May 17, 2020.

Memon, Nadeem (2020)

Ramadan Conversations. Invited Panellist. Dialogue Institute of Australia. Sydney, Australia, May 11, 2020.

Memon, Nadeem (2020)

Islamic Schooling in Australia. Invited Panellist. Al Salam TV. Adelaide, Australia, May 10, 2020.

Memon, Nadeem, Debbie Price, Deb Green, and Dylan Chown (2020)

Encouraging Learner Engagement Through Culturally Responsive Pedagogy. Invited Address. American University of Dubai, Dubai, UAE, January 22, 2020

Memon, Nadeem, Debbie Price, Deb Green, and Dylan Chown (2020)

Encouraging Learner Engagement Through Culturally Responsive Pedagogy. Invited Address. Zayed University, College of Education, Abu Dhabi, UAE, January 23, 2020

Memon, Nadeem, Debbie Price, Deb Green, and Dylan Chown (2020)

Encouraging Learner Engagement Through Culturally Responsive Pedagogy. Invited Address. Qatar National Library, Doha, Qatar, January 26, 2020

Memon, Nadeem, Debbie Price, Deb Green, and Dylan Chown (2020)

Encouraging Learner Engagement Through Culturally Responsive Pedagogy. Invited Address. Qatar University, College of Education, Doha, Qatar, January 27, 2020

Memon, Nadeem (2019)

What is Equity? Invited Lecture In EDUC 4212 Critical Perspectives in Curriculum, Pedagogy, and Assessment (July 9, 2019)

Memon, Nadeem (2019)

Islamic Pedagogy: Potential and Possibilities. Invited Address. Aga Khan University, Institute for Educational Development, Karachi, Pakistan, January 6, 2019

Memon, Nadeem (2019)

Islamic Pedagogy in Practice. Invited Workshop Series. Karachi School of Business and Leadership (KSBL) and Lahore Digital Library. Karachi January 3-6; Lahore January 11-13.

Memon, Nadeem (2018)

Are there limits to being religiously responsive? Invited Workshop. UniSA School of Education, Teaching and Learning Days 2018. December 7-8.

Memon, Nadeem (2018)

Culturally Responsive Pedagogy and Assessment Invited Workshop. UniSA School of Education, Teaching and Learning Days 2018. December 7-8.

Memon, Nadeem (2018)

*Islamic Pedagogy: Potential and Possibilities. **Invited Keynote Address. 3rd Annual Australian Islamic Education Conference, University of South Australia, Adelaide, Australia, July 11th.***

Memon, Nadeem (2017)

*Changing Our Condition. **Invited Keynote Address. Charity Event by Her Highness, Ms. Fatimah Ibrahim-Didi, First Lady of the Maldives, Male, Maldives, October 20.***

Memon, Nadeem (2017)

*Curriculum Renewal in Islamic Schools. **Invited Keynote Address. 2nd Annual Australian Islamic Education Conference, University of South Australia, Adelaide, Australia, July 9th.***

ENGAGEMENT

2018 – CURRENT	EDITORIAL COMMITTEE MEMBER JOURNAL OF RELIGION AND EDUCATION INTERNATIONAL JOURNAL OF ISLAMIC THOUGHT
2020 - CURRENT	REVIEW EDITOR RELIGIONS
2022	UNISA MID-CAREER WORKSHOPS ATTENDEE
2020- CURRENT	UNIVERSITY OF CAMBRIDGE ISLAMIC ED DIALOGUES INTERNATIONAL ACADEMIC NETWORK MEMBER
2021 - CURRENT	GLOBAL ASSOCIATION OF ISLAMIC SCHOOLS CONFERENCE COMMITTEE MEMBER
2018 - CURRENT	ADVISORY BOARD MEMBER LEGACY ONLINE ISLAMIC HIGH SCHOOL, USA
2020 - CURRENT	ISLAMIC SCHOOLS LEAGUE OF AMERICA BOARD MEMBER
2020 - CURRENT	CARLETON UNIVERSITY CENTRE FOR THE STUDY OF ISLAM ADVISORY BOARD MEMBER
2020 - CURRENT	DECOLONIALITY AND EDUCATION READING GROUP MEMBER UNISA/EDS
2018 - CURRENT	PEDAGOGIES FOR JUSTICE READING GROUP MEMBER UNISA/EDS
2018 - CURRENT	ISLAMIC EDUCATION PHD READING GROUP COORDINATOR UNISA/EDS/CITE

**GRADUATE
STUDENT
SUPERVISION**

PRINCIPAL SUPERVISOR: *Carolyn McCosh (Current) PhD
University of South Australia (Anticipated 2026)*

PRINCIPAL SUPERVISOR: *Reem Musa (Current) PhD
University of South Australia (Anticipated 2025)*

PRINCIPAL SUPERVISOR: *Evla Han (Current) PhD
University of South Australia (Anticipated 2026)*

PRINCIPAL SUPERVISOR: *Maffaz AlSafi (Current) PhD
University of South Australia (Anticipated 2027)*

CO-SUPERVISOR: *Mikayla King (Current) PhD
University of South Australia (Anticipated 2027)*

CO-SUPERVISOR: *Dylan Chown (Current) PhD
University of South Australia (Anticipated 2025)*

CO-SUPERVISOR: *Yayan Rahayani (Current) PhD
University of South Australia (Anticipated 2023)*

CO-SUPERVISOR: *Ruqaya Al Salti (Current) PhD
University of South Australia (Anticipated 2023)*

CO-SUPERVISOR: *Muna Al Siyabi (Current) PhD
University of South Australia (Anticipated 2023)*

CO-SUPERVISOR: *Jokha Al Shukaili (Current) PhD
University of South Australia (Anticipated 2023)*

PANEL READER

PANEL READER: *AMELA MAHMIC (MARCH 2023) DOCTOR OF PHILOSOPHY
TOPIC: SCIENCE TEACHING IN AUSTRALIAN ISLAMIC SCHOOLS University of South Australia*

PANEL READER: *GREG MCDONALD (APRIL 2019) DOCTOR OF PHILOSOPHY
TOPIC: CHRISTIAN MUSLIM DIALOGUE IN AUSTRALIA University of South Australia*

PANEL READER: *ABDUL RAHMAN (APRIL 2019) DOCTOR OF PHILOSOPHY
TOPIC: INDONESIAN MADRASSAS University of South Australia*

**PHD THESIS
INDEPENDENT
REVIEWER**

Reem Javed, Graduate Theological Union, Stanford, USA (2022)

Carol Mroue, Charles Sturt University, NSW, Australia (2020)

Lorraine Overton, University of South Australia (2019)

Tracey Price, University of South Australia (2019)

Hafsa Khan University of South Australia (2019)

Jill Colton University of South Australia (2019)

Helena Lauer University of South Australia (2019)

REFERENCES**Professor Rob Hattam**

Emeritus Professor, University of South Australia, Education Futures
Robert.hattam@unisa.edu.au

Professor Lester Irabinna Rigney

Professor, University of South Australia, Education Futures
Lester.rigney@unisa.edu.au
+61 8 8302 4529

Dr. Samantha Schulz,

Senior Lecturer, University of Adelaide, School of Education
Samantha.schulz@adelaide.edu.au
+61 8 8313 9309

