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Autore	Abdalla Mohamad
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Altri autori (Persone)	MemonNadeem ChownDylan
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Nota di contenuto	Chapter 1. Introduction -- Chapter 2. A Pursuit of Human Wellbeing: An Islamic Perspective -- Chapter 3. Secular Individualism as an Antithesis to Authentic Learning : Critiquing Individualism in Education Through Islamic frameworks for Wellbeing -- Chapter 4. Towards Ultimate Wellbeing: A Definition and Model from an Islamic Perspective -- Chapter 5. An integrated approach to sustainable Islamic school leadership -- Chapter 6. 'Hidden Truths' about Boards and Barriers in the Boardroom: School Climate and Community Wellbeing -- Chapter 7. The Journey to Simurgh: A Renewed Approach to Character Development and Wellbeing -- Chapter 8. Holistic Wellbeing at an

Australian Islamic School: Perspectives of a Wellbeing Coordinator -- Chapter 9. How rethinking how and what is taught as financial literacy in Australian schools can positively impact lifelong wellbeing -- Chapter 10. Religious literacy as a spiritual form of well-beingness in Islamic educational settings in Indonesia -- Chapter 11. Nurturing Sexual wellbeing in Islamic Educational Settings: Strategies for supporting Muslim Learners -- Chapter 12. Developmental and Learning Problems in School Children: Understanding Impacts on Well-being in the Context of Islamic Schooling -- Chapter 13. The effects of volunteering on students' wellbeing: Evidence-based outcomes -- Chapter 14. Conclusion.

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## Sommario/riassunto

"This book offers a profound and much-needed exploration of how Islamic principles can be effectively integrated into modern educational practices to nurture holistic wellbeing in students. It is a valuable resource for educators, policymakers, and scholars committed to enhancing the educational experience in Islamic schools. By bridging traditional Islamic concepts with contemporary educational frameworks, the authors have created a work that is both academically rigorous and practically applicable." —Saortua Marbun, Professor in Religion, Faith Based Management and Cultural Studies "Wellbeing in Islamic Schools: Nurturing the Mind, Body, and Soul is an essential guide for Islamic educators. It connects traditional Islamic teachings with contemporary educational needs, offering a holistic approach to student wellbeing. The book explores *fiyah*, or overall wellbeing, from an Islamic perspective, addressing mental, emotional, physical, and spiritual health. It critiques secular individualism, promoting a collective approach to education rooted in Islamic values. The authors, experts in various fields, provide insights on integrating Islamic principles with modern practices to create environments where students excel academically and thrive personally and spiritually." —Hanan Dover, Clinical and Forensic Psychologist, Islamic Psychology Lecturer Islamic schools are growing exponentially in the West to meet the demands of Muslim learners and their parents. Today, there are hundreds of Islamic schools that are constantly expanding. A key focus of the philosophy of Islamic schools and education is the nurturing of the mind, body and soul. Yet, to date, there is no book that addresses the issue of well-being in Islamic schools. This book provides a comprehensive approach to well-being and highlights both academic and practitioners' findings, thoughts and experiences as well as school/classroom-based examples related to well-being in Islamic schooling. Mohamad Abdalla is Director at the Centre for Islamic Thought and Education at the University of South Australia. Nadeem Memon is Senior Research Fellow at the Centre for Islamic Thought and Education at the University of South Australia. Dylan Chown is Lecturer at the Centre for Islamic Thought and Education at the University of South Australia. .

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