

*Special Issue Reprint*

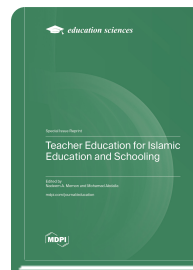
## Teacher Education for Islamic Education and Schooling

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Islamic Education studies is an increasingly vibrant field, with a growing attention to Islamic K–12 schools, state-funded Islamic religious education, and informal learning settings. Alongside these developments is a parallel rise in teacher education programs designed for Islamic educators, both formal and informal.

In recent years, several accredited programs have emerged across Western contexts. The University of South Australia launched its Graduate Certificate in Education (Islamic Education) in 2017, while Bayan College (USA), Markfield Institute (UK), and European universities such as Warwick and Vienna offer postgraduate qualifications in Islamic or Islamic Religious Education. Beyond these, a wide range of informal learning initiatives, summer programs, short courses, and professional communities continue to shape the field.

This edited volume explores the design, development, implementation, and impact of teacher education for Islamic educators. It includes research on: Islamically informed program design; Professional dilemmas in delivery and enactment; Accreditation in secular institutions; The integration of Islamic conceptions of reflection and critical thinking; Educator agency, efficacy, and identity; Co-participatory research with practitioners.

Together, these contributions offer new insights into how Islamic educational theory shapes teacher formation in contemporary contexts.

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