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**Ihsan Education**

*Inspiring Academic and Moral Excellence for a Global Context.*

# **Ihsan Educator Certificate Program**

## ***Module 1: Goals of Education - Reinforcing a Moral Based Framework***©

[www.IhsanEdu.com](http://www.IhsanEdu.com)

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# About Ihsan Education



Ihsan Education

## Our Vision:

Ihsan Education (™) inspires academic, moral and spiritual excellence to empower students to thrive and contribute to the betterment of humanity in a diverse, complex, and global context.

## Our Philosophy:

Ihsan Education employs a moral or values based framework that cultivates the growth of *Ihsan* or beautiful morals which enable students to understand the essence of their faith and how to embody it in a diverse, pluralistic, complex society. The outcome is students who are well rooted in the understanding of their faith and spiritual traditions yet open-minded, compassionate, generous, and collaborative with people of all faiths and backgrounds, in order to be a catalyst for positive change and peace in our world.

## Our Services:

Educator Training (Online and In-Person), Ihsan Educator Certificate Program (Online Starting Oct. 2016), Consulting and Coaching, Curriculum Development, School Certification, Student Programs

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# About Presenter

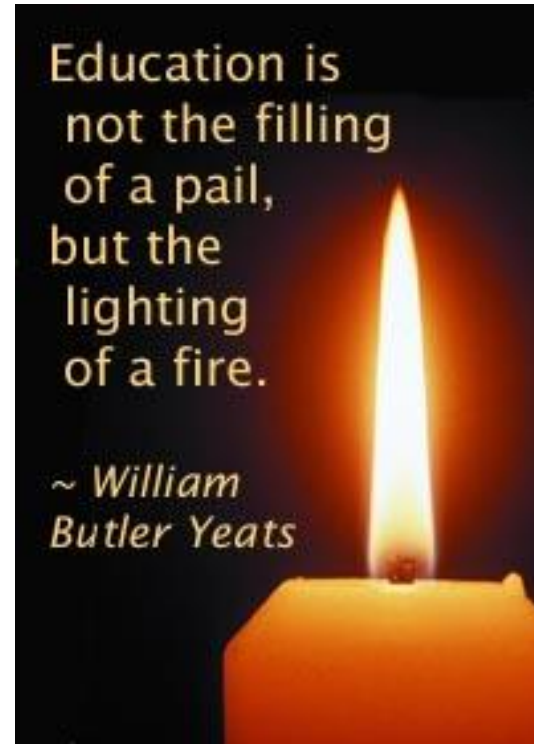
Raghad Ebied



Ihsan Education

- Bachelor in Arts with a major in psychology, a Bachelor of Education, and training in teaching adults, leadership, and life coaching in Canada.
- Masters in Educational Leadership from the U.K., with a dissertation on a case study and best practices for teacher development programs in the U.K., U.S and the Middle East.
- Training in compassion cultivation and spiritual care at Stanford University in the U.S.
- Training in the International Baccalaureate model
- Islamic Courses in Aqidah, Fiqh, Tafseer, Tajweed, and Islamic History
- 15 years experience in teaching, school administration, coaching, training, consulting, and program development in educational excellence and well-being, leadership development, and diversity management in both public and private schools, universities, government, and non-profit organizations in Canada, the U.S., and the Middle East.
- Recent experiences included developing and delivering training and coaching to Arabic and Islamic Education teachers in the UAE on inquiry based teaching which is a training model that has been delivered to over 200 teachers therefore potentially impacting over 10 000 students.

## What does this quote mean to you?





# Goals of Education

- Muslim philosophers and scientists across history have aimed to develop pedagogical principles. Among these, Al-Ghazali (the Latin Algazel), who died in the 12th century, discussed education in depth. According to A. L. Tibawi, “classical Arabic literature contains no theory of education more authoritative, systematic and comprehensive than had been bequeathed by Al-Ghazali” (Tibawi 1979, 39).
- **Al-Ghazali** emphasized the importance of cultivating a generation with strong faith and, according to him, “education should be in the service of society and bring up people with high moral standards” (Tawil 2001, 32). “In fact, an emphasis on moral education and service learning is recurring throughout Al-Ghazali’s educational philosophy” (Reagan 1996 as cited in Ahmed, 2014).

# Goals of Education

- **Ibn Sina** stated that “education is the collective responsibility of parents, teachers, and educational institutions.
- He underlined the fact that school is necessary because it provides a social platform where students can learn from one another” (Ahmed, 2014). Further, he mentions that interaction with students allows for “discourse and disputation, which increase understanding, and the making of friends, which helps to purify character and strengthen certain virtues” (Nasr 1994, 153).



# Goals of Education

- **Ibn Khaldun** also “asserted the value of social interaction and also emphasized critical thinking because, according to him, “...reasoning is the foundation of all learning” (cited in Tibawi 1979, 42; Regan 1996, 131 as cited in Ahmed 2014).
- We can deduce that “critical thinking, differentiation, developmental appropriateness, teacher-student mentorship, student-centered and experiential learning, are all practices advocated by these thinkers.” (Ahmed, 2014)





# Goals of Education

- More recent researchers including **Al-Attas** cite that the purpose of education is to develop 'adab' and "elicit right action in every aspect of one's existence (2005, 28 ). He further explains this by providing examples of adab toward one's self, one's home and family, one's relationships, and also toward nature and the environment, language and literature, and art and music (Ahmed, 2014)



# Importance of Good Character in Islam

**“Take zakaat from their wealth to purify and cleanse them with it.” (Soorat At-Tawbah: 9:103)**



# How do we teach Ihsan?

- What can we be doing to ensure we are meeting our students' needs to learn about and apply Ihsan - excellence and great morals?



# Moral Based Framework for Education

- Moral education is generally understood to cut across the curriculum and is appropriately integrated into the extra curricular activities and culture of schools explicitly and intentionally.
- Moral education generally serves two purposes which basically support students to make sense of life:
  - 1) ‘The first, which can be called moral **“socialization”** or **“training,”** is the task of nurturing in children those virtues and values that make them good people
  - 2) The second task is to provide students with the **intellectual resources** that enable them to make **informed and responsible judgments** about difficult matters of moral importance.’ <sup>1</sup>

1 - <http://www.ascd.org/publications/books/198190/chapters/Moral-Education.aspx>

# **Moral Enterprise**

Education is a moral enterprise in which “we need to re-engage the hearts, minds, and hands of our children in forming their own characters, helping them `to know the good, love the good, and do the good'” (Boston University, 1996).

# Moral Education: Why?

“For any society (or school) to exist, its members (students, teachers, and administrators) must share a number of *moral virtues*: they must be honest, responsible, and respectful of one another's well-being. We agree about this.

If we are to live together peacefully in a pluralistic society, we must also nurture those *civic virtues and values* that are part of our constitutional tradition: we must acknowledge responsibility for protecting one another's rights; we must debate our differences in a civil manner; we must keep informed. A major purpose of schooling is to nurture good citizenship.”

<http://www.ascd.org/publications/books/198190/chapters/Moral-Education.aspx>

# Reviving Ihsan through Character Education

- Schools must become “communities of virtue” in which “responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.” 1
- Character education includes a broad range of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service learning. All of these approaches promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring, and contributing citizens. 2



# Character Education

- “Character development is about excellence in education, communities that are vibrant and caring, and students who will think critically, feel deeply and act wisely.
- A quality education is about more than academic achievement – it is about the development of the whole person.
- Parents and families have the primary responsibility for the development of their children’s character, with the support of their school and community. 3





# Benefits of Character Development

**“Character development supports student achievement because it:**

- develops the whole student as an individual, as an engaged learner and as a citizen
- addresses the cognitive, affective and behavioural domains of learning
- contributes to respectful, safe, caring and inclusive school environments that are prerequisites for learning
- creates learning environments that are positive and collaborative so that teachers spend less time disciplining and more time doing what they do best – namely, teaching
- sets high expectations for learning and behaviour and engages students in sharing the responsibility for their own learning”

# Having an Awesome Year Challenge

<https://youtu.be/GQOcEDD5hR8>



# 11 Principles for Effective Character Development

## ELEVEN PRINCIPLES OF CHARACTER EDUCATION

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### Effective character education:

- PRINCIPLE 1** Promotes core values.
  - PRINCIPLE 2** Defines "character" to include thinking, feeling, and doing.
  - PRINCIPLE 3** Uses a comprehensive approach.
  - PRINCIPLE 4** Creates a caring community.
  - PRINCIPLE 5** Provides students with opportunities for moral action.
  - PRINCIPLE 6** Offers a meaningful and challenging academic curriculum.
  - PRINCIPLE 7** Fosters students' self-motivation.
  - PRINCIPLE 8** Engages staff as a learning community.
  - PRINCIPLE 9** Fosters shared leadership.
  - PRINCIPLE 10** Engages families and community members as partners.
  - PRINCIPLE 11** Assesses the culture and climate of the school.
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## **Principle 1: The school community promotes core ethical and performance values as the foundation of good character.**

- “The core values promoted by quality character education are ones which affirm human dignity, promote the development and welfare of the individual, serve the common good, define our rights and responsibilities in a democratic society, and meet the classical tests of universality (i.e., Would you want all persons to act this way in a similar situation?) and reversibility (i.e., Would you want to be treated this way?).
- The school makes clear that these basic human values transcend religious and cultural differences and express our common humanity. Examples of core ethical values are caring, honesty, fairness, responsibility, and respect for self and others.” 2

# **Principle 1: The school community promotes core ethical and performance values as the foundation of good character.**

“Key indicators of exemplary implementation:

- ❑ Students, staff, and parents use common language reflecting the school’s core values (e.g.using the word “perseverance” when discussing homework or the word “respect” when discussing relationships).
- ❑ There is staff ownership for teaching, modeling, and integrating the core values into all aspects of school life (e.g., discussions in grade-level, subject-area, and full staff meetings).
- ❑ Core values appear in the school building, in the school mission statement, on the school website, in the student handbook, in the discipline code, in newsletters sent home, and at school events.
- ❑ The school has defined what the core values “look like” and “sound like” in terms of observable behaviors.<sup>2</sup>

## **Principle 2: The school defines “character” comprehensively to include thinking, feeling, and doing.**

- “Good character involves understanding, caring about, and acting upon core ethical and performance values.
- A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral dispositions required to do the right thing and do one’s best work.
- Students grow to understand core values by studying and discussing them, observing behavioral models, and resolving problems involving the values.”<sup>2</sup>

## Principle 2: The school defines “character” comprehensively to include thinking, feeling, and doing.

- “Students learn to care about core values by developing empathy skills, forming caring relationships, developing good work habits, taking on meaningful responsibilities, helping to create community, hearing inspirational stories, and reflecting on life experiences.
- And they learn to act upon core values by striving to do their best and be their best in all areas of school life.” 2



## **Principle 2: The school defines “character” comprehensively to include thinking, feeling, and doing.**

“Key indicators of exemplary implementation:

- ❑ Staff consistently explain to students how the core values can help them make choices that demonstrate good character
- ❑ Staff provide opportunities for students to reflect on the core values through discussions of real-life problems and situations relevant to ethical and performance character.
- ❑ Staff meet students’ needs for safety, belonging, competence, and autonomy, since these form a foundation for developing a commitment to the core values.
- ❑ Staff encourage students to examine their own behavior in light of the core values and challenge them to make their behavior consistent with the core values (e.g., through journal writing, discussion of events)”<sup>2</sup>



### **Principle 3: The school uses a comprehensive, intentional, and proactive approach to character development**

“A comprehensive approach uses all aspects of schooling as opportunities for character development. This includes the formal academic curriculum and extracurricular activities, as well as what is sometimes called the hidden or informal curriculum (e.g., how school procedures reflect core values, how adults model good character, how the instructional process respects students, how student diversity is addressed, and how the discipline policy encourages student reflection and growth).” 2

## **Principle 3: The school uses a comprehensive, approach to character development**

“Key indicators of exemplary implementation:

- ❑ Individual teachers, grade-level teams, and the staff as a whole participate in planning for character education.
- ❑ The school has created and can document a plan for character education.
- ❑ Teachers provide opportunities for students to develop their moral reasoning through discussions of ethical issues in their content areas (e.g., how lessons of history guide moral choices, how scientific discoveries have ethical implications)
- ❑ Classroom routines and procedures are respectful of students and engage them in ways that develop core values such as responsibility, fairness, caring, diligence, and perseverance.”<sup>2</sup>

## Principle 4: The school creates a caring community

Impact of Classroom Meetings:

<https://www.youtube.com/watch?v=FnWDN4neV2I&list=PLEzqrn3Nm5X4FB31scZmeKnfyO8TTvwNE&index=3>

“A school committed to character strives to become a microcosm of a civil, caring, and just society. It does this by creating a community that helps all its members form respectful relationships that lead to caring attachments to and responsibility for one another. These caring relationships foster both the desire to learn and the desire to be a good person.

All children and adolescents have needs for safety, belonging, and the experience of contributing, and they are more likely to internalize the values and expectations of groups that meet these needs.

In a caring school community, the daily life of classrooms and all other parts of the school environment (e.g., hallways, cafeteria, playground, sports fields, buses, front office, and teachers’ lounge) are imbued with a climate of concern and respect for others. “2

## Principle 4: The school creates a caring community

“Key indicators of exemplary implementation:

- ❑ Students perceive staff as caring and report that they could go to an adult in the school with a problem
- ❑ The school uses educational strategies (e.g., cooperative learning, cross-age mentoring, class meetings) to encourage mutual respect and a feeling of responsibility for one another.
- ❑ Students report that bullying (including cyber-bullying), teasing, and acts of cruelty or intolerance are infrequent and are not tolerated by staff.
- ❑ All students participate in activities, programs, and processes that promote tolerance, understanding, respect, and peace among students (e.g., conflict resolution, anti-bullying programs, peer mediation, class meetings).” 2

## **Principle 5: The school provides students with opportunities for moral action.**

“Students are constructive learners—they learn best by doing.

To develop the cognitive, emotional, and behavioral aspects of their character, students need many and varied opportunities to grapple with real-life challenges (e.g., how to plan and carry out an important responsibility, work as part of a team, negotiate for peaceable solutions, recognize and resolve ethical dilemmas, and identify and meet school and community needs).

When providing service to others, the school follows guidelines for effective service learning to include student voice and choice, integration of service into the curriculum, and reflection. In addition to service learning, moral action can include conflict resolution, bully resistance, academic integrity, and sportsmanship.” 2

## **Principle 5: The school provides students with opportunities for moral action.**

“Key indicators of exemplary implementation:

- ❑ The school effectively provides all students with opportunities for service within the school (e.g., peer or cross-age tutoring, classroom or student body governance, service projects related to the care of the school, working with the elderly; helping the homeless, those in need, or animals; or caring for the environment), and students take advantage of these opportunities and benefit from them.
  
- ❑ Teachers connect service within the school with the curriculum and core ethical and performance values (service learning).
  
- ❑ The school sets aside time for students to assess community needs, create ideas for meeting those needs, plan and coordinate service learning projects, and reflect on the positive consequences of community service.” 2

## Principle 5: The school provides students with opportunities for moral action.

Service learning makes kids better students and citizens

<https://www.youtube.com/watch?v=aUw5atNAUPw>



**Principle 6: The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.**

“Because students come to school with diverse skills, interests, backgrounds, and learning needs, an academic program that helps all students succeed will be one in which the content and pedagogy engage all learners and meet their individual needs. This means providing a curriculum that is inherently interesting and meaningful to students and teaching in a manner that respects and cares for students as individuals.

When teachers highlight models of excellence and ethics and promote social-emotional skills, such as self-awareness and self-management, and ethical decision-making, students are able to access the curriculum with greater focus.

When teachers promote moral and performance values such as academic integrity, intellectual curiosity, critical thinking, and diligence, students are better able to do their best work and gain greater autonomy, competence, and self-confidence.” 2



## **Principle 6: The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.**

“Key indicators of exemplary practice:

- ❑ Teachers promote thinking habits (e.g., curiosity, truth-seeking, critical thinking, and open-mindedness) that lead to intellectual growth in students. Students set goals and are aware of their growth as learners.
- ❑ Teachers promote work-related habits (e.g., perseverance, responsible decision-making, self-management, and challenge-seeking) that help students do their best work.
- ❑ Teachers promote social habits (e.g., honesty, responsibility, collaboration) that help students work together harmoniously (e.g., through cooperative learning)”<sup>2</sup>

## **Principle 7: The school fosters students' self-motivation.**

“Character means doing the right thing and doing our best work “even when no one is looking.”

We want students to be kind to others because of an inner belief that kindness is good and an inner desire to be a kind person. We want them to do a good job—work that applies and further develops their best abilities—because they take pride in quality work, not just because they want a good grade.

Schools of character work with students to develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths—such as self-control, perspective taking, and conflict resolution skills—needed to act responsibly in the future.”<sup>2</sup>

## **Principle 7: The school fosters students' self-motivation.**

“Key indicators of exemplary implementation:

- ❑ Students are able to articulate on a personal level what it means to be self-motivated and why it is important (e.g., students can cite personal goals, achievements, and challenges).
- ❑ The school provides staff training in developmentally appropriate forms of classroom management, which includes a focus on developing clear character-based expectations for behavior throughout the school and is supported by the publication, instruction, and practice of procedures to support school expectations.” 2

**Principle 8: The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.**

“All school staff—teachers, administrators, counselors, paraprofessionals, resource teachers, school psychologists and social workers, nurses, coaches, secretaries, cafeteria workers, playground and classroom aides, bus drivers—need to be involved in learning about, discussing, and taking ownership of the school’s character education effort. “ 2

## **Principle 8: The school staff is an ethical learning community**

“Key indicators of exemplary implementation:

- Staff are courteous to students and each other and demonstrate respectful and supportive behavior toward students.
- Aspects of the character education initiative appear regularly on the agendas of faculty meetings and in-service days.
- The administration provides staff release time for development of promising ideas, planning of events, and reflection.” 2

## **Principle 9: The school fosters shared leadership and long range support of the character education initiative.**

“Schools that are engaged in effective character education have leaders who visibly champion the effort and share leadership with all stakeholders.

The leadership also takes steps to provide for the long-range support (e.g., adequate staff development, time to plan) of the character education initiative, including, ideally, support at the district and state levels.

In addition, within the school, students assume developmentally appropriate roles in leading the character education effort through, for example, class meetings, student government, peer mediation, cross-age tutoring, service clubs, task forces, and student-led initiatives.” 2

## **Principle 9: The school fosters shared leadership and long range support**

“Key indicators of exemplary implementation:

- ❑ Stakeholders (i.e., faculty, parents, students, community members) report that the principal is a visible and supportive champion of the effort, who values and trusts their input, but that if the principal left the school, character education efforts would continue at full strength as a result of shared leadership and school culture
- ❑ An inclusive leadership group or structure (e.g., character education committee or task force, standing school committee(s), committee of the whole) guides character education strategic planning and implementation” 2

## **Principle 10: The school engages families and community members as partners in the character-building effort.**

“Schools communicate with families—via newsletters, e-mails, family nights, the school website, and parent conferences—about goals and activities regarding character education. To build greater trust between home and school, parents are represented on the character education committee or through whatever decision-making structures exist.

Schools and families enhance the effectiveness of their partnership by recruiting the help of the wider community (i.e., businesses, youth organizations, religious institutions, the government, and the media) in promoting character development.”<sup>2</sup>



## **Principle 10: The school engages families and community members as partners**

“Key indicators of exemplary implementation:

- ❑ Parents serve in character education leadership roles and are actively involved in carrying the character initiative to the parent-teacher organization and parent community.
- ❑ The school offers workshops and resources on character education and general parenting skills.
- ❑ Community members volunteer in the school and are active contributors to and participants in school and classroom events (e.g., mentoring, tutoring, support of learning experiences).”<sup>2</sup>

**Principle 11: The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.**

“Effective character education includes ongoing assessment of progress and outcomes using both qualitative and quantitative measures. The school uses a variety of assessment data (e.g., academic test scores, focus groups, survey results) that include the perceptions of students, teachers, and parents. Schools report on this data and use it to determine next steps. Schools administer questionnaires to stakeholders early in their character education initiative and again later to assess progress.” 2

# Principle 11: The school regularly assesses its culture and climate

“Key indicators of exemplary implementation:

- ❑ Teachers periodically gather feedback from their students on their perceptions of character related activities and the extent to which teachers are modeling the core values.
- ❑ The school requires all staff to report on their efforts to meet character education goals (e.g., through staff surveys).
- ❑ Staff examine and reflect on data through structured and informal opportunities (e.g., focus groups, faculty discussions, and committee meetings).
- ❑ The school uses a variety of approaches (e.g., report cards, student-led parent/teacher conferences, goal-setting rubrics) to assess student progress in the area of character development”<sup>2</sup>

# Reviving Ihsan Example

## *Good Character Bingo*

	sharing	respect	kindness	
determination	caring	helping	effort	perseverance
patience	positive attitude		problem solver	fairness
thoughtfulness	effort	helping	caring	responsibility
	kindness	respect	sharing	

<http://www.morethanaworksheet.com/2012/10/12/freebie-friday-and-good-character-bingo>

# Teaching Generosity and Giving

*“Wealth is not to feed our egos but to feed the hungry and to help people help themselves.”* Andrew Carnegie

Grades K-2: Can you Lend me a hand?

<https://www.learningtogive.org/units/can-you-lend-me-hand-kindergarten/can-you-lend-me-hand>

Grades 6-8: Best Day Ever

<https://www.learningtogive.org/units/best-day-ever/best-day-ever>

# Teaching Respect

**For Grades K-3:**

**<http://www.goodcharacter.com/pp/respect.html>**

**For Grades 4-8:**

**<http://www.goodcharacter.com/chron/respect.html>**

**<http://www.character.org/wp-content/uploads/fort-bend-independent-school-district/FBISD-Lesson-Plan-Journal-Link-on-Respect.pdf>**

# Teaching Compassion

How can we inspire compassion in our students - “the ability to recognize and alleviate our own and other’s suffering” ?



# Teaching Compassion

## Garden of Virtues Posters or Peace Posters

This is a character education activity that integrates art, language arts, math, writing and science. It is well received by students, parent, and community members. Children make Garden of Virtues Posters or Peace Posters to start the new year. The posters are delivered to city government offices and businesses wishing success and peace in the coming year. Each child takes a poster to share with a local business for inspiration. Student returns homework assignment explaining where the poster is displayed.

<http://character.org/lessons/lesson-plans/elementary/school-district-of-jefferson/>



# Teaching Compassion

## Cultivating Caring - Filling Buckets of Caring Carrots

Students will be able to discuss, recognize, and demonstrate ways of caring for others, objects and themselves.

<http://character.org/lessons/lesson-plans/elementary/bower-hill-elementary-school/>



# Reflective Practice Assignment

- 1) Choose one of the 11 principles of effective character development and try to implement one of the key indicators listed in that principle. Write 1-2 paragraphs stating how you implemented that key indicator and what were some of the challenges and successes you had. **OR**
- 2) Choose one of the three characters we discussed today - respect, generosity and compassion - and try one of the lesson plans explained or find another one you prefer. Write 1-2 paragraphs about how you taught that characteristic, and how you observed any difference in students' responses or actions after being taught that characteristic.

**Please submit your assignment using this google form by November 14, 2016:**

<https://goo.gl/forms/9BoXtnhJ63B8nh742>

# Questions?



Ihsan Education

# References

- 1 <http://www.ascd.org/publications/books/198190/chapters/Moral-Education.aspx>
- 2 [http://character.org/wp-content/uploads/Eleven-Principles\\_July-2016.pdf](http://character.org/wp-content/uploads/Eleven-Principles_July-2016.pdf)
- 3 [http://ddsb.ca/Students/SafeSchools/Documents/Finding\\_Common\\_Ground.pdf](http://ddsb.ca/Students/SafeSchools/Documents/Finding_Common_Ground.pdf)

# Thank you and All the Best

Praying you continue to inspire those around you to excel academically and morally.

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