

MCE

Madrasah Centre of Excellence



Islamic Education Department

THE
WORLD
FEDERATION
OF KHUJA SABA ITINA-ASHBI MUSLIM COMMUNITIES



Nurturing piety through enabling a learning environment that instills the values of the Holy Quran and the Ahlul Bayt (AS)

Introduction

The Madrasah Centre of Excellence (MCE) was formed to ensure that the madrasah agenda of the World Federation is always at the forefront of our leaders and our global organisation. There is an urgent need to solve the existing and future challenges faced by our madaris worldwide. It is our responsibility to provide the best Islamic education for our children.

Vision: Nurturing Piety

Mission: Enabling a learning environment that instils the values of Qur'an and the Ahlul Bayt a.s.

The four work streams which will deliver the agenda will be **Curriculum Development, Teacher Development, Learning Resources and Assessment & Evaluation.**

Update since the last Executive Council Meeting held in November 2012.

General

The update provided here is by work stream but it must be borne in mind that the work is inter-related. MCE ensures that there is synergy between all the work streams.

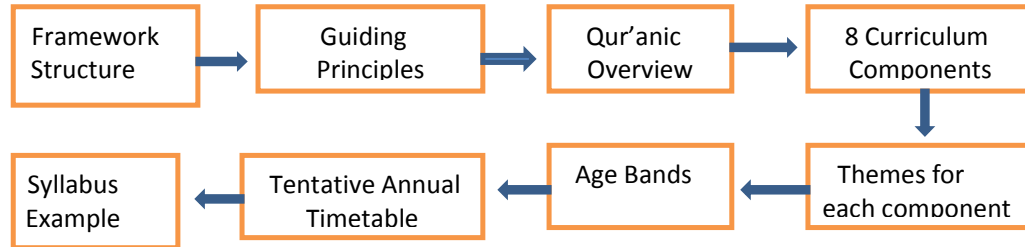
1. Curriculum Development

- 1.1. Panel of Experts Discussion 2-4 November 2013: The panel included Syed Muhammad Rizvi, Sheikh Mohamed Shomali, Sheikh Khalil Jaffer, Sheikh Jaffer Jaffer, Dr Abdullah Sahin (Markfield Institute), Shiraz Thobani (Ismaili Institute), Maurice Irfan Coles (Islam & Citizenship Education Project), Bashirbhai Datto, Raziabai Janmohamed (Principal, Husaini Girls madrasah, Dsm) and Sajjad Govani (Principal, SIM). MCE team was represented by Syed Ali Naqvi, Sheikh Safder Jaffer, Aly Nasser and Naushad Mehrli.

Nine papers on curriculum-related topics were presented and deliberated upon. At the end of the three days, agreement was reached on the approach and methodology to be used for the curriculum, an outline of the curriculum framework and the conceptual framework.

- 1.2 Following the above meeting, a conceptual framework was prepared with an overarching Qur'anic overview. The framework was divided into eight components to which all the main curriculum themes were assigned. Age bands and sub-themes were also identified.

- 1.3 Working group session in Toronto 26-28 April 2013: The vast amount of work done since the November meeting was reviewed thoroughly and critically. The following areas were signed off.



- 1.4 The draft curriculum framework is virtually complete. We are identifying professional people who will articulate the language used and edit the final document, and provide the relevant graphics.

2. Teacher Development

- 2.1 Three sessions have been held this year (two in Birmingham and one in Toronto) to shape the teacher development programmes.
- 2.2 One of the programmes identified is 'Effective Teaching Skills in Supplementary Schools' which is accredited by the Open College Network. Discussions have taken place to tailor the programme to the needs of the madrasah. Another programme which is being considered is one that is developed around temperament, interactive style, cognitive processes and type.
- 2.3 MCE is concluding arrangements with EduCare for the production of 4 bespoke online programmes customised from their existing content. The programmes, which can be used internationally, will be on

- Child Protection Awareness
- Preventing Bullying Behaviour
- Health & Safety
- Fire Safety

The training will be extremely useful for madrasah governance.

Course Player - Google Chrome

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Module 1 - An Introduction to Working Safely

Save & Close

Module 1 - An Introduction to Working Safely

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Hazards, Risk Assessment and Control

An important first step is to understand how to identify hazards and minimise risks. This involves carrying out a risk assessment and implementing satisfactory precautions.

A hazard is anything that can cause harm; for example, electricity, chemicals, working from ladders etc. A risk is the chance - high, medium or low - that somebody will be harmed by the hazard. Properly maintained computer equipment, for example, presents a low risk of electric shock, while the use of naked flames near highly flammable liquids, like petrol, represents a high risk of injury from an explosion or flash fire.

Risk control measures are used to reduce risks and are sometimes called health and safety precautions.

What is a Risk Assessment?

A risk assessment involves:

- identifying hazards
- deciding who could be harmed and how it could happen
- evaluating risks, looking at what you are already doing and deciding whether the existing controls are sufficient or whether you need to do anything else to manage the risks
- recording the significant findings and deciding who will be responsible for taking action
- reviewing and revising the assessment as necessary.

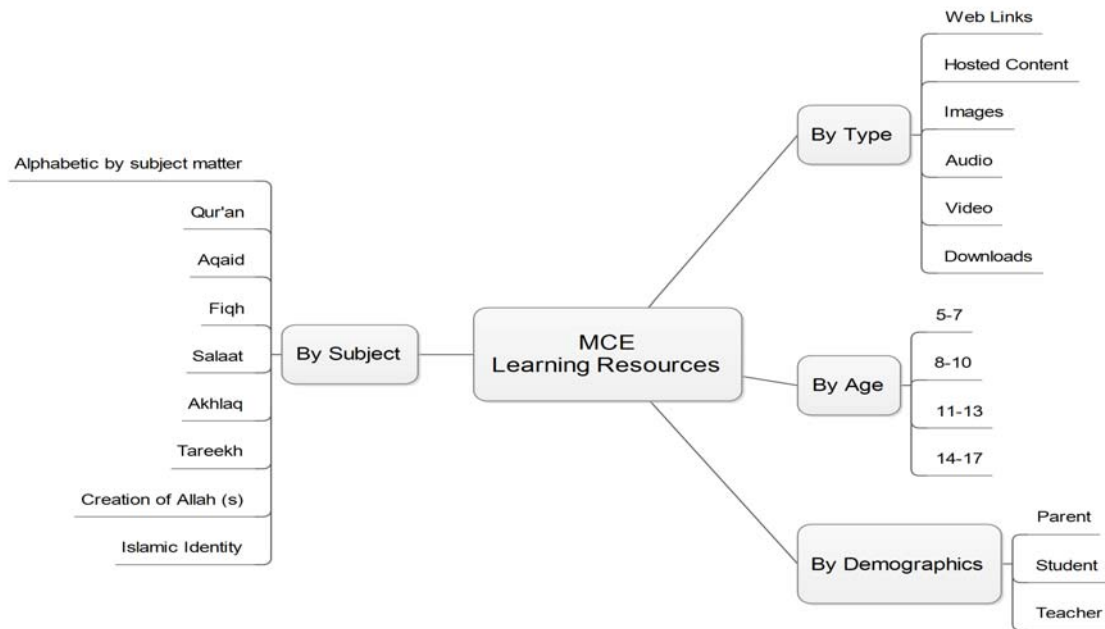


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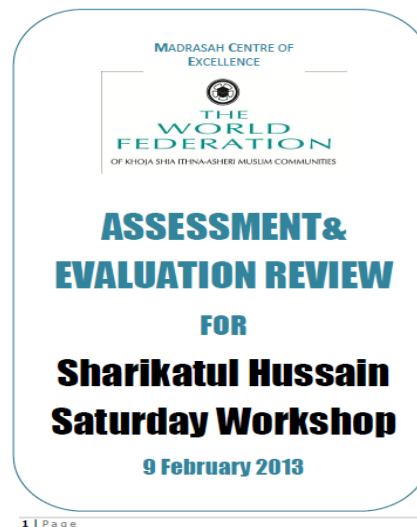
3. Learning Resources

- 3.1 Brother Hussein Sheriff from Vancouver is the new Head of Learning Resources. He replaces Sheikh Jaffer Jaffer who has stepped down from this work stream but will continue to assist with curriculum development. Brother Hussein has formed a team of young, energetic volunteers from Toronto, London, Arusha, Daressalaam and Dubai.
- 3.2 The Learning Resources team is currently working on the categorization and user perspective of the content for the MCE website. The team is also providing input for the design of the website.



4. Assessment & Evaluation

- 4.1 In February 2013, MCE undertook its fifth pilot assessment. It took place in Leicester, UK at Sharikatul Hussain Saturday Workshop. Eight assessors took part in the assessment.



Sister Sukaina Fazal, Head of Sharikatul Hussain Saturday Workshop, made the following comment after the assessment:

“Alhamdulillah, the assessment overall was very informal. Though the assessors were professional in their approach, they were very warm and friendly and all of us at the workshop, including the parents, took to them. For me specifically, it never felt like a daunting assessment but more like an assessment that drew out the best we do at the workshop and offered us support in areas to take us to the next level. It was truly a remarkable experience, one that all Madaris should undertake!”

- 4.2 A total of 30 participants from Toronto, Vancouver, Los Angeles, Minnesota, Allentown, Brampton, New York, Orlando and Sanford attended the assessors training programme which was held at the beautiful Jaffari Centre in Toronto in March 2013. One of the changes from previous programmes was that more time was devoted to role plays from which in-depth learning took place. Principals from the madaris in Toronto came to observe some of the sessions.
- 4.3 Seven assessors from North America carried out the pilot assessment in Huseini Madrasah, Los Angeles on 21st April 2013.
- 4.4 At the end of April 2013, a further assessors training programme in Birmingham ensured that the total number of trained madrasah assessors across Europe, Africa and North America reached 110. This programme has built up remarkable capacity within the madrasah community.

Conclusion

It is nearly 18 months since the official launch of Madrasah Centre of Excellence and it can be seen that much progress has been made. It is envisaged that over the next 12 to 18 months, we should have completed the 'build' stage in all areas and will be moving into 'maintenance' mode. In other words, MCE will be on target with the 3-year period set in the original report entitled 'Defining a way forward for The World Federation and the Madrasah Agenda'. In reality and in order to do justice to this huge and important project, a 5-year period would not be unreasonable.

MCE would like to thank every individual, madrasah, organisation, Jamaat and the WF office bearers for the support provided.

Plans for the next 12 months

Objective	Timeline
Curriculum Development	
Completion of Draft Curriculum Framework	July 2013
Completion of Framework document ready for consultation	Sept 2013
Consultation with madaris	Sept – Nov 2013
Piloting the curriculum	Oct – Dec 2013
Final version of curriculum framework	Dec 2013
Official launch and distribution of final version	Jan 2014
Teacher Training	
Produce tailored programmes for teacher development	Sept – Dec 2013
Piloting the development programmes	Nov 2013 – Mar 2014
Roll out final programmes to madaris	May 2014 onwards
Learning Resources	
Develop an online resource bank of existing resources	Sep 2013
Match/develop resources to curriculum framework	w.e.f. Oct 2013
Assessment & Evaluation	
Pilot a process for assessment and evaluation in at least 2 more large madaris in UK and North America	Oct – Dec 2013
Design final version of methodology for assessment and evaluation of madrasah	Jan 2014
Commence 'live' assessments of madaris	w.e.f. Mar 2014
General	
Launch of MCE website	Jul 2013