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CONFERENCE
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DAY 2 - CONTENTS

- QUR'AN RECITATION
- BRAINSTORMING SESSION
- PRESENTATION BY DR. SHEIKH MURTADHA ALIDINA
- QUR'AN REFLECTION BAND A&B
- QUR'AN REFLECTION THROUGH THE TEENAGE LENS
- Understanding Nuanced Needs for Regional Qur'anic Reflection in the East & West
- QUR'AN FOR EVERYONE
- PRESENTATION BY ABBAS ALY
- CAN QUR'AN BE SUCCESSFULLY TAUGHT ONLINE
- What roles do stakeholders play in the success of a Qur'an Curriculum?
- Rustproofing the Hearts of Our Children
- Practical implementation of the Qur'an curriculum within madaris
- Recitation BY Syed Hani al Wardi
- Panel Q&A

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Qur'an Recitation
Syed Hani al Wardi
WATCH HERE: https://youtu.be/PCVuUAtZjbE
MCE Qur'an Curriculum Conference
May 2022
THE WORLD
FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

Surah al-Zumar

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In The Name of Allah, The Beneficent, The Merciful

Surah al-Zumar – Verse 21

أَلَمْ تَرَ أَنَّ اللَّهَ أَنْزَلَ مِنَ السَّمَاءِ مَاءً

“See you not that Allah sends down water from the sky

Surah al-Zumar – Verse 21

فَسَلَكَهُ يَنَابِيعَ فِي الْأَرْضِ ثُمَّ يُخْرِجُ بِهِ زَرْعاً مُخْتَلِفاً أَلْوَانُهُ

and causes it to penetrate the earth [then makes it to spring up] as water springs and afterward thereby produces crops of different colors

Surah al-Zumar – Verse 21

ثُمَّ يَهِيجُ فَتَرَاهُ مُصْفَرّاً ثُمَّ يَجْعَلُهُ حُطَاماً

and afterwards they wither and you see them turn yellow; then He makes them dry and broken pieces.

Surah al-Zumar – Verse 21

إِنَّ فِي ذَٰلِكَ لَذِكْرَىٰ لِأُولِي الْأَلْبَابِ

Indeed, in this is a Reminder from men of understanding [to know that the world is transient].”

Surah al-Zumar – Verse 22

أَفَمَنْ شَرَحَ اللَّهُ صَدْرَهُ لِلْإِسْلَامِ

"Is he whose breast Allah has opened to [convert to] Islam,

Surah al-Zumar – Verse 22

فَهُوَ عَلَىٰ نُورٍ مِنْ رَبِّهِ

so that he is [alighted on] light from His Lord [like someone entangled with bias, obduracy, and vanity]?

Surah al-Zumar – Verse 22

فَوَيْلٌ لِلْقَاسِيَةِ قُلُوبُهُمْ مِنْ ذِكْرِ اللَّهِ

So woe to those whose hearts are hardened against remembrance of Allah!

Surah al-Zumar – Verse 22

أُولَٰئِكَ فِي ضَلَالٍ مُبِينٍ

They are in plain error!”

Surah al-Zumar – Verse 23

اللَّهُ نَزَّلَ أَحْسَنَ الْحَدِيثِ كِتَاباً مُتَشَابِهاً

"Allah has sent down the Best Statement, a Book whose [Verses] resemble each other.

Surah al-Zumar – Verse 23

مَثَانِيَ تَقْشَعِرُّ مِنْهُ جُلُودُ الَّذِينَ يَخْشَوْنَ رَبَّهُمْ

The skins of those who fear their Lord shiver from [its recitation].

Surah al-Zumar – Verse 23

ثُمَّ تَلِينُ جُلُودُهُمْ وَقُلُوبُهُمْ إِلَىٰ ذِكْرِ اللَّهِ

Then their skin and their heart soften to the remembrance of Allah [through faith and intimacy].

Surah al-Zumar – Verse 23

ذَٰلِكَ هُدَى اللَّهِ

That is Divine Guidance.

Surah al-Zumar – Verse 23

يَهْدِي بِهِ مَنْ يَشَاءُ

He Guides therewith whom He wills

Surah al-Zumar – Verse 23

وَمَنْ يُضْلِلِ اللَّهُ فَمَا لَهُ مِنْ هَادٍ

and whosoever Allah sends astray [because of his disobeying Him], for him there is no guide.

Surah al-Zumar – Verse 24

أَفَمَنْ يَتَّقِي بِوَجْهِهِ سُوءَ الْعَذَابِ يَوْمَ الْقِيَامَةِ

"Is he then who will confronts with his face the awful torment on the Day of Resurrection [through faith and righteous good deeds on a par with one who neglects Divine Wrath on the Day of Resurrection]?

Surah al-Zumar – Verse 24

وَقِيلَ لِلظَّالِمِينَ ذُوقُوا مَا كُنْتُمْ تَكْسِبُونَ

And [on that Day] it will be said to the wrong doers]: "Taste what you used to ear!"

Surah al-Zumar – Verse 25

كَذَّبَ الَّذِينَ مِنْ قَبْلِهِمْ

“Those before them belied

Surah al-Zumar – Verse 25

فَأَتَاهُمُ الْعَذَابُ مِنْ حَيْثُ لا يَشْعُرُونَ

and so the torment came on them from directions they perceived not.”

Surah al-Zumar – Verse 26

فَأَذَاقَهُمُ اللَّهُ الْخِزْيَ فِي الْحَيَاةِ الدُّنْيَا

"Therefore, Allah made them to taste the disgrace in the present life,

Surah al-Zumar – Verse 26

وَلَعَذَابُ الْآخِرَةِ أَكْبَرُ لَوْ كَانُوا يَعْلَمُونَ

but greater is the torment of the Hereafter if they only knew!”

Surah al-Zumar – Verse 27

وَلَقَدْ ضَرَبْنَا لِلنَّاسِ

“And indeed We have put forth for [the Guidance of] man,

Surah al-Zumar – Verse 27

فِي هَذَا الْقُرْآنِ مِنْ كُلِّ مَثَلٍ لَعَلَّهُمْ يَتَذَكَّرُونَ

in this Qur'an every kind of similitude in order that they may remember."

Surah al-Zumar – Verse 28

قُرْآناً عَرَبِيّاً

“An Arabic [and eloquent] Qur’an,

Surah al-Zumar – Verse 28

غَيْرَ ذِي عِوَجٍ لَعَلَّهُمْ يَتَّقُونَ

without any crookedness in order that they may fear God.”

Surah al-Zumar – Verse 29

ضَرَبَ اللَّهُ مَثَلاً

"Allah puts forth a similitude [for Divine Unity and polytheism]:

Surah al-Zumar – Verse 29

رَجُلاً فِيهِ شُرَكَاءُ مُتَشَاكِسُونَ

a [slave] man belonging to many partners disputing with one another [giving him contradictory orders],

Surah al-Zumar – Verse 29

وَرَجُلاً سَلَماً لِرَجُلٍ

and a [slave] man belonging entirely to one master [taking his orders solely from him].

Surah al-Zumar – Verse 29

هَلْ يَسْتَوِيَانِ مَثَلاً

Are those two equal in comparison?

Surah al-Zumar – Verse 29

الْحَمْدُ لِلَّهِ بَلْ أَكْثَرُهُمْ لا يَعْلَمُونَ

All the praises and laudations are to Allah!
But most of people know not."

Surah al-Zumar – Verse 30

إِنَّكَ مَيِّتٌ وَإِنَّهُمْ مَيِّتُونَ

"Verily you will die and indeed they will die [too]."

Surah al-Zumar – Verse 31

ثُمَّ إِنَّكُمْ يَوْمَ الْقِيَامَةِ عِنْدَ رَبِّكُمْ تَخْتَصِمُونَ

"Then, on the Day of Resurrection, you will be disputing before your Lord."

Surah al-Zumar – Verse 32

وَمَنْ أَظْلَمُ مِمَّنِ افْتَرَى عَلَى اللَّهِ كَذِباً

"Then, who does more wrong than one who utters a lie against Allah,

Surah al-Zumar – Verse 32

أَوْ كَذَّبَ بِالْحَقِّ لَمَّا جَاءَهُ أَلَيْسَ فِي جَهَنَّمَ مَثْوًى لِلْكَافِرِينَ

and denies the truth when it [i.e., the truth] comes to him? Is there not in Hell an abode for disbelievers?”

Surah al-Zumar – Verse 33

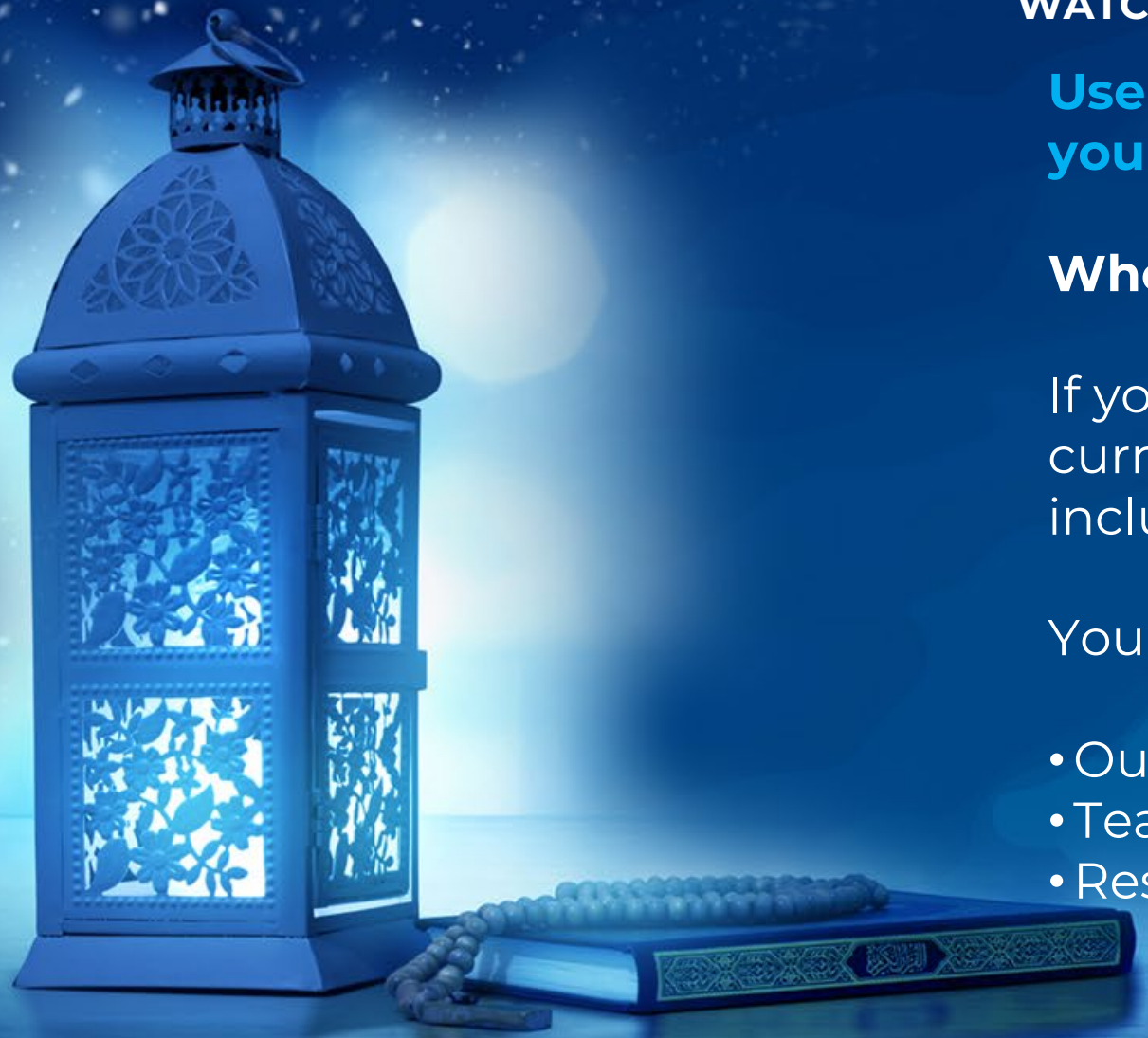
وَالَّذِي جَاءَ بِالصِّدْقِ وَصَدَّقَ بِهِ أُولَئِكَ هُمُ الْمُتَّقُونَ

"And he who brought the Truth and believed therein, those are the God fearing."

Surah al-Zumar – Verse 34

لَهُمْ مَا يَشَاءُونَ عِنْدَ رَبِّهِمْ ذَٰلِكَ جَزَاءُ الْمُحْسِنِينَ

"They shall have all that they will desire with their Lord. That is the reward of good doers."



Brainstorming activity

WATCH HERE: https://youtu.be/jTG50L-yd1s

Use the flip chart and pens to brainstorm at your table:

Where do we want to go?

If you could create the Qur'an **recitation** curriculum of your dreams, what would it include?

You might want to consider:

- Outcomes
- Teacher training (needs)
- Resources (digital and non digital)

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Sheikh Dr. Murtadha Alidina

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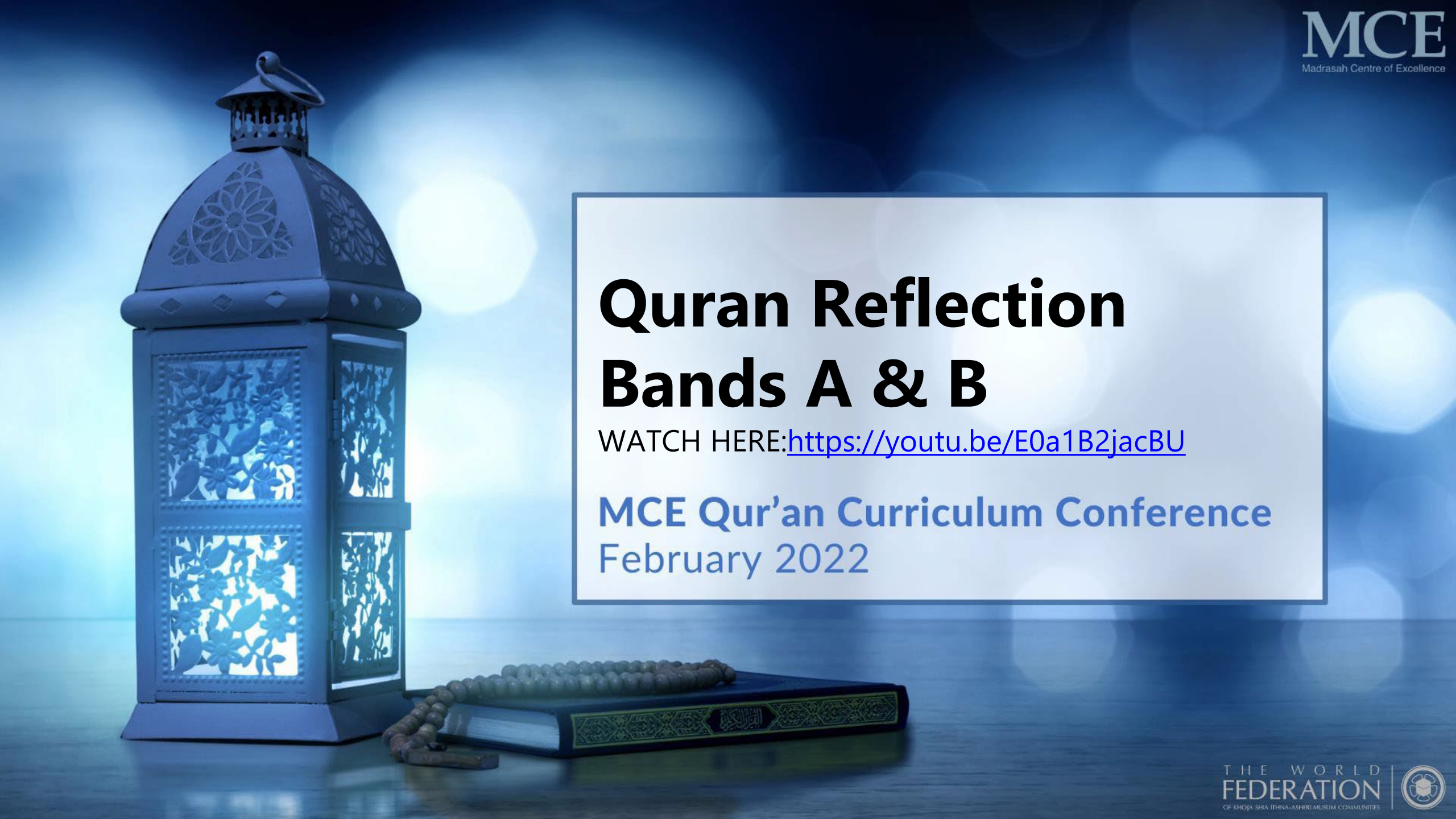
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Bands A & B
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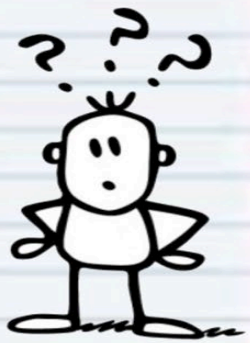
إِنَّ فِى خَلْقِ السَّمَاوَاتِ وَالأَرْضِ وَاخْتِلاَفِ اللَّيْلِ وَالنَّهَارِ لآيَاتٍ لِّأُوْلِى الأَلْبَابِ

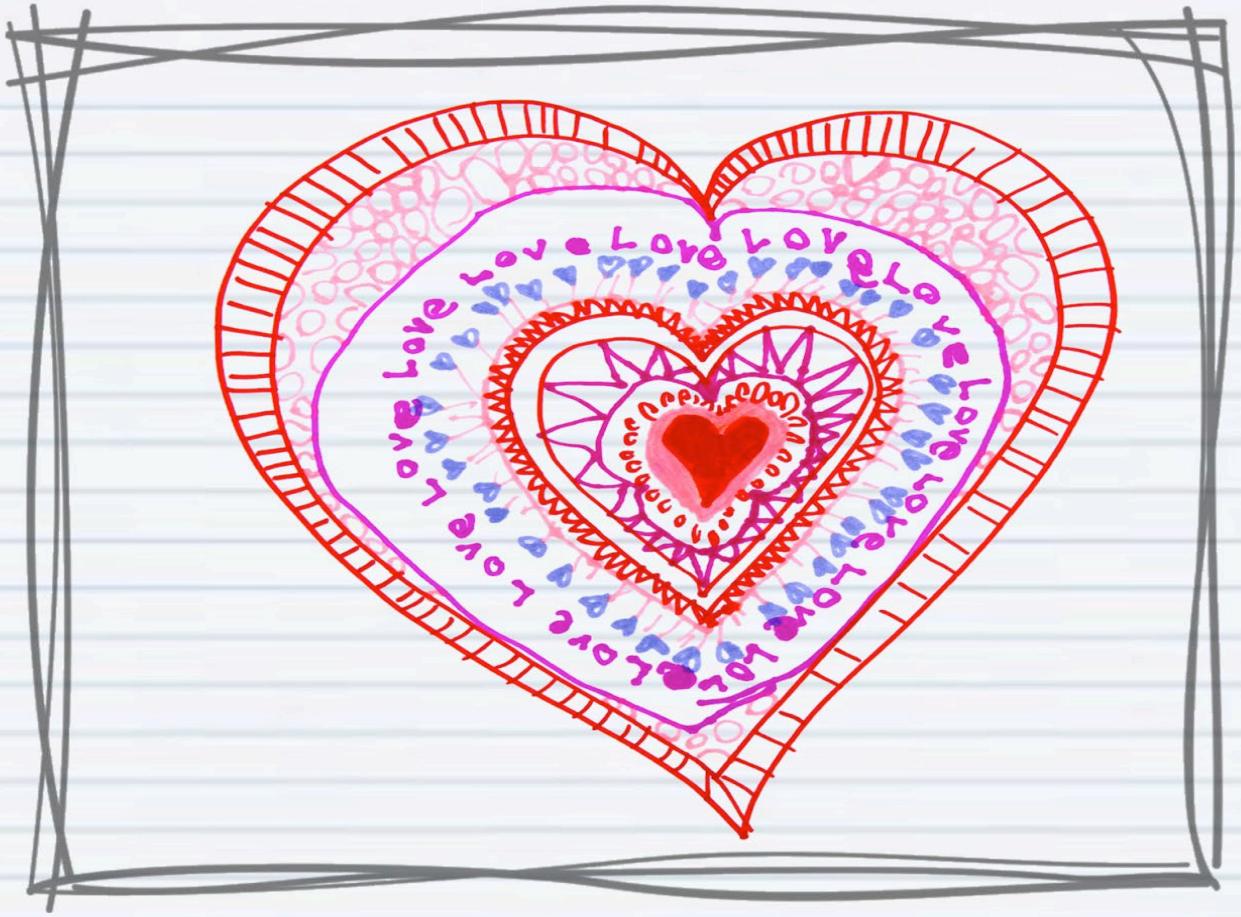
Indeed, in the creation of the heavens and the earth
and the alternation of the night and the day are
signs for those of understanding.

3 : 190



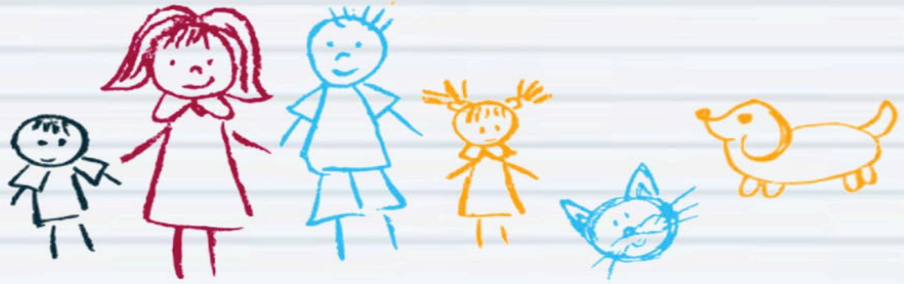
How ?

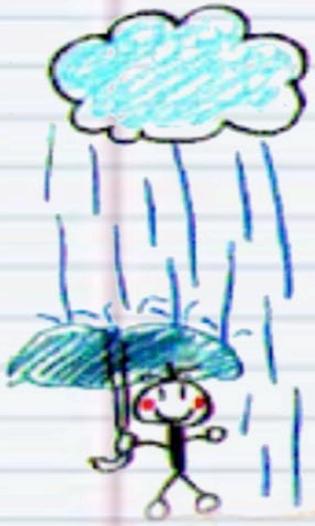
Love



Quran

Children





F
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نَحْنُ نَقُصُّ عَلَيْكَ أَحْسَنَ الْقَصَصِ

We relate to you, O Muhammed (saw), the best of stories

12 : 3

?

Familiar

Develop Imagination

Sense of wonder

Build Relationship

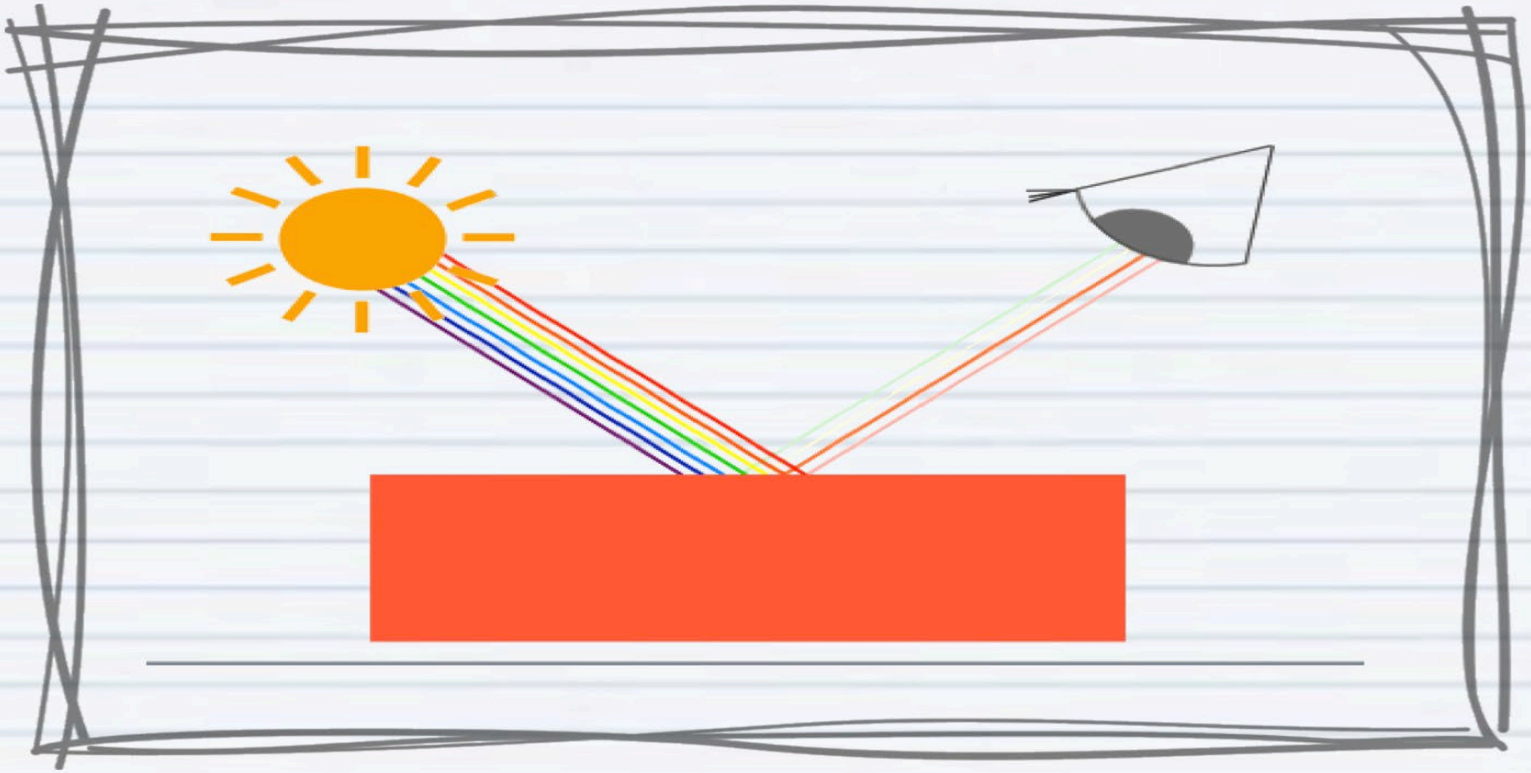
Develop understanding

Story Telling

Form a relationship with the narrative

ME & MAWIA
Surah Yasin
I strive to make sparkly footprints.....
WHOOPSIE!

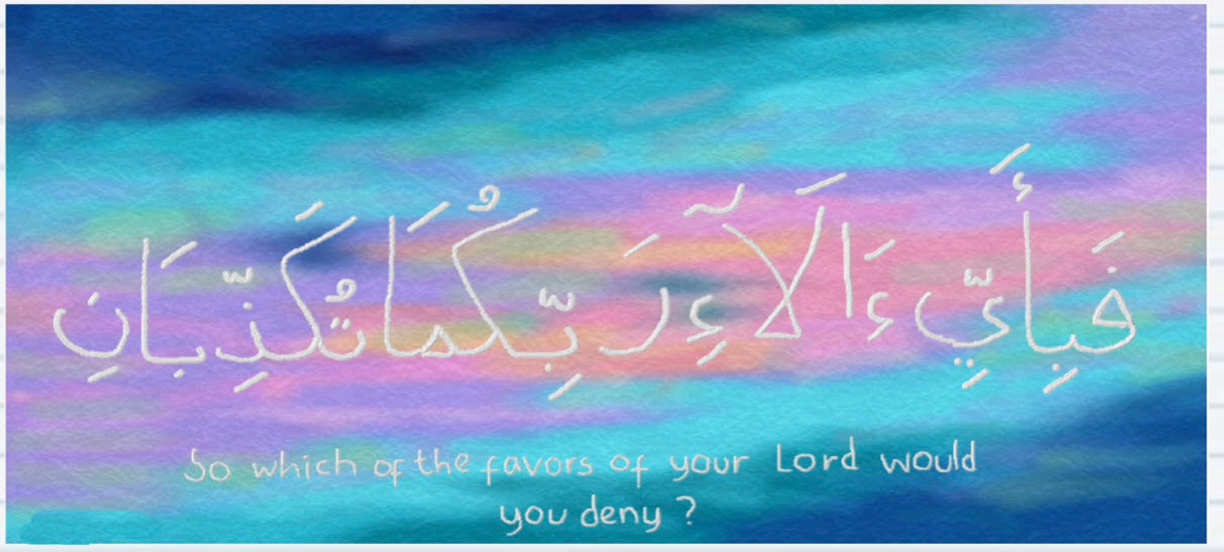
يٰسٓ



Let's reflect together

In your table groups, find as many reflections that we can derive from this part of Surah Yasin

Rhythm & Rhyme


فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ
So which of the favors of your Lord would you deny ?

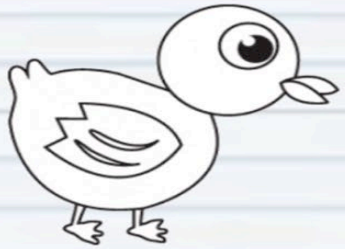
I ❤ tea

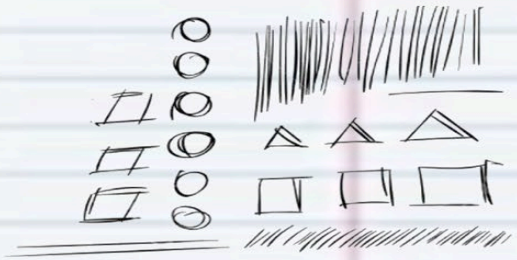
Rnyme

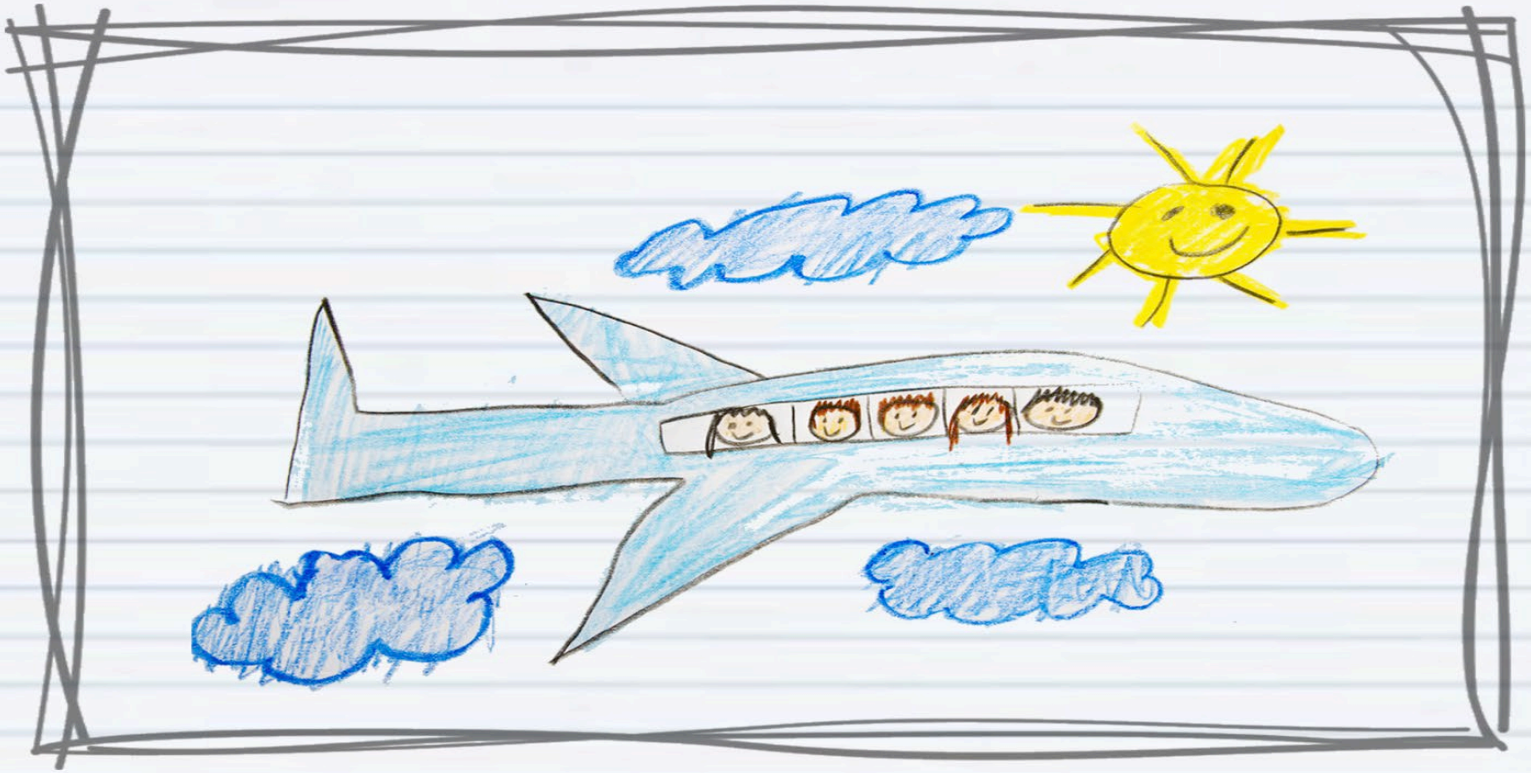
+

Lets Draw Together

First Next Then







DRAW

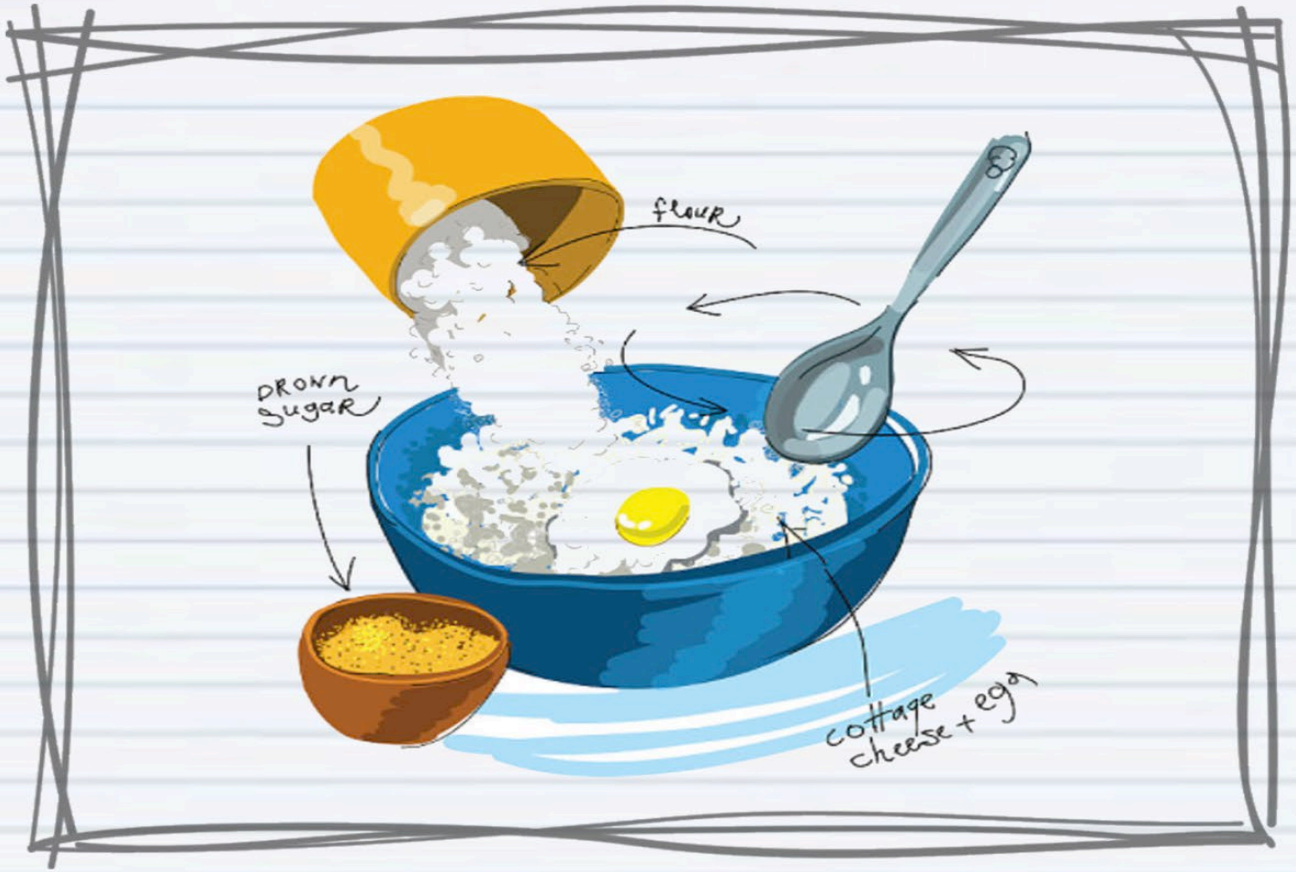
Access imagination and make physical representations of what's on their mind

Movement

Movement

When learning is combined with movement,
Learning increases by 90%

Sample movement video



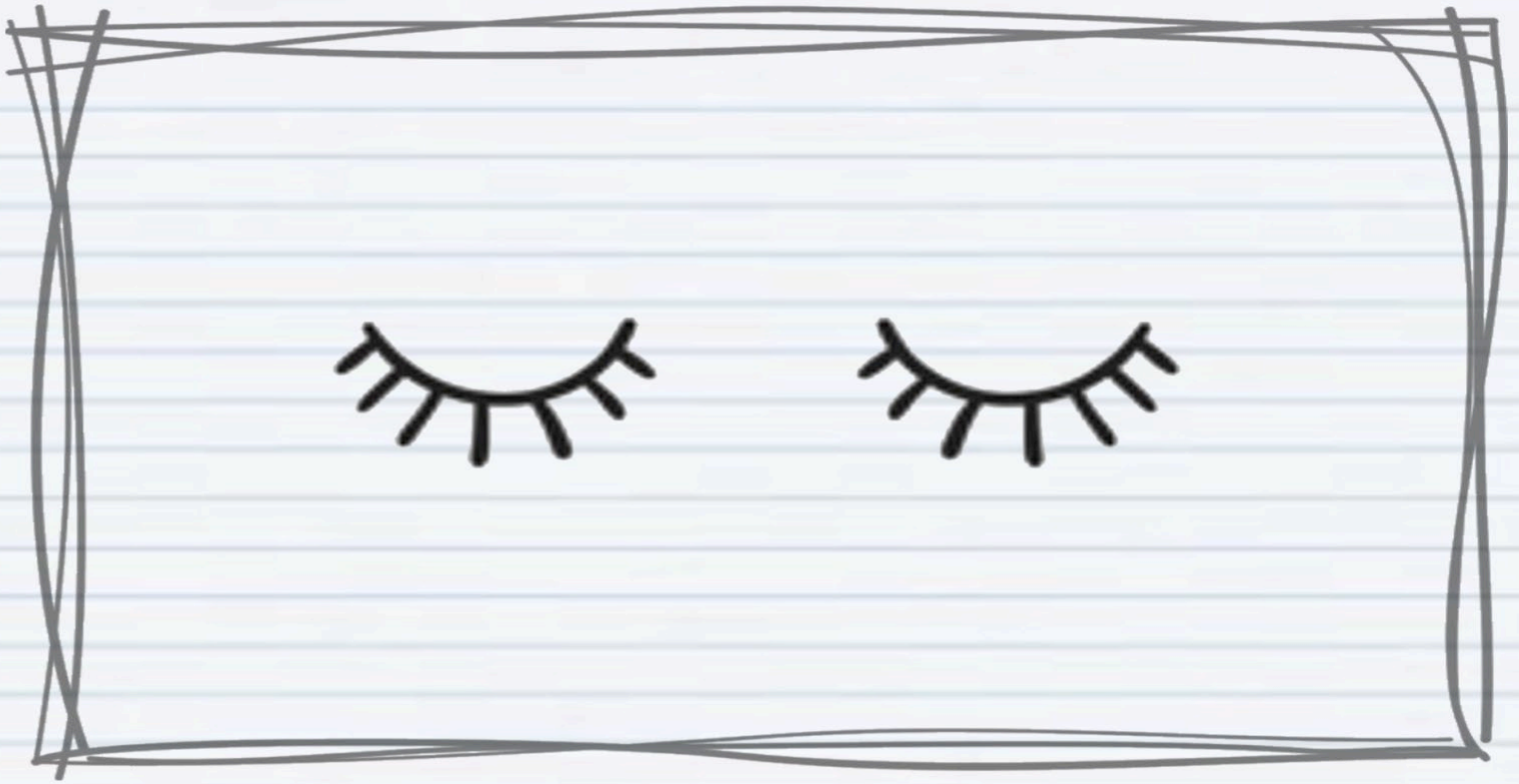
Combining best practises together to power up reflections

Smooth out transition between Band A/B and C

Transition

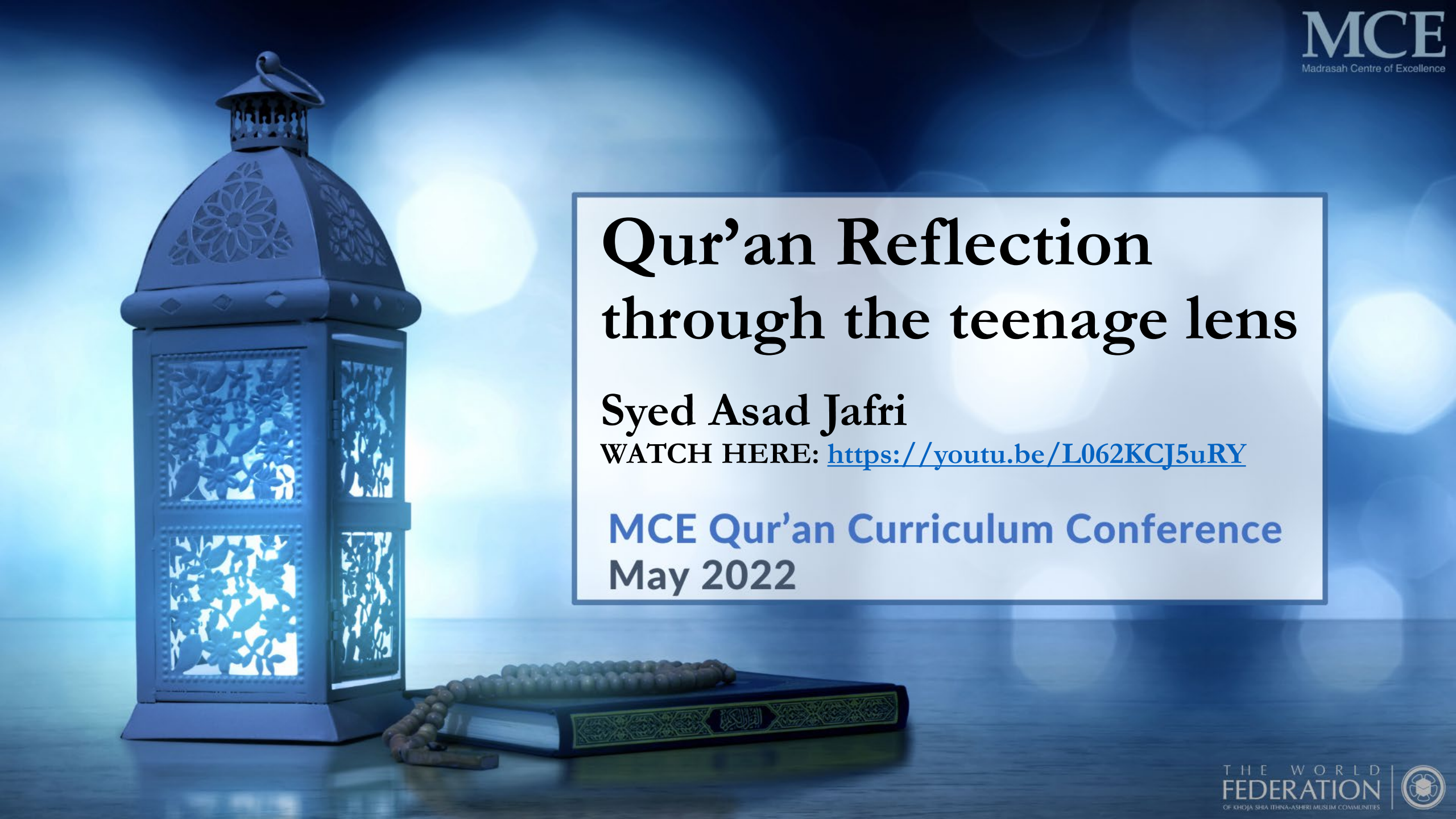
The Holy Prophet (SAW) said:

"One hour of Contemplation is better than 70 years of worship"



Close your eyes

Thank You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Qur'an Reflection through the teenage lens
Syed Asad Jafri
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Let us start with Love

وَمِنَ النَّاسِ مَنْ يَتَّخِذُ مِنْ دُونِ اللَّهِ أَنْدَادًا يُحِبُّونَهُمْ كَحُبِّ اللَّهِ ۖ وَالَّذِينَ آمَنُوا أَشَدُّ حُبًّا لِلَّهِ

"Among the people are those who set up compeers besides Allah, loving them as if loving Allah —but the faithful have a more ardent love for Allah…." – Holy Qur;an 2:165

- Love of a limited entity vs love of the Unlimited
- Each faculty has its own language of love and objects of love

To Love the Unlimited

- To love an unseen entity is not easy
- First, we must fall out of love, to fall in Love

مَا جَعَلَ اللَّهُ لِرَجُلٍ مِنْ قَلْبَيْنِ فِي جَوْفِهِ

- The symbolism of the Conquest of Mecca (the Adhaan & the idols)
- Imam as-Sadiq (‘a) said: "The heart is the sanctuary of Allah, therefore, do not settle therein anything but Allah.” - Bihar-ul-Anwar, vol. 70, p. 25

Negation to Exclusion

Dua Arafah of Imam Hussain (as)

وَأَنْتَ ٱلَّذِي أَزَلْتَ ٱلأَغْيَارَ عَنْ قُلُوبِ أَحِبَّائِكَ حَتَّىٰ لَمْ يُحِبُّوآ سِوَاكَ

"It is You Who have removed love for others from the hearts of Your lovers, so that they love nobody except You."

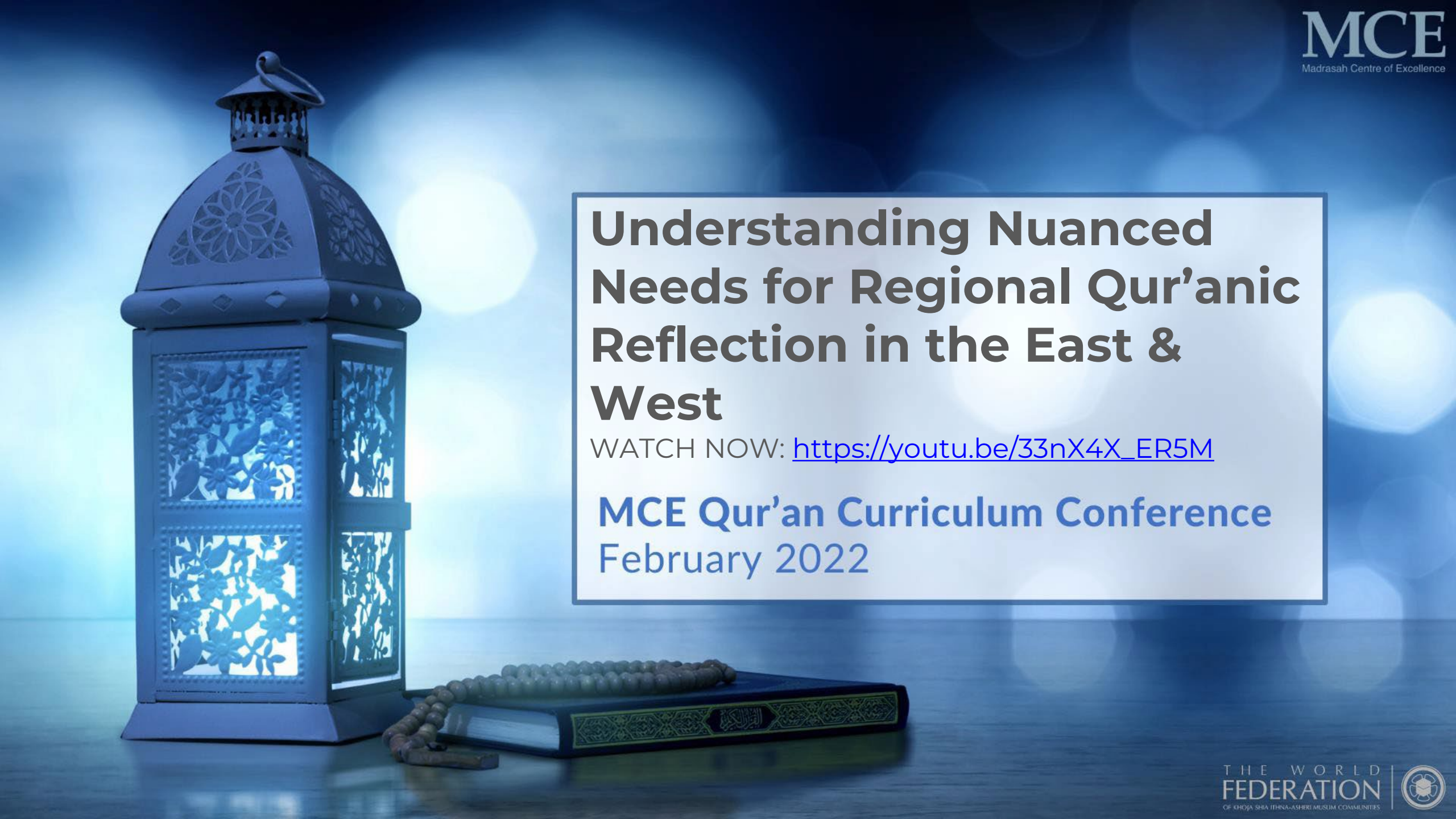
Allah (swt) is the Beloved, everything else becomes the Rays of that Love!

Qur'an: The Words of the Beloved

- The deeper the love, the deeper affinity to the words of that beloved
- A simple text, an email or perhaps a letter by the beloved is very near and dear to the heart
- The Qur'an is the Words of the Beloved
- An attachment to the Qur'an is predicated by an attachment to Allah (swt)

The Qur'an and the Teenager

- The reflection on the Qur'an should be presented as an outlet for our mental health challenges
- We need to assist our teens in removing the barriers between them and the Qur'an ie – language, translation, tafsir, etc
- Find creative ways to get them to mention how the Qur'an has impacted their lives
- The grandchild and grandfather story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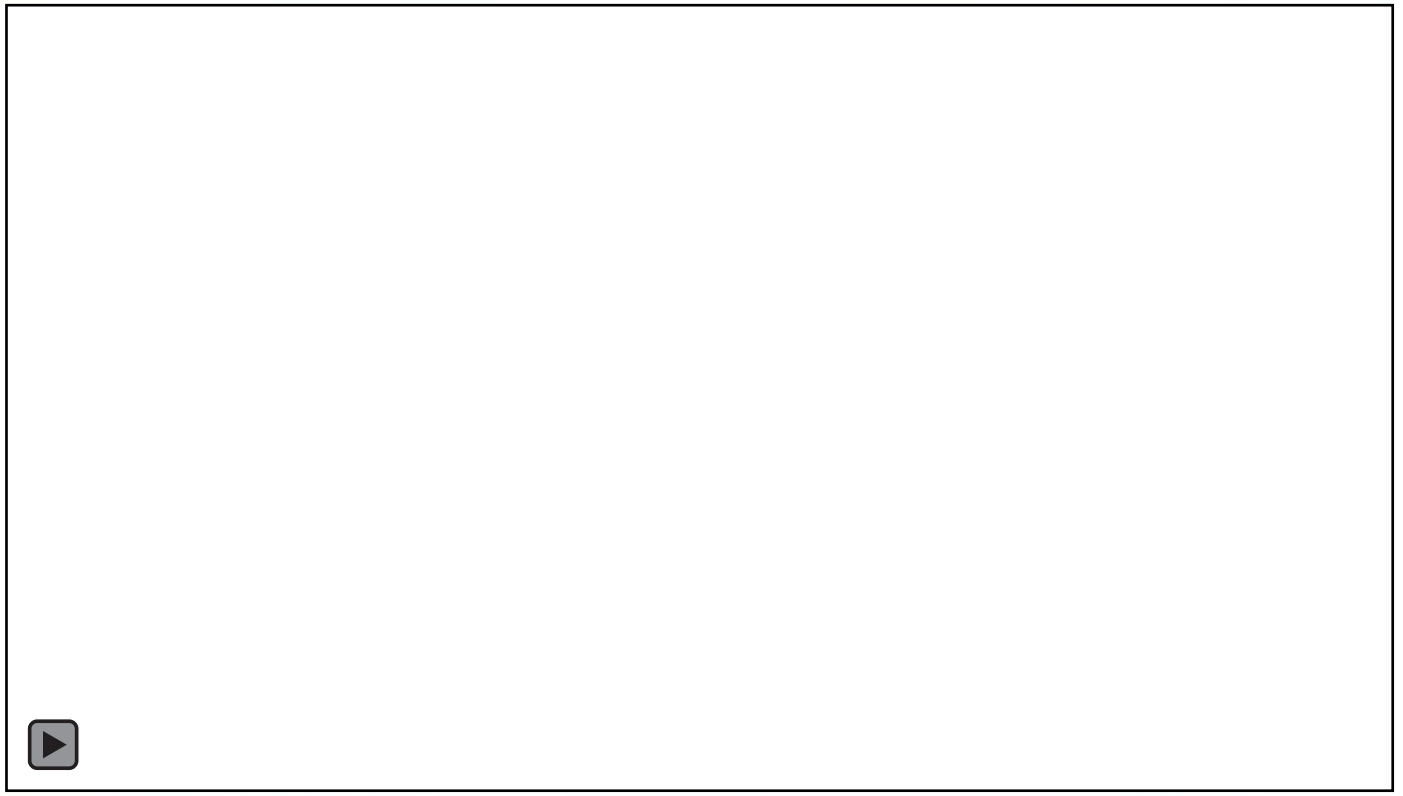
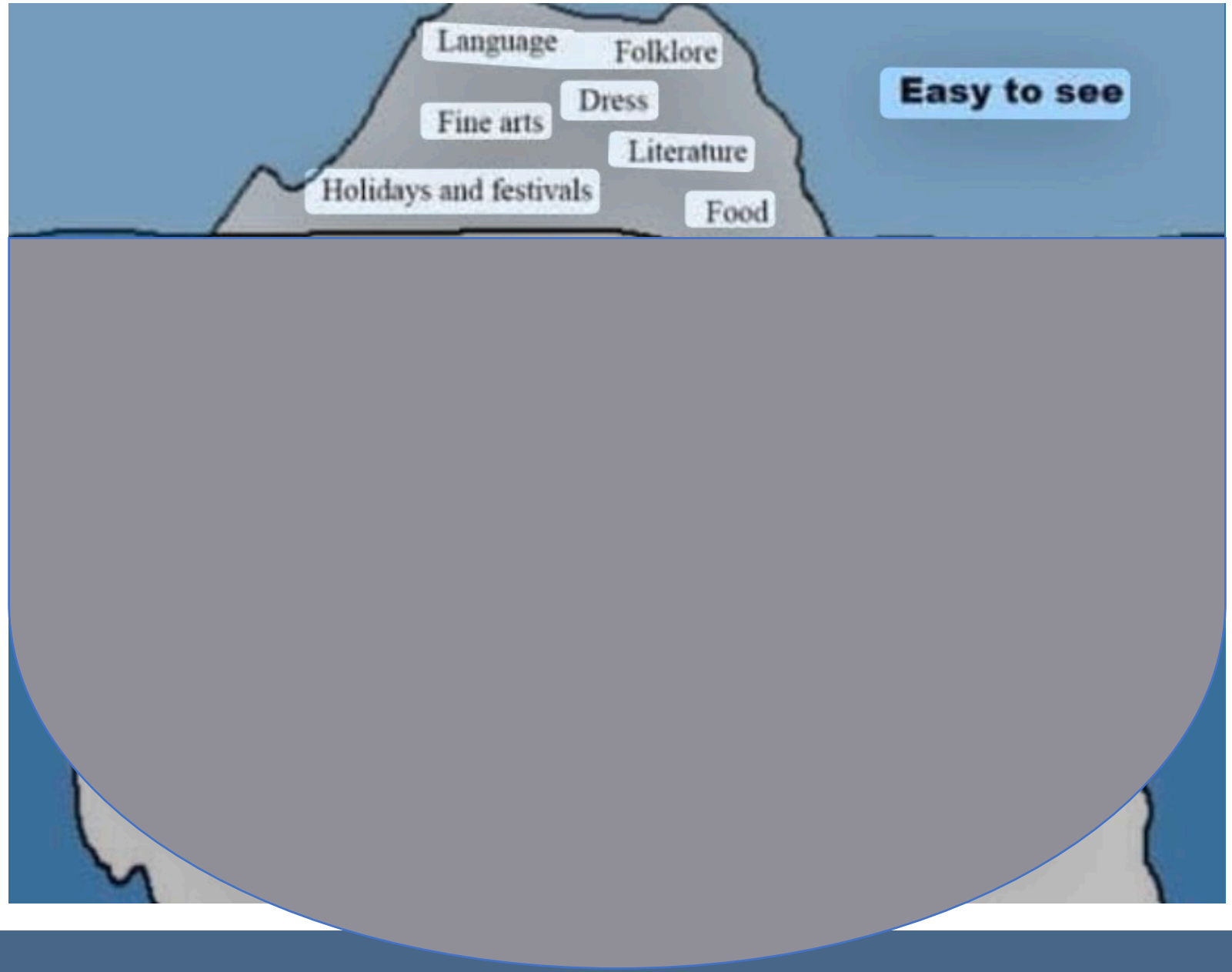
There is a voice that
doesn't use words.
Listen.

AUDIO




Language
Folklore
Dress
Fine arts
Literature
Holidays and festivals
Food
Easy to see

Sura Hujurat Verse 13

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟
إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ

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May 2022

Understanding the nuanced needs for regional Qur'anic Reflection in the East & West

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How did we go about finding this out?

Our Journey
(What is/has been done from 2019-2022):

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May 2020- November 2020

- ✓ Reach out to principals and establish connection with Quran liaisons/Madaris liaison Principal's group
- ✓ Interviewing and providing resources by talking to individual Madaris who reached out for support
- ✓ Conversations with parents of growing children around Quran, from diverse backgrounds.

January 2021

✓Interview with Quran Leads from various madaris in the USA and Canada

Feb 2021-June 2021- Bridging the Gap Initiatives

✓NASIMCO CIL (semi-global) conference showcasing Quran teaching support to fill identified gaps

✓Nationwide Quran Competition (IQRA QURAN COMPETITION): May 2021

July 2021-October 2021- Debrief and Reassess Initiatives

- ✓ Connecting/ setting up support group of POCs to establish peer support
- ✓ Assembling of Core Team Members to work on curriculum Review Project

October 2021-Dec 2021

✓Curriculum review

✓Arrange and provide resources

✓Reassess for needs and resources through surveys

✓Liaise with MCE to share findings

Jan 2022 onwards:

➢Debriefing and sharing findings with the core team. Aligning goals and pledging support to collectively work with MCE

➢Review MCE survey results identifying global challenges

➢In depth surveys and analysis through interview with individuals

Active Gap Analysis Process (2021-2022)

1. Core team assembly
2. Review individual and existing curriculums
3. Adopt a curriculum for the East for a comparative review of Gaps and Analysis
4. Survey to collect data on areas of challenge in Quranic Syllabus in the East and West
5. Analysis and follow up of Survey results from the East and West

Overview of Data Collected

Methods:

Quantitative, Qualitative and Interviews

Questions:

General and Specific

"The way you collect your data should relate to how you're planning to analyze and use it"

(University of Kansas, 2007)

Ensuring the Integrity of Data Collected

1. Rate of completion of this survey: Random selection.

2. 61% responses from the North America and Canada

80 % responses were received from the Africa and Middle East

3. Qualitative research was done in home base (West), finding then compared in the East

4. We did not restrict number of responses from each madressa

5. These surveys were sent for purposes of data collection to core groups. (later compared with globally)

4. Not a controlled group. They include personal opinion of participants through wisdom and experience

5. Demographics:

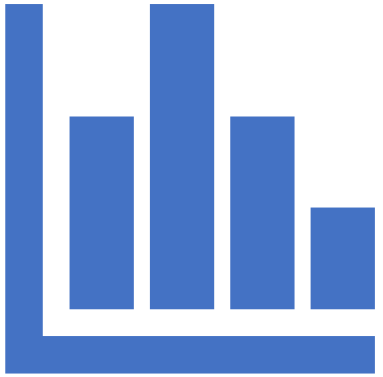
East: Africa, Middle East and Asia

West: North America, UK, Europe and Canada

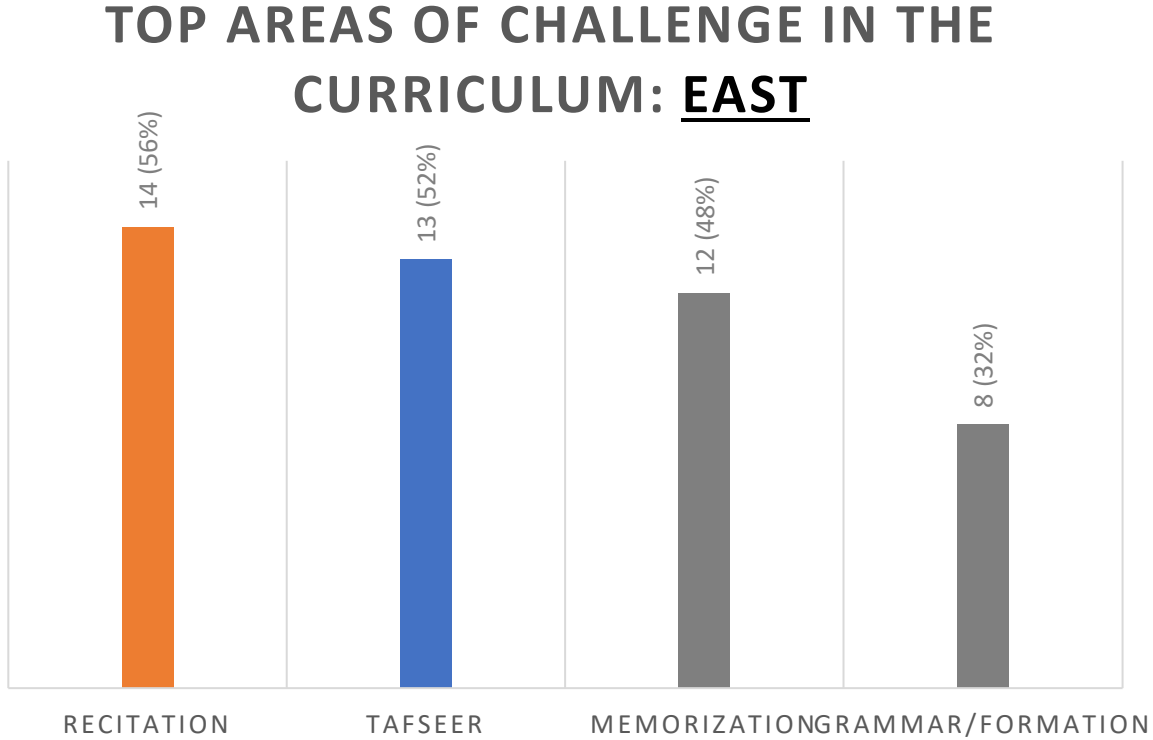
6. Colors used are non-biased (preference)

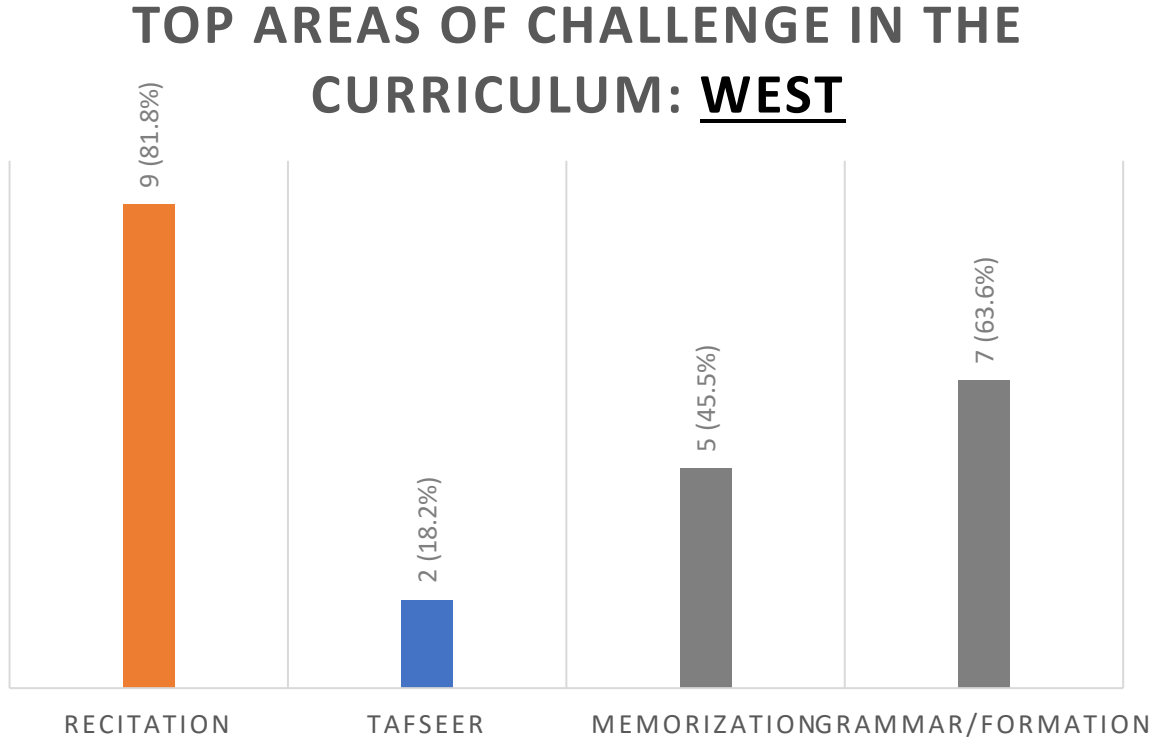
Focus of the survey:

What	Where	How
Top two areas of challenges	Age/grade level the challenges were noticed	Resources needed to resolve the challenges

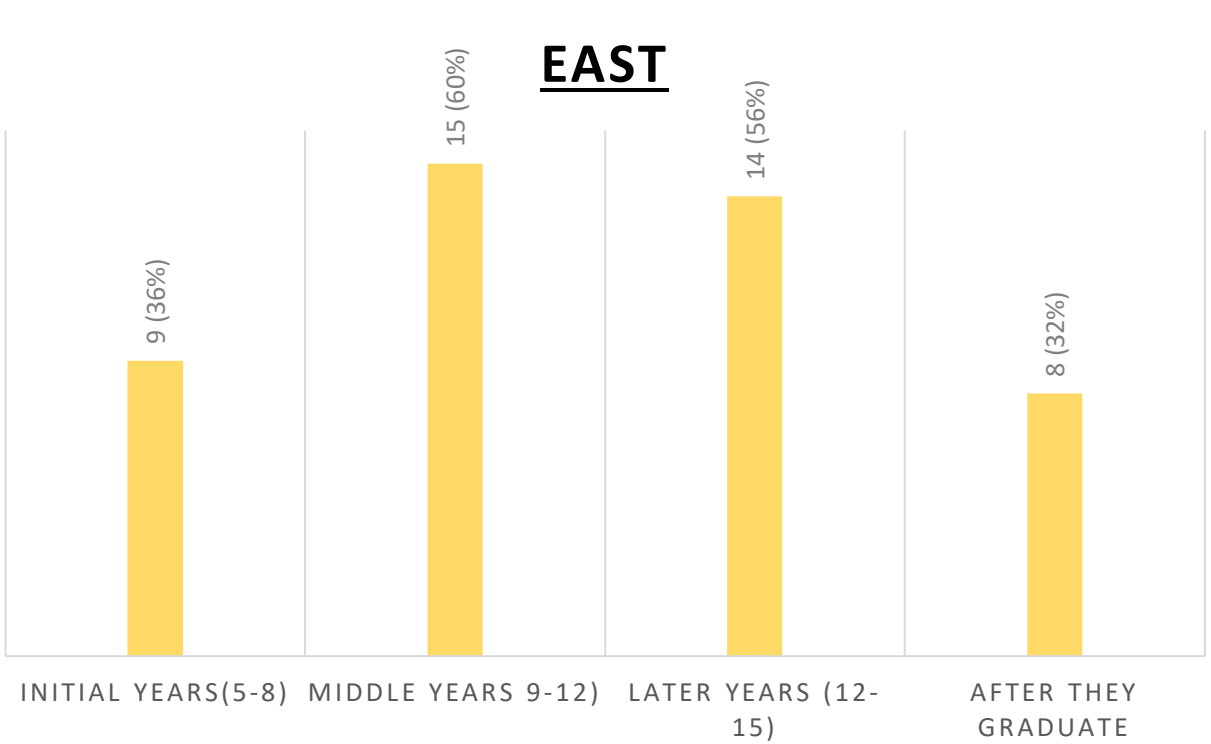


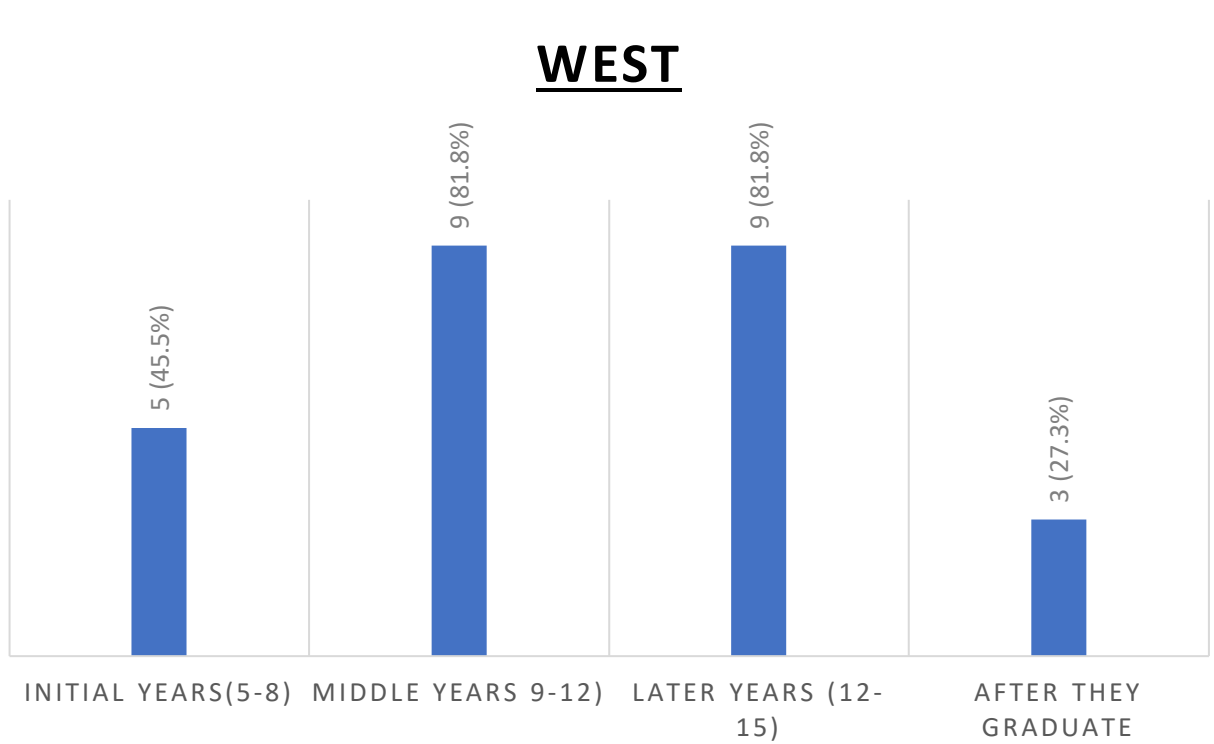
1. Top Two Areas of Challenge in the Curriculum





2. Age Where Challenges were Noticed





3. Requested Skills & Resources

Quran tutoring program during the week, class tracker for recitation

Finding teachers qualified to teach Quran is a challenge, perhaps training can help but there needs to be confidence

Students at different levels in a single classroom, not enough teachers

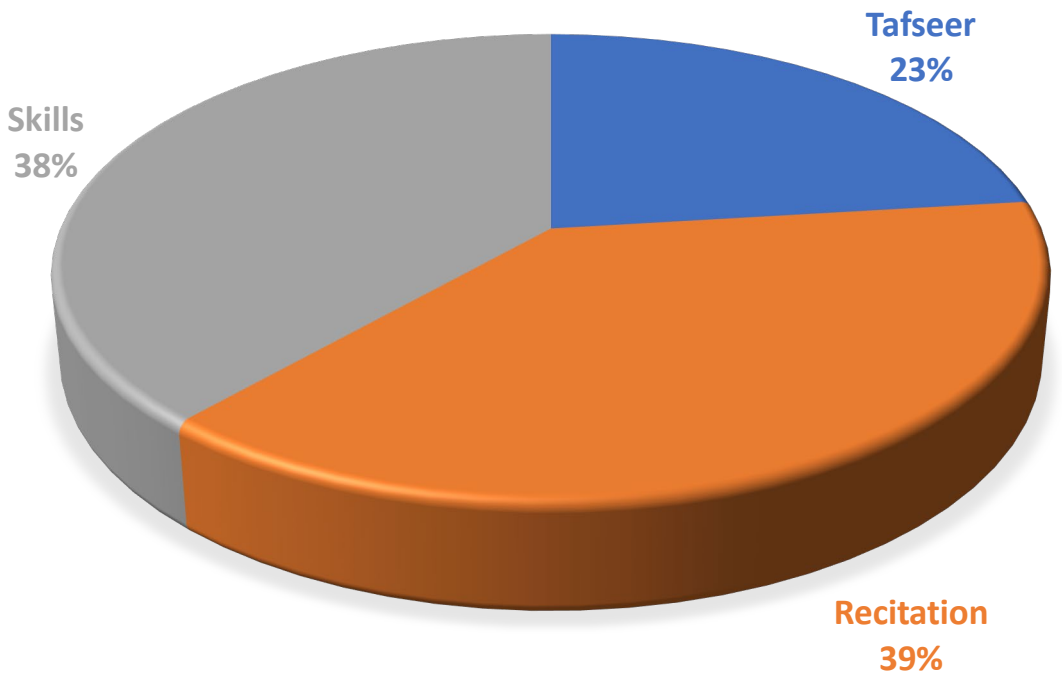
Children lack concentration because they are online

Reduced peer to peer interaction

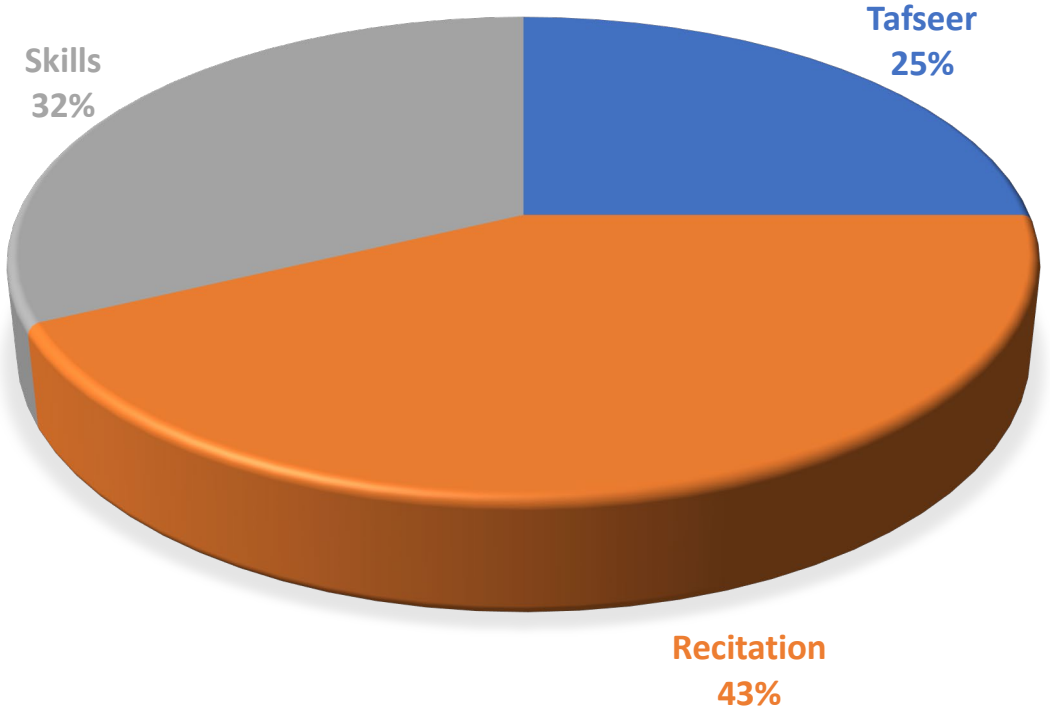
Every student has different needs and should be accommodated

Comparing our findings with Results of Survey by MCE (Overview)

SURVEY RESULTS BY MCE: EAST



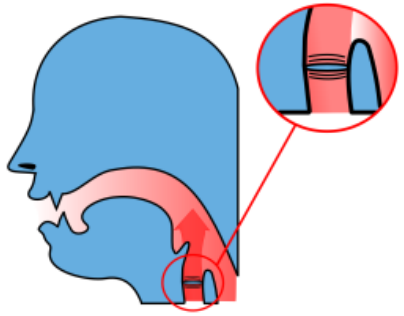
SURVEY RESULTS BY MCE: WEST



Qualitative Investigation into Results of Survey (Recitation)

Recitation Challenges in the EAST:

Pronunciation & Consistency in practice



Recitation Challenges in the WEST:

Pronunciation & Accommodation in lifestyle

Qualitative Investigation into Results of Survey (Tafseer)

Tafseer challenges-EAST:
Quantity and Content

Tafseer Challenges- WEST:
Quality and Relevance

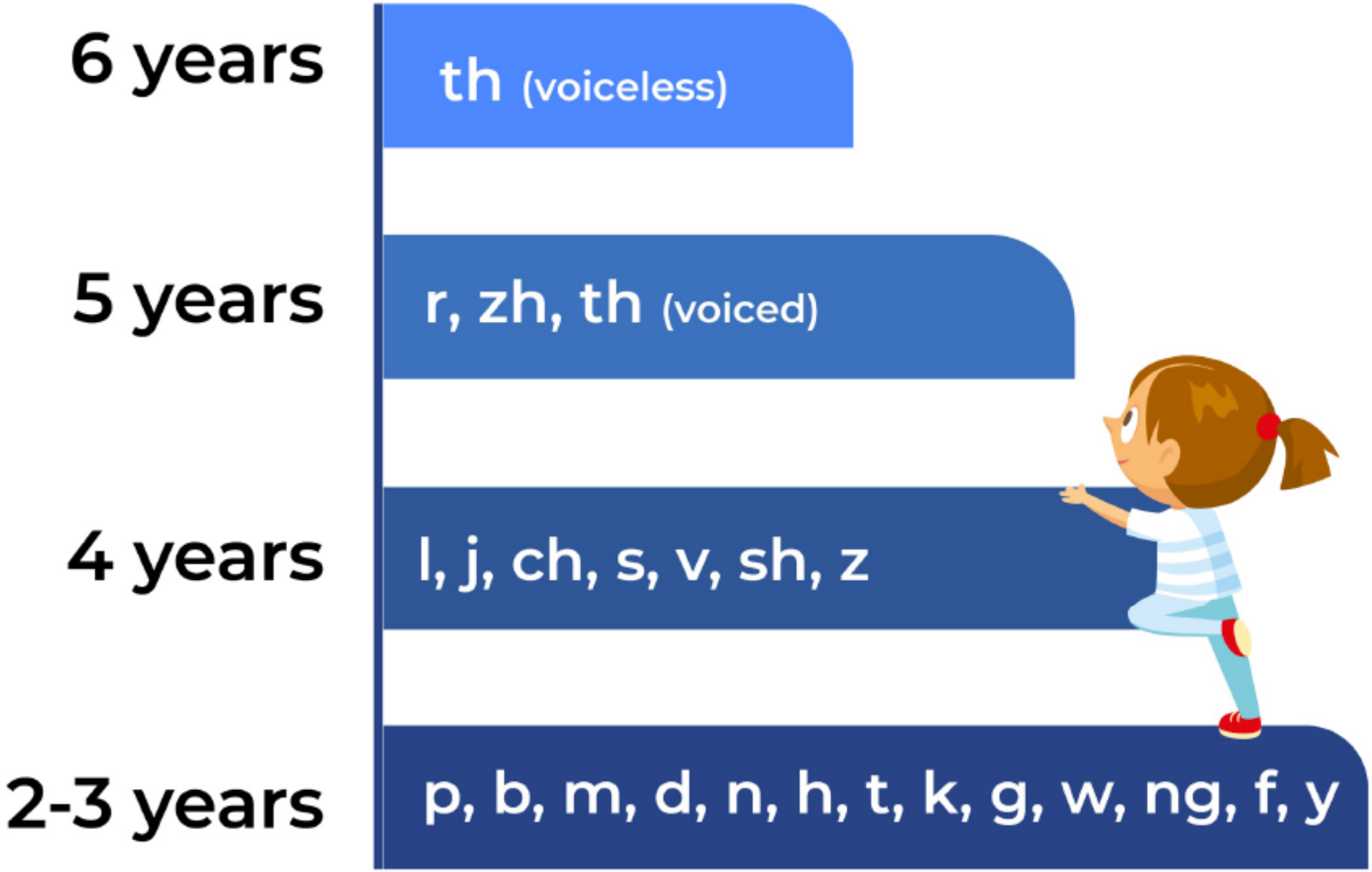
Qualitative Investigation into Results of Survey (Resources)

Resource challenges in the East:
Mostly **In-classroom** needs

Resource challenges in the West:
Mostly **Online classroom** needs

1. Recitation: Language differences in East/ West

"The data show that by the time infants begin to master the higher levels of language--sound-meaning correspondences, contrastive phonology, and -their perceptual and perceptual-motor systems grammatical rules-are already tuned to a specific language" (Kuhl, 1994)



Average age children learn to pronounce English consonants correctly

(Based on 15 English speech acquisition studies compiled by McLeod and Crowe, 2018)

SOUNDS

Phoneme	1	2	3	4	5	6	7	8
/p/ as in "pit"								
/m/ as in "mom"								
/h/ as in "hat"								
/n/ as in "night"								
/w/ as in "wet"								
/b/ as in "book"								
/k/ as in "cat"								
/g/ as in "golf"								
/d/ as in "duck"								
/t/ as in "top"								
/ŋ/ as in "wing"								
/f/ as in "fit"								
/j/ as in "yes"								
/r/ as in "run"								
/l/ as in "light"								
/s/ as in "sun"								
/tʃ/ as in "catch"								
/ʃ/ as in "wash"								
/z/ as in "zebra"								
/dʒ/ as in "dodge"								
/v/ as in "van"								
/θ/ as in "think"								
/ð/ as in "then"								
/ʒ/ as in "pleasure"								

AGE

A relevant example from Islamic History

"The Prophet (SAW) said that it was Bilal's heart that was to be seen and not his diction. He called Bilal and asked him to call the public for prayers through the Azan" (Ahmed, 2006)

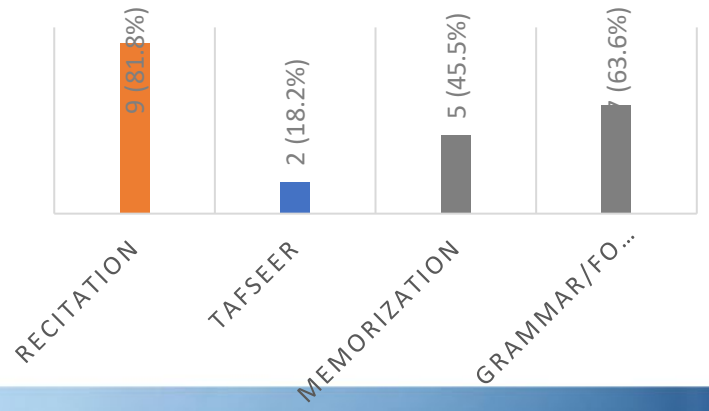
Difficulties of Learning Arabic for Non-native Speakers

"On the Sound level: the difficulty is in pronouncing some letters such as: ضظطعق because many of world's languages do not have these phonemes in independent forms and symbols as in Arabic language, therefore almost of Arabic language learners who are speakers of other languages suffer from pronouncing these consonants" (Dajani et al., 2013)

2. The needs for Tafseer differ within the Demographics

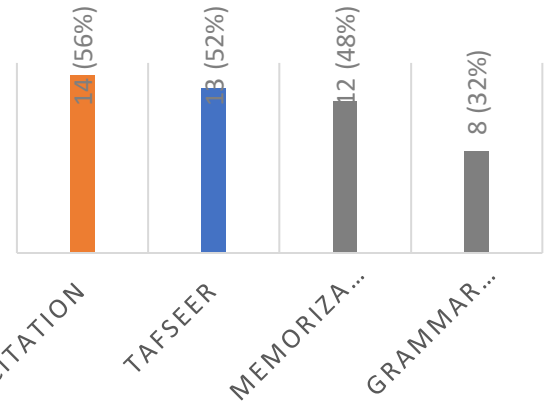
Western lifestyle is different from values endorsed by the Islam.

- To practice a Quran centric lifestyle, students need to know of verses that guide their day-to-day interactions.



Eastern lifestyle is aligned with values endorsed by the Quran..

- To practice a Quran centric lifestyle, students may need to strengthen concepts of Aqaed and Verses that guide their day-to-day interactions.



We are posing some questions for reflection….

TOO MUCH CHALLENGE in the west??

"Newspapers printed sermons and Sunday school lessons, and ministers offered lessons through newspaper Bible clubs. Newspapers featured jokes whose punchlines required familiarity with the Bible. They aired political commentary that cited the Bible on all sides of a given issue …. some newspapers even sold Bibles directly as a way of raising revenue. But most of all, newspapers quoted the Bible" (Newport, 2011)

Possible justification for reduced need for tafseer in the surveys??

Islamic classes in the West have been established to satisfy the need and preservation of Muslim faith. As a result, children are taught to appreciate the principles of the religion by applying them

(Halstead, 2004)

Is there ENOUGH CHALLENGE in the East?

Growing in areas that practice the Islamic faith widely may not necessarily motivate learners enough align practices endorsed by faith, as the learners in the west. There may not be any challenges to have to prove their faith (Halstead, 2004)

Summarized from scholarly work titled: Islamic Concepts of Education

Summary of findings: Overview

- Recitation: Pronunciation of Arabic words by NON-NATIVE speakers can be a challenge (Language)

- Tafseer: Understanding alignment of real-life practices in Quran. Knowing what concepts and verses go together (Culture)

- Skills: Teacher skills training, teacher support, revamped activities (Resources)

Teaching guides tailored to regional requirements:

Language: Start early exposure to RECITATION (pre-madressa checklist)

Culture: Incorporate content in TAFSEER for adolescent formative years

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Observations Specific to WEST when making a Global Curriculum

English language learners unable pronounce or vocalize certain letters of the Arabic language alphabets

The cultural differences and the demographic pushback

Online is the most popular method sought resources for

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Observations Specific to EAST when making a Global Curriculum

Non-Arabic language learners unable pronounce or vocalize certain letters of the Arabic language alphabets

Faith is not challenged as much-Culture promotes an Islamic lifestyle

In-Person is the most popular method sought resources for

Tools that keep us advantaged

- Social Media and Globalization through online accessibility.
- Teachers and Educators who have selfless motive in mind to inspire our youngest citizens of the world, our children
- Professionals such as Linguists, Speech therapists, Sociologists and Psychologists (to mention a few), who can offer their expertise in child development and content retention.

The Journey of OUR Quran Project

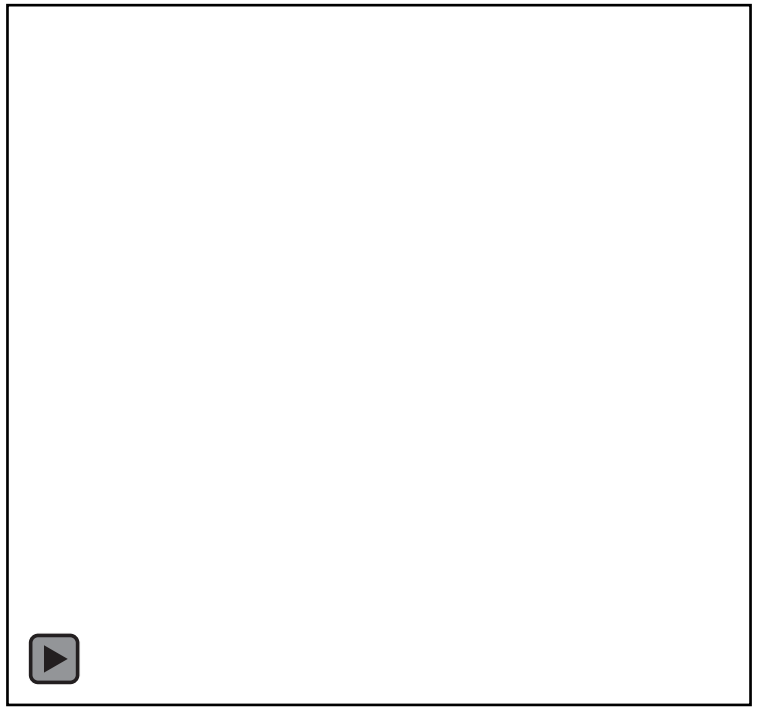
In Summary: 1-2-3

One Vision/One Curriculum

Two Major Demographics

Three gaps and three suggestions

The Future ان شاء الله .....A QUR’AN CENTRIC GLOBAL COMMUNITY



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Qur'an for Everyone
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Introduction

- BSc in Psychology and MSc in Speech and Language Therapist
- Registered Speech and Language Therapist
- Special interest in early intervention
- Volunteering with SIM since January 2018 – current Head of Learning Support
- Lead for the Learning Support Programme being developed by MCE

Inclusive Curriculum

- If schools can do it – we can do it!
- Cultural barriers and generational gaps in knowledge mean that as a community we are not where we need to be in order to serve ALL our children
- Combat the misconceptions around the spiritual capabilities of children with additional needs
- The Qur'an was given to us by Allah for all His believers – it is our responsibility to deliver this to everyone and make it accessible to all of our children

Needs and Gaps

- An understanding of the impact various speech and language difficulties have on learning how to read and recite Qur'an
  - Speech sound disorders/delays
  - Dyslexia
  - Apraxia of speech (motor planning for speech)
- A way for children to learn the Quran and be exposed to it without needing to be able to recite it or even read Arabic

Anecdotes

From a child with a speech sound disorder:

"My teacher got upset at me in front of the whole class for not being able to say my Qur'an sounds"

From a parent's perspective:

"I just want my child to see the Qur'an as something we respect and turn to in difficulty. If he can't read it in Arabic, that's okay, he can still benefit from it the same."

From a teacher's perspective:

"I have a child in my class who is nonverbal and I wish I could know how to inspire him through the Qur'an. I find it hard to know whether he understands the Qur'an or can read it because he cannot speak."

Insight from SLT

- Consider how children learn their sounds at school, and use a similar approach as they will be familiar with it (eg: sight reading, phonics).
- Some children can read but it is not at an age appropriate level, and therefore their primary form of learning is auditory or visual. We can use a similar approach when teaching Qur'an.

Insight from SLT continued…

- Use a word or sound they already know to help them learn something new. For example, when we teaching the /sh/ sound, we compare it to the sound we make to a baby. To each Arabic letters, we can compare the sound to a letter or word in their native language (eg: بlike Bismillah…or ball if that's easier for them!)
- Have an understanding of lip, tongue and teeth placement so that if the child is struggling to make a sound, then you can prompt them with something they can see and feel.

MCE QUR'AN CURRICULUM CONFERENCE

MAY 2022

ABBAS ALY

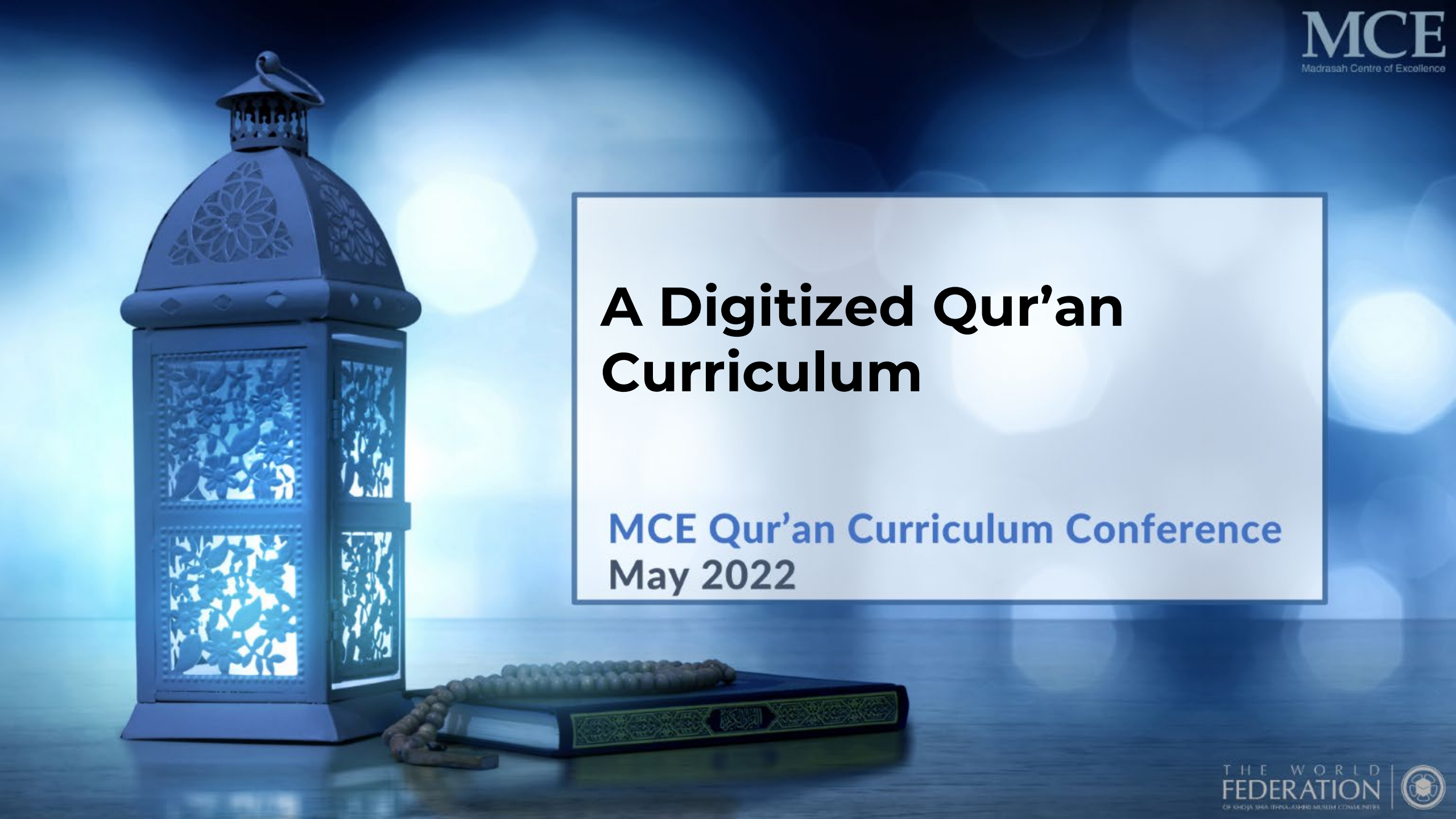
WATCH HERE: https://youtu.be/_gpExHrJa0o

Submit a question to any of our speakers at any time by visiting

slido.com

Event code is #MCEQCC

MCE Madrasah Centre of Excellence | Tarbiyah تربية | WF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A Digitized Qur'an Curriculum
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May 2022
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An online e-learning system for tomorrow's students by transforming content into a highly engaging learning experience

new website

As part of the learning ecosystem, a new MCE website will be the transitional partnership to the LMS providing a landscape where the user can get a better understanding on how this learning initiative will be a success.

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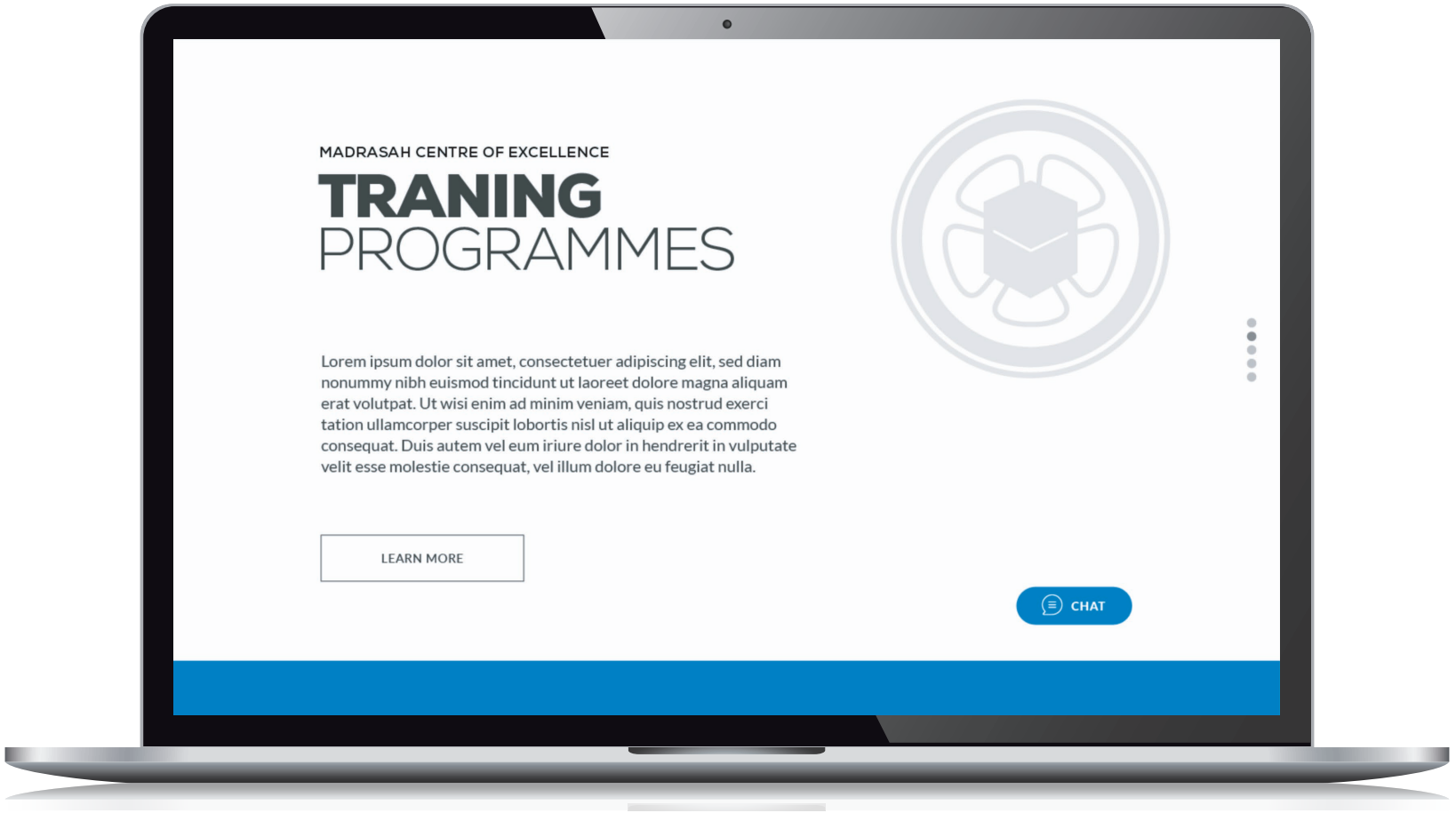

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website concept layouts

macintype.com/MCEwebsite

New design concept for MCE website

Updated user login page and student dashboard

updated login page

Integrating a new educational curriculum into the one log in area will make it easier for the user to access both platforms and provide an area for future educational programmes to be included.

Updating the existing platform to include a Single Sign On (SSO) whether through enterprise federation, social login, or username and password authentication, allows users to simply log in once and use all applications they have been granted access to.

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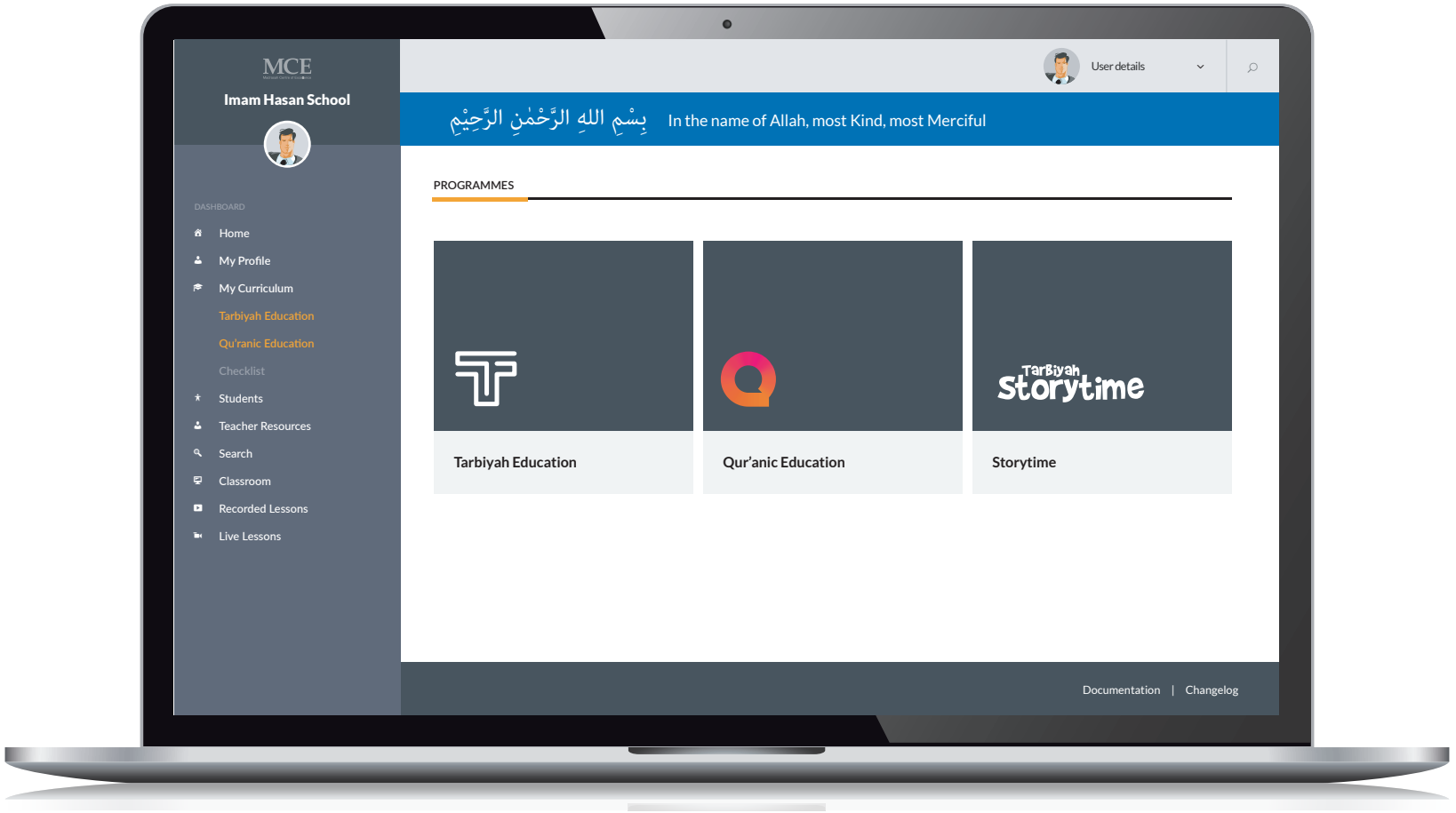

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Curriculum pages following
existing design and layout

curriculum pages

Following the existing style of Tarbiyah, the Qur'anic education portal will ensure consistency of look and feel, including an ehanced user experience with Javascript. The use of JavaScript will make the curriculum interactive and dynamic. With the use of sound files and video – will also enable the student to work through each level of learning with ease.

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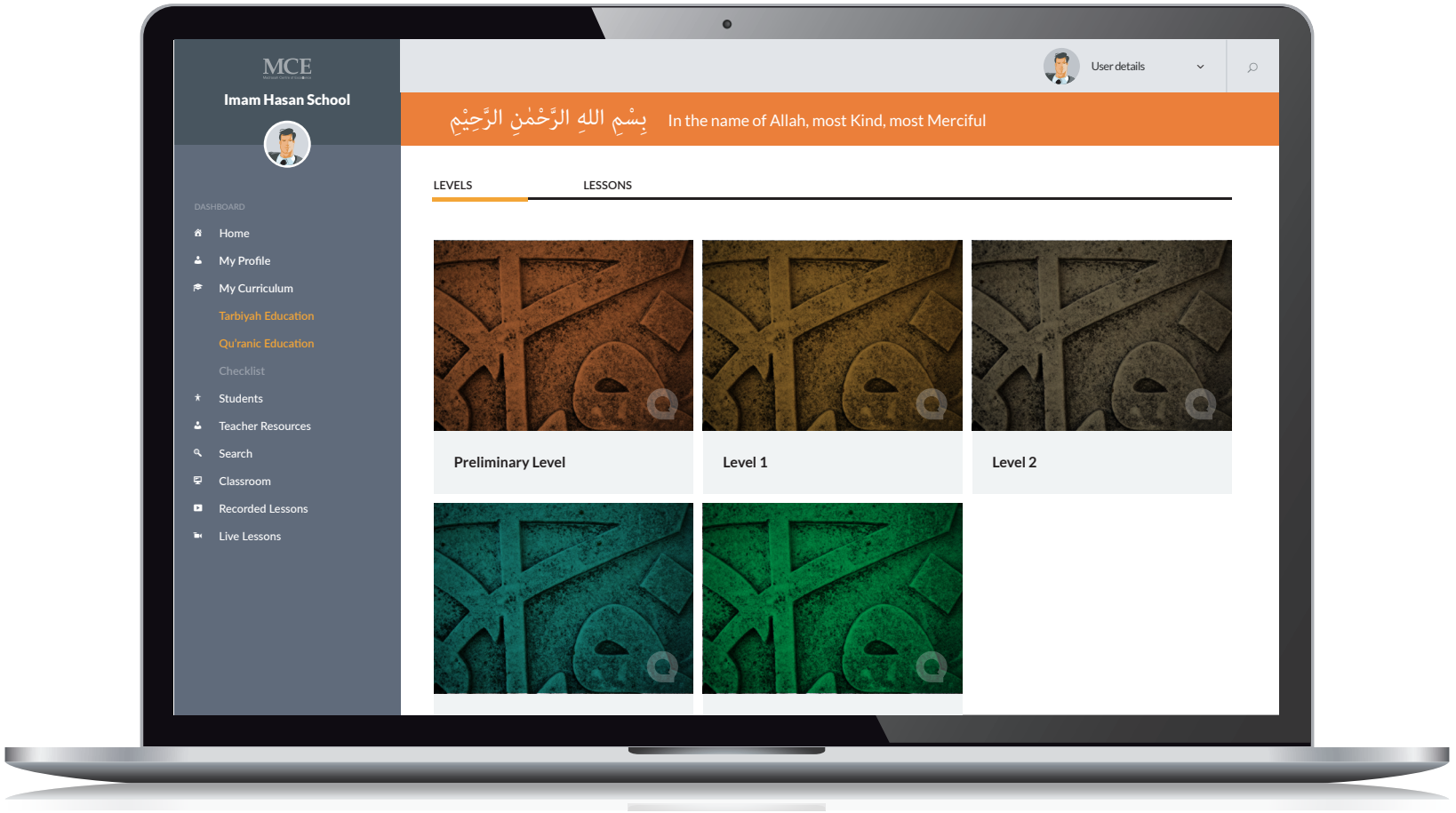

All levels of learning

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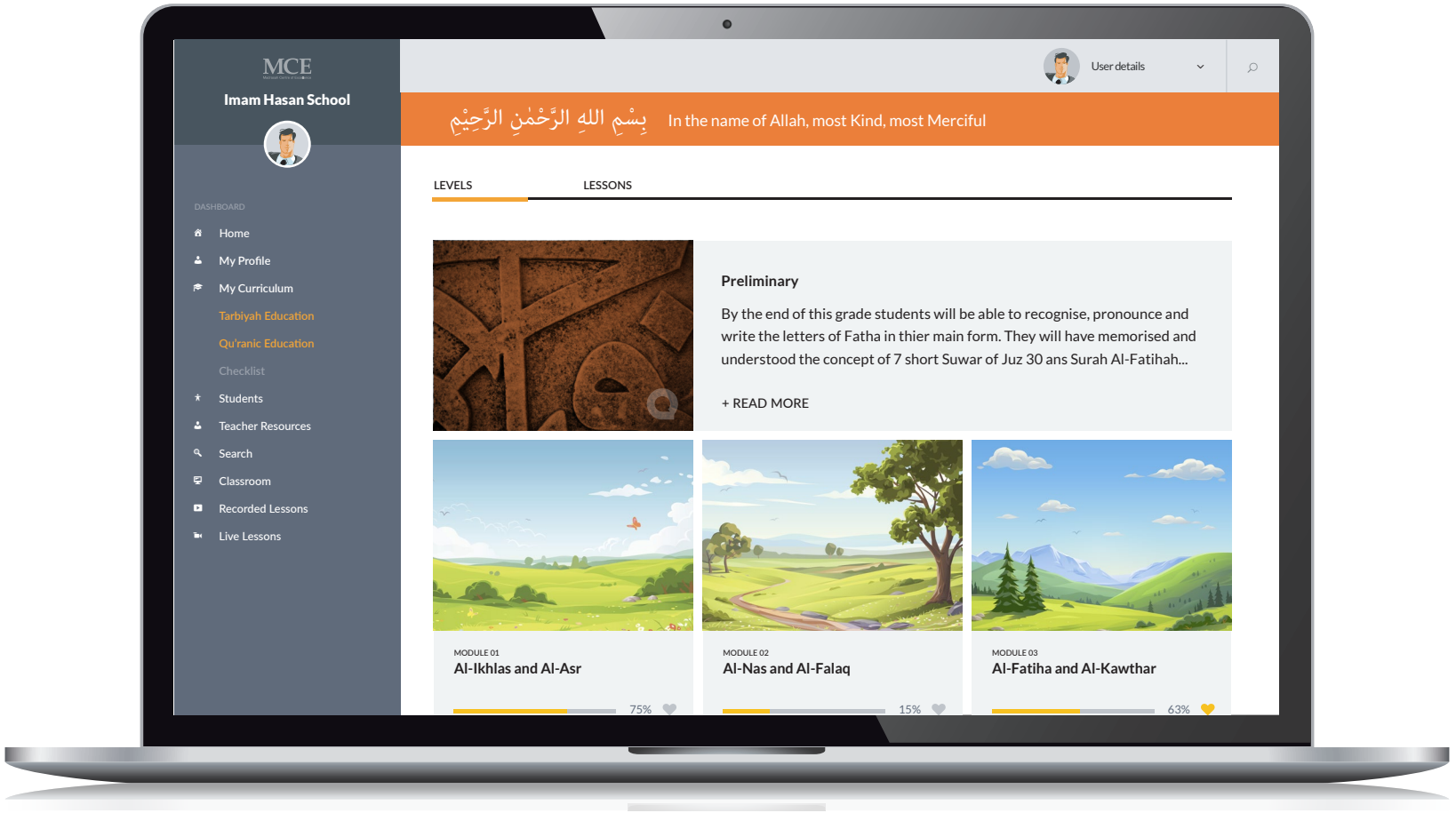

Preliminary level section of Qur’anic learning

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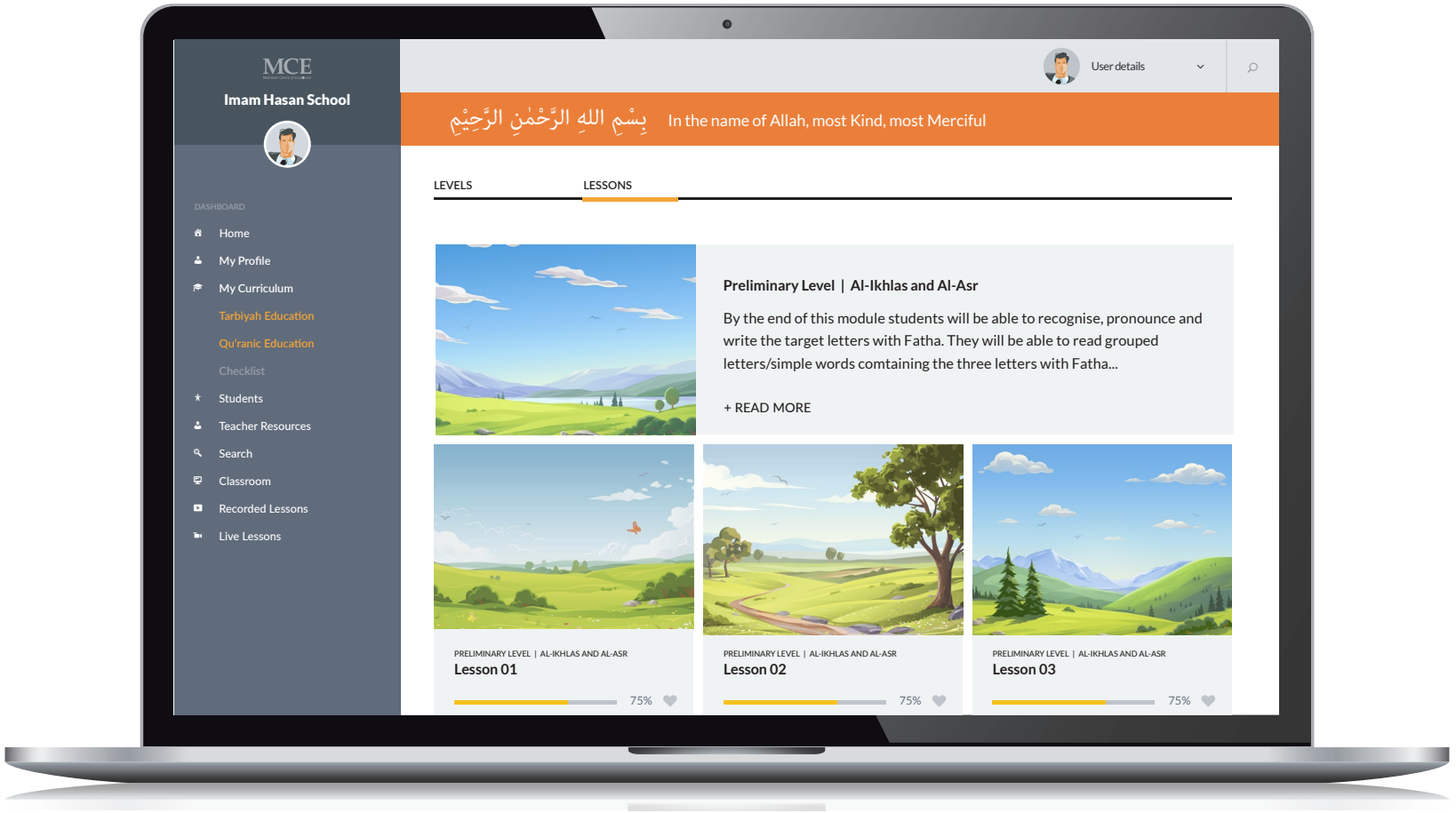

Lessons of Preliminary Level

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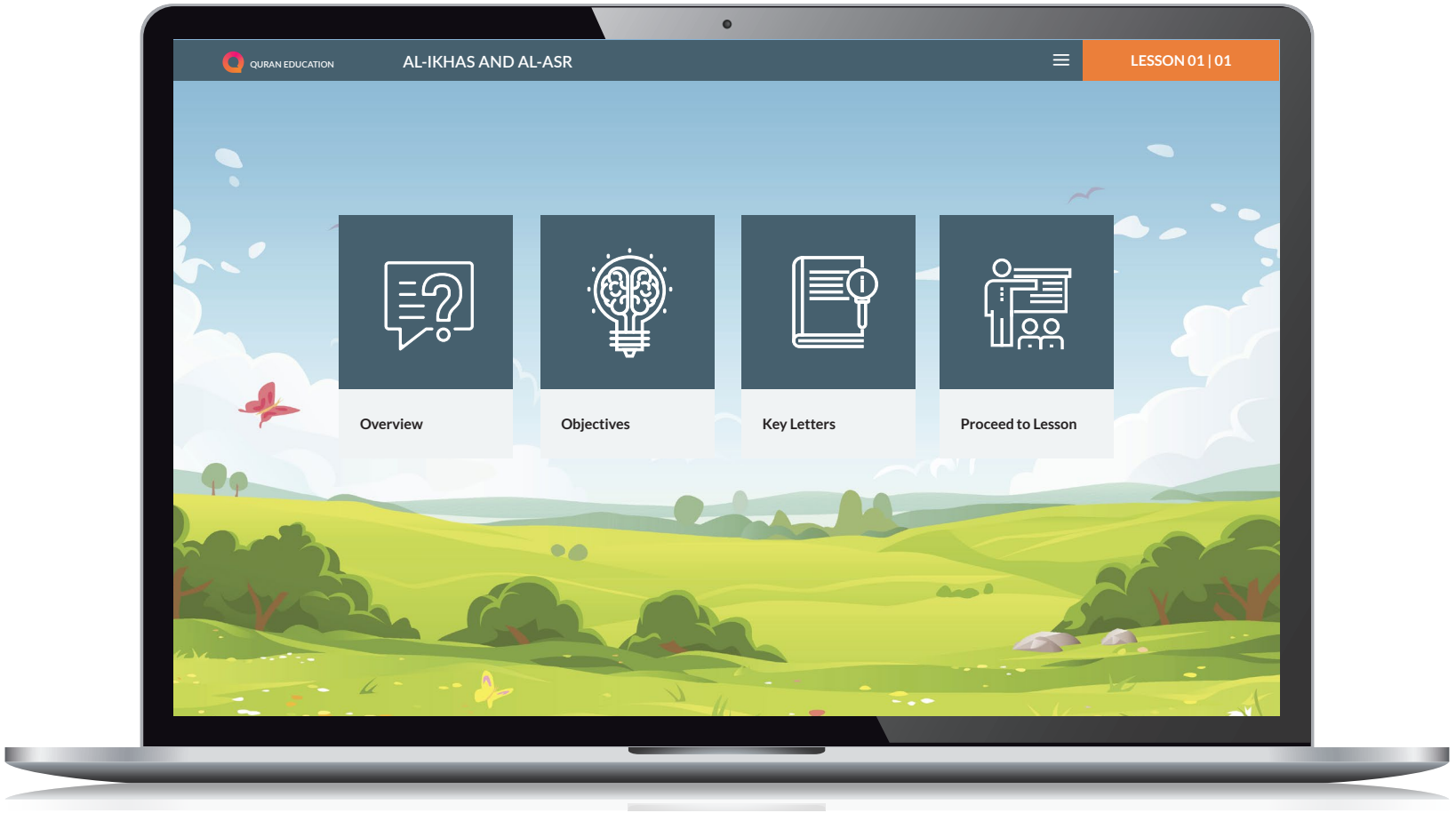

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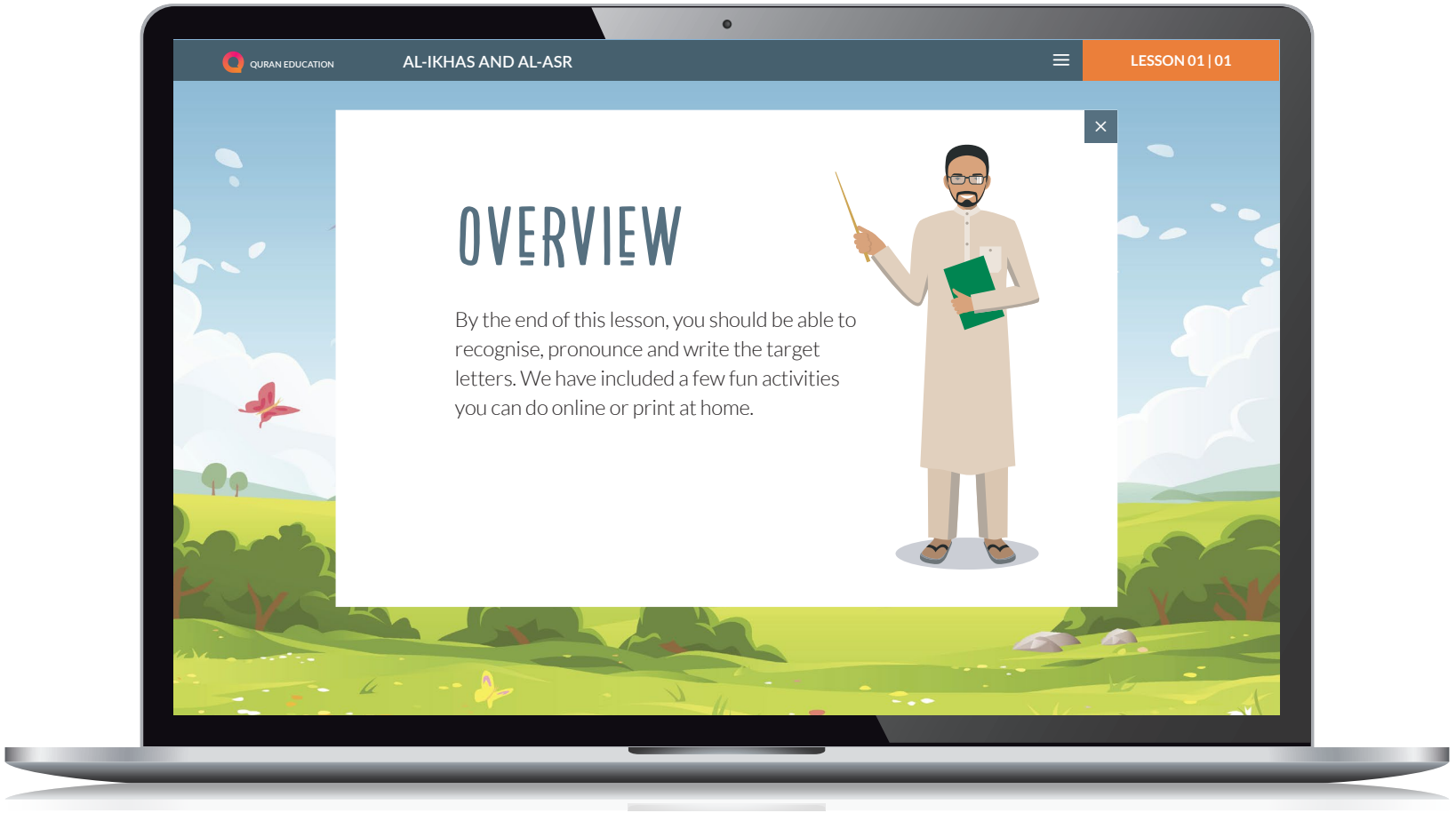

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New development and including
the use of video chat and JavaScript
to enhance the user experience

user experience

Live video streams of teachers showing students how to read the Qur’an and understand Arabic makes the learning experience easier. It enables the user to grasp each concept that is being taught with ease.

Working through new activities which are more interactive with the use of JavaScript will also heighten the user experience whilst learning.

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Colouring in letters for younger students.

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Jigsaw puzzles for younger students.

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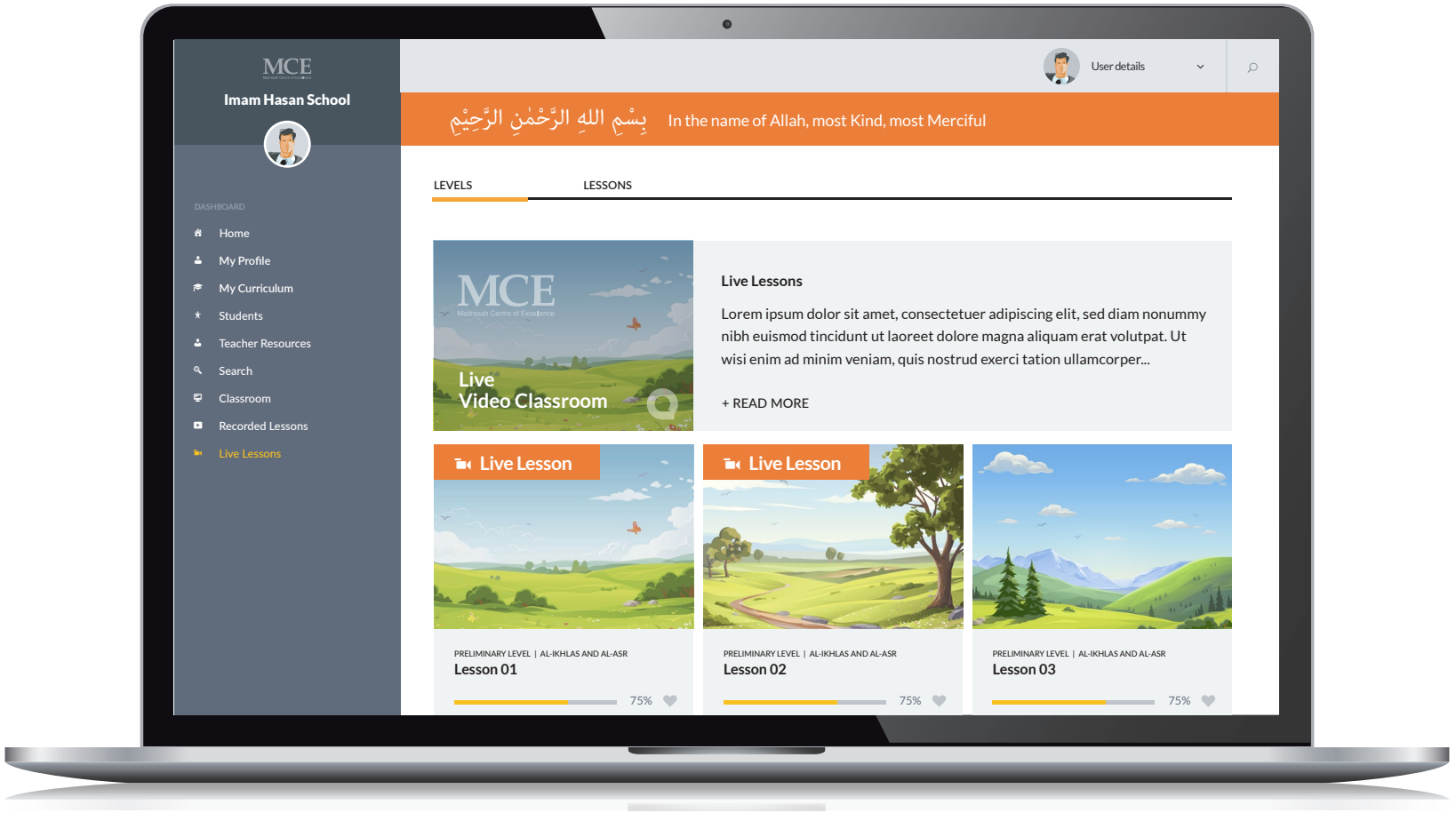

Ability to include live lessons through streaming video of lessons

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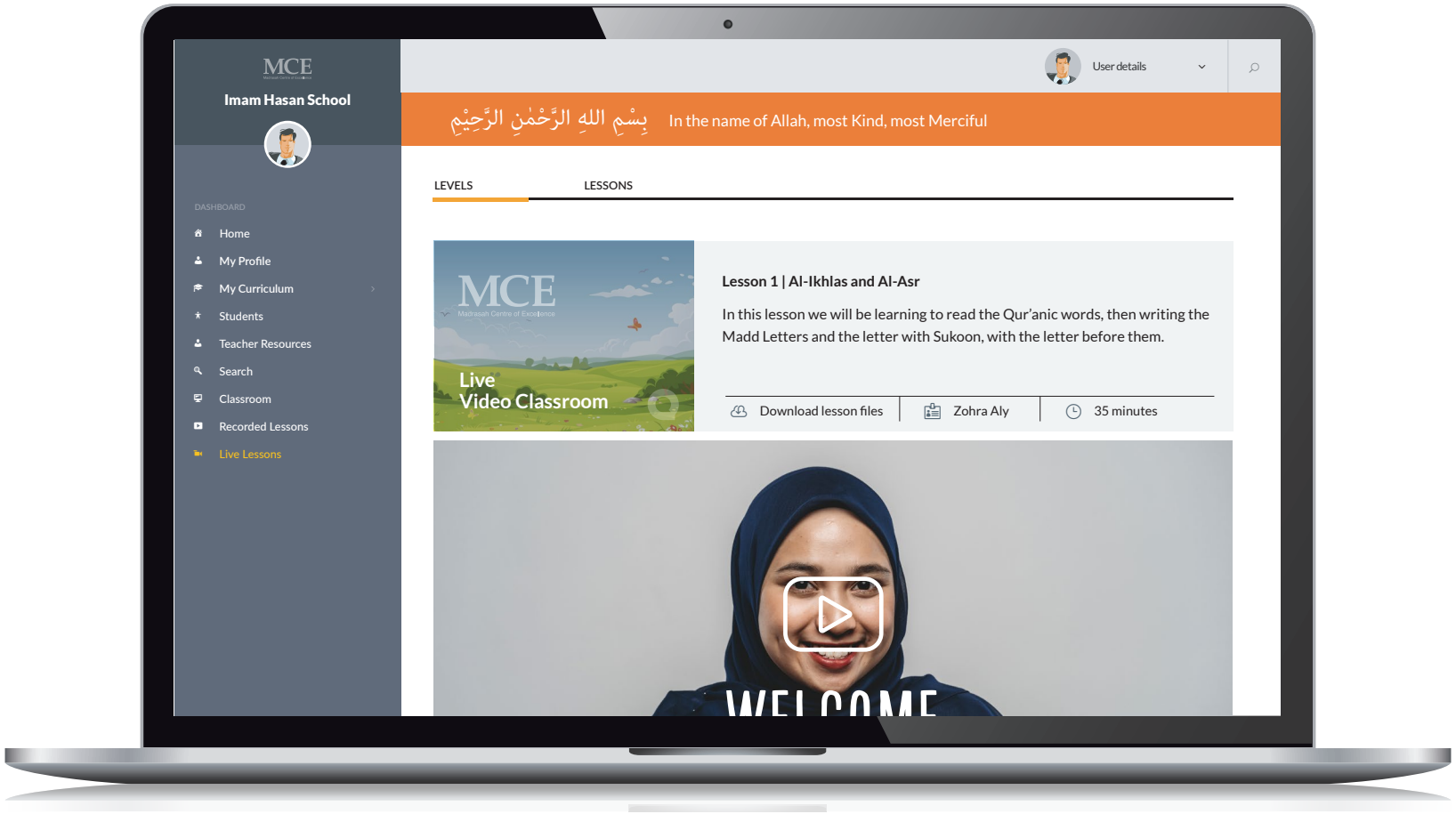

Lesson PDF files can be downloaded. Teacher information. Duration of lesson.

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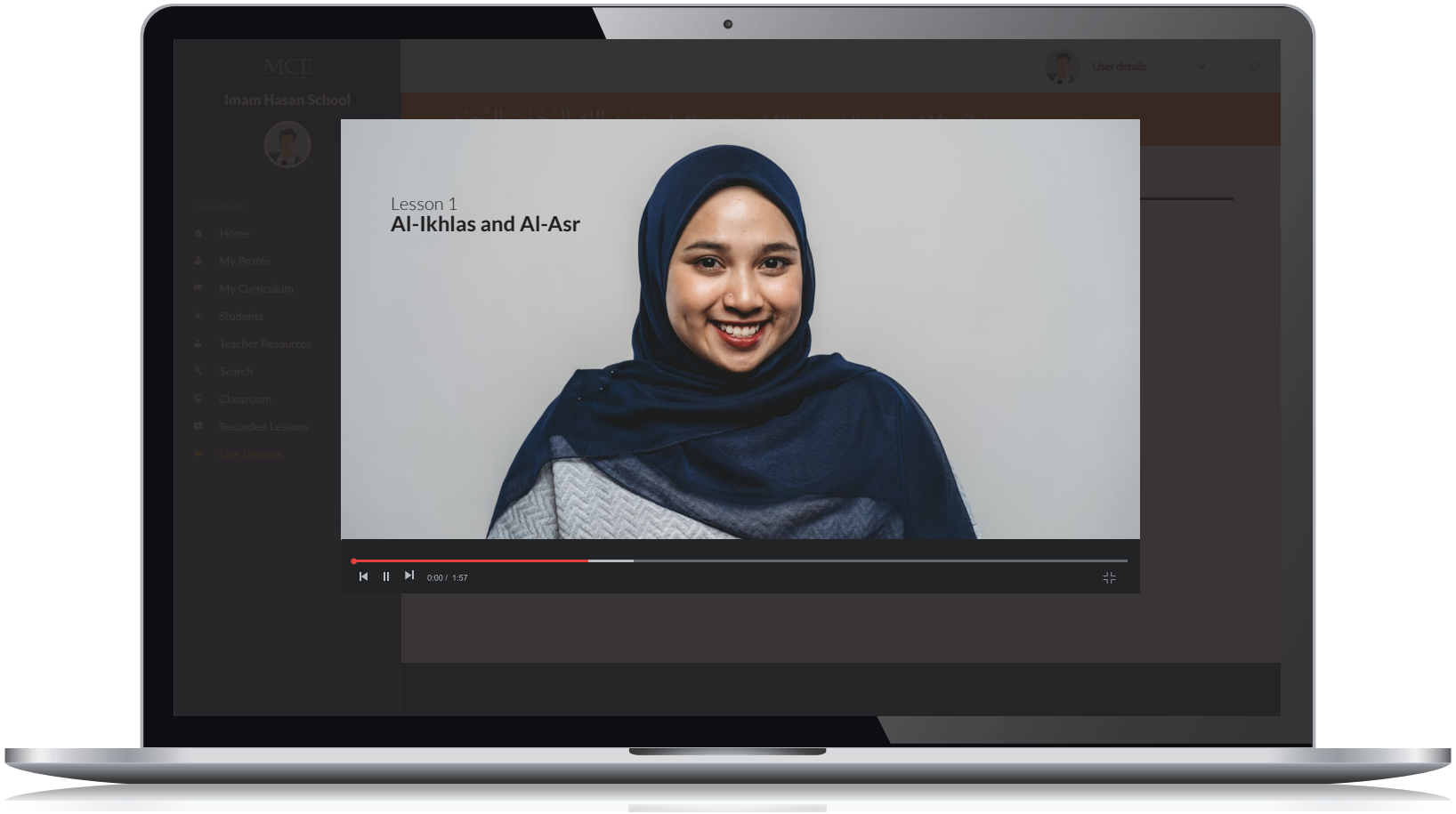

Sample of how lesson could be taught by video

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Use of chat can include video instructions

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Video interaction with teacher and student

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School Administration integration
through API

integration

Through API the Qur'anic system will integrate into the existing school administration portal. Students results will continue to be saved allowing the MCE team review how each school madrasah is performing. Adding the Qur'anic System for each school will be simple. Students who have already accessed the portal will then see they now have an updated dashboard which includes both curriculums.

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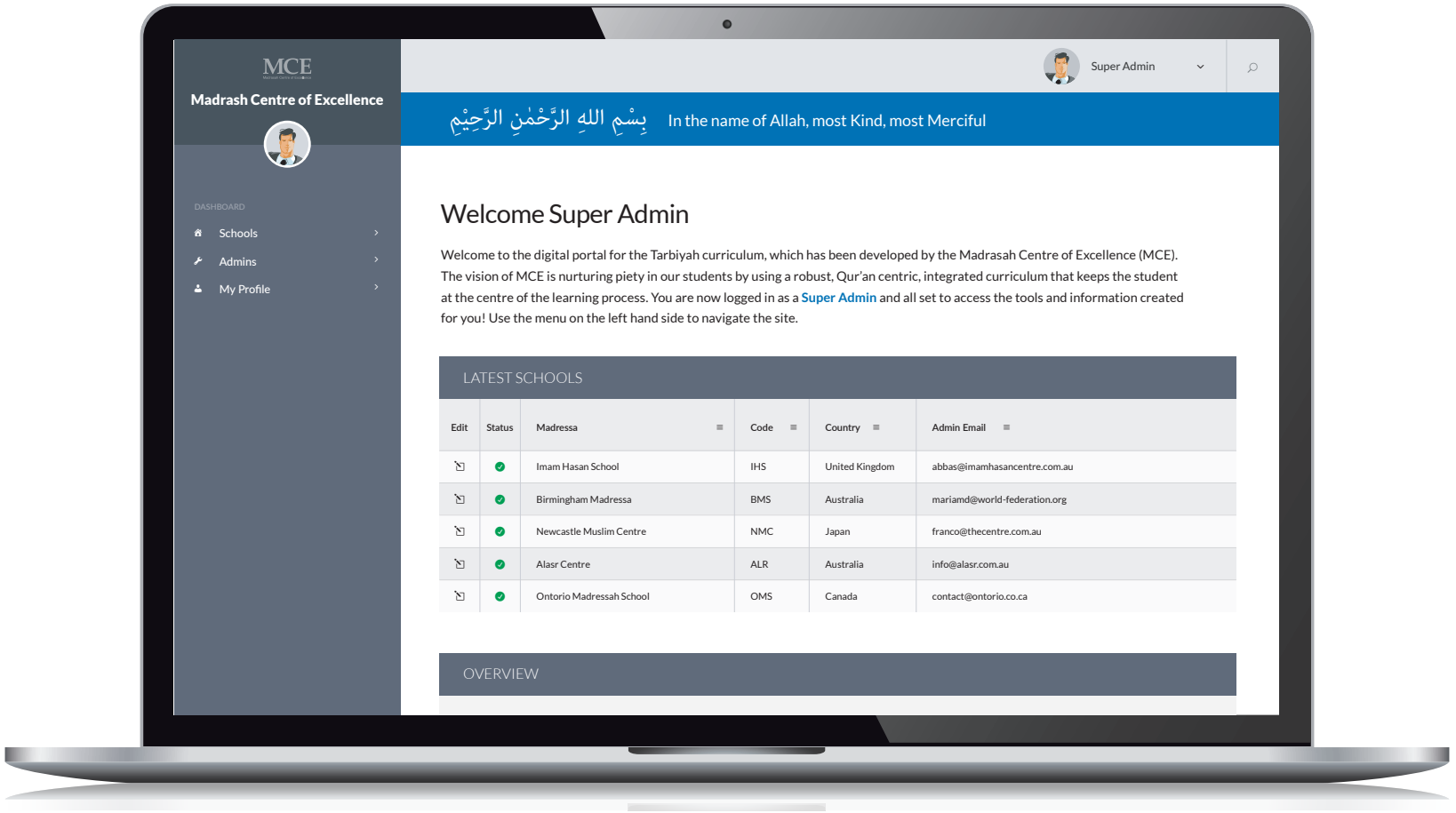

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school administration system

mce.tarbiyah.education

Live site for school administration

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Can Quran be successfully taught online?
WATCH HERE: https://youtu.be/LegxCMUf8MM
MCE Qur'an Curriculum Conference
February 2022
THE WORLD FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

Introduction

- Founder of Alsukhni Centre and the head of the Arabic department at Jaffaria Academy (international virtual academy)
- Through both the Centre and the Academy I have been teaching Arabic and Quran virtually for 2+ years preceded by 14 years of conventional teaching experience.

slido

Can Quran be effectively taught online?

ⓘ Start presenting to display the poll results on this slide.

Transition from in person to virtual

- The pandemic in 2020 caused a shift in teaching methods
- Virtual teaching was pushed to the forefront
- Online learning is gradually becoming mainstream
- **The elearning industry is predicted to reach $50 billion by 2026**.
- The estimated annual growth from 2020 to 2026 is 15%.
- Due to the COVID-19 pandemic, the popularity and use of online learning have massively increased.

Advantages

- Reaching a wider demographic of children/adults
- Using various platforms (Zoom/Teams) to create innovative teaching methods
- Allowing flexibility in learning – scheduling lesson dates and times
- Bringing people of shared values and goals together

Advantages

- Creates opportunities for those with circumstances which would make it otherwise difficult to be in a fixed in person setting
- Resources at the touch of a button- making learning more efficient and interactive
- You can start Learning Quran journey at any point in your life
- Turning excessive screen time into an advantage

Disadvantages

- Need for in person interaction
- Accessibility to quality technology

Tools

- Screen sharing and annotation
- Whiteboard
- Lesson recording
- Breakout rooms
- Simultaneous meetings

Example virtual lesson

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Can Quran be effectively taught online?

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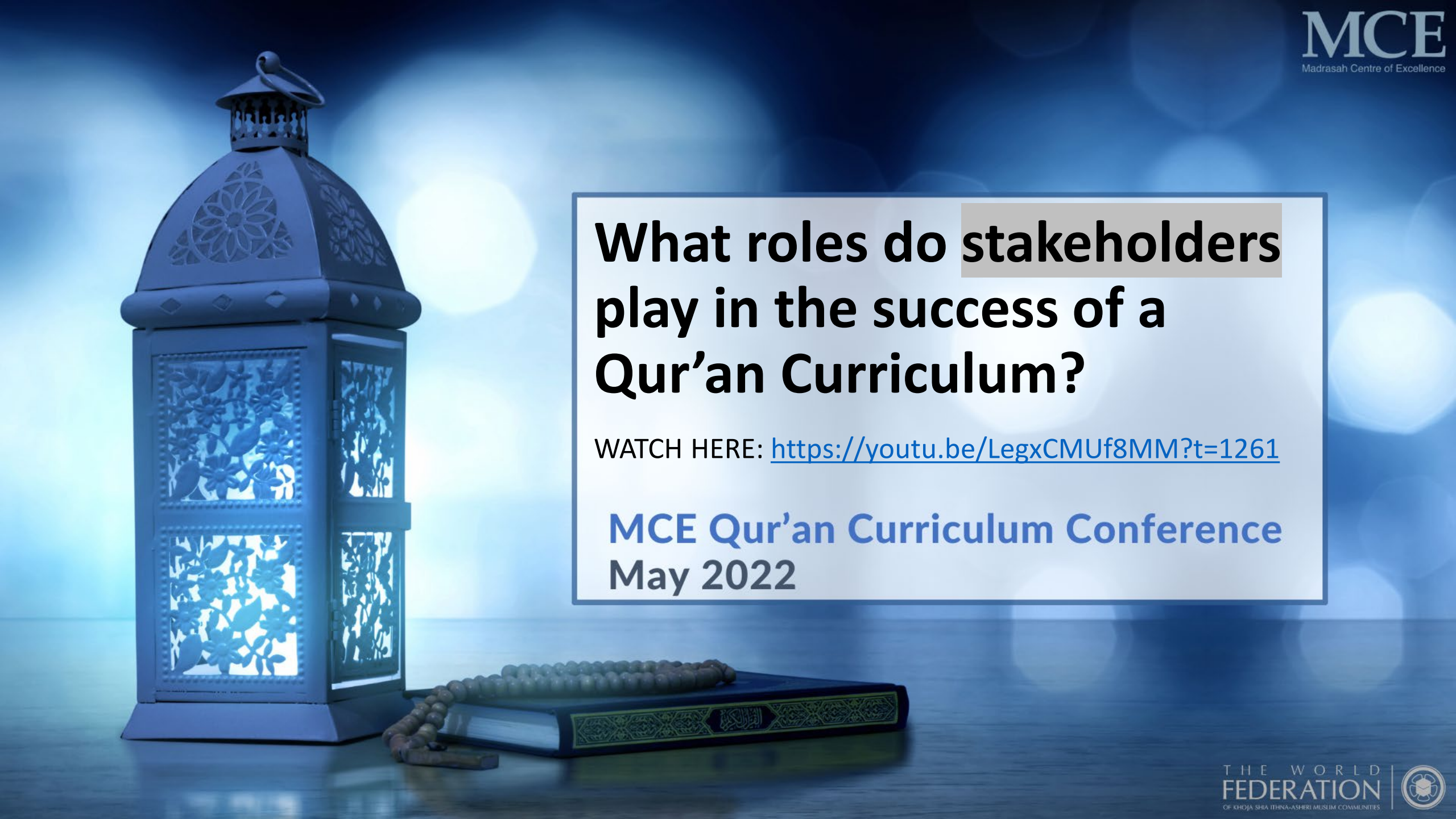
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What roles do stakeholders play in the success of a Qur'an Curriculum?
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A Hadith

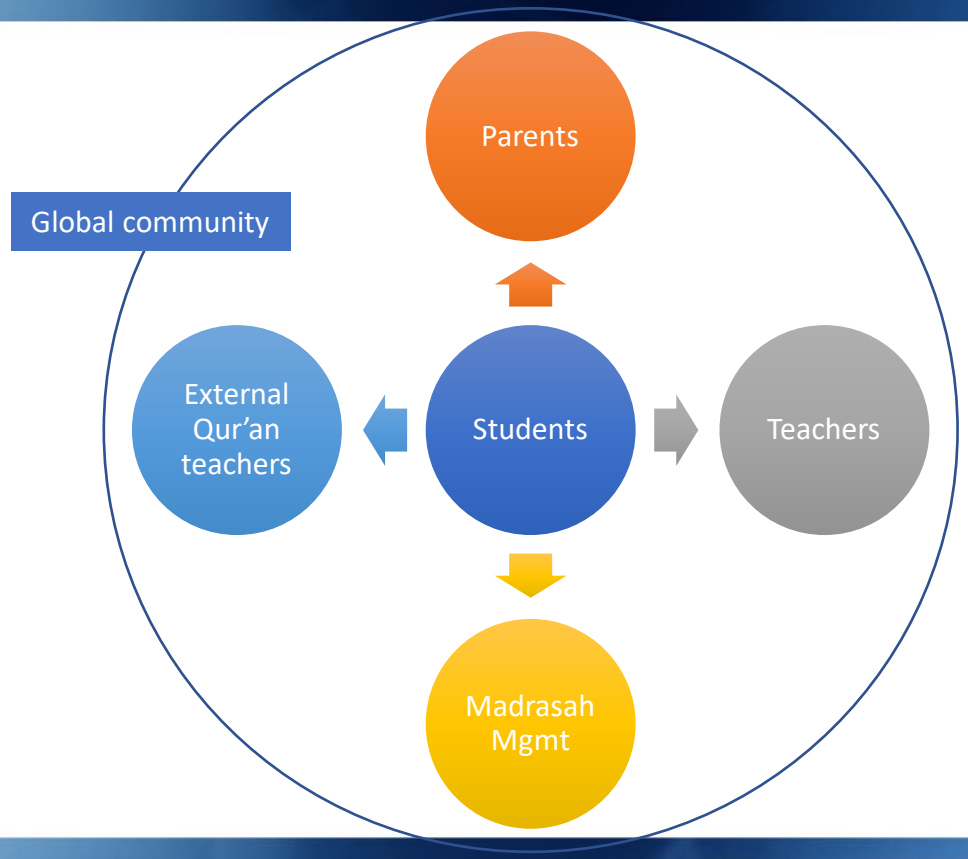
The Prophet (s.a.w.) said: "The best among you is he who learns the Qur'an and teaches it."

al-Amali, by al-Tusi, p. 357, h. 739, narrating from al-Nu'man ibn Sa'd from Imam 'Ali (a.s.). Sunan Ibn Majah, vol. 1, p. 77, h. 213, narrating from Mus'ab ibn Sa'd from his father.

The Prophet (s.a.w.) said: "There is no man (1) who teaches his child (2) the Qur'an without that child's parents (3) being crowned on Judgment Day with a crown of sovereignty and they will be clothed with two sets of clothing no people have seen the likes of."

. Tarikh Dimashq, vol. 18, p. 99, narrating from Ma'adh ibn Jabal. Kanz al-Ummal, vol. 1, p. 540, h. 2421.

Stakeholders



Stakeholders – Madrasah Mgmt.

- Is it worth the pain?
- Understanding the needs of the curriculum
- Understanding the resources requirements
- Educating all stake holders
- Ensuring adoption of new curriculum
- How much is it going to cost us?
- Handling all the backlash
- Change is not easy

Stakeholders - Teachers

- Why do we need the new curriculum?
- Understanding the curriculum
- Getting familiar with the curriculum
- Understanding the resources
- What are the expectations, do I need training, what does that mean on my time?
- Do I still want to volunteer?

Stakeholders – External Qur'an teacher

- Am I still relevant?
- How does it compare to what I do with the children?
- Do I need to be aware of this?
- Do the parents know what this really means for their children
- Who can I ask to get more clarity
- This is not how it is done

Stakeholders - Parents

Hyper engaged

- Is it better than before?
- Will it benefit my kids?
- What do I need to do?
- How does it work?

Drop off/Pick up

- Do I need to do something?
- But I was better off before
- What do I need to do?
- They'll be fine

Stakeholders - Students

- I don’t want to come to Madrasah/ I love Madrasah
- Ooh it’s shiny!
- I’m bored
- It’s too difficult
- Not another thing to do
- Uncle talks too much

Challenges

- Is it worth it? Buy in
- There is a lot to learn and understand
- I don’t have enough information
- Preconceived views
- I hate change
- I don’t want to pay for it

Madrasah engagement vision

- It should be easy to use – intuitive
- Creating a shared need – this is the new norm and universal
- There are no gaps in learning – well thought out curriculum
- Getting buy in from communities and Madrasah leaders
- Having clear roles and responsibilities (who is responsible for what?)
- Well thought out execution plan
- Creating a feedback loop and continuous training
- What did we learn from rolling out Tarbiyah curriculum?

CONCLUSION

- We have the experience of Tarbiyah curriculum, lets use it
- Clear purposeful communication
- Build something amazing

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My Favourite Hadith

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَ آلِهِ وَسَلَّمَ): إِنَّ هَذِهِ الْقُلُوبَ لِتَصْدَأُ كَمَا يَصْدَأُ الْحَدِيدُ وَ إِنَّ جَلاَئَهَا قَرَاءَةُ الْقُرَآنِ

The Messenger of Allah (PBUH) has said:

"These hearts - just like iron - become rusted, and the way to remove this (the way to clean the rust from the hearts) is through the recitation of the Qur'an."

Irshadul Qulub; Page 78

The Situation

Risalatul Huqooq states the right of a child to educate him/her and makes it incumbent on parents to plant the highest moral traits in them, to accustom them to the most excellent habits.

Unfortunately, in most households, the rights of a child stop at feeding, clothing, great extra curricula and getting the best secular education.

Activity

What problems does your Madrasah or community face in terms of Quran recitation?

Common Challenges at Madaris

Quran not being taught at a prime age and this posing a challenge at an older age

Lack of love or connection with the Quran

Parents feeling that once a week Madrasah and Quran is enough

Madaris struggle with getting ‘buy-in’ from parents

Madaris lacking the resources to deal with multiple children who are struggling with their basics

Absenteeism from both teachers and kids

Solutions?

What are your tried and tested solutions to these problems?

A Case Study

Location: Al Haadi Madrasah, Toronto

Subject of Case Study:

270 children who could not recite Quran

(ranging between the ages of 9 to 16)

Problem:

Despite years of remedial classes, the levels of these students wasn't improving

Students feeling the heat and an increase in absenteeism and demotivated teachers

Objectives of Current Curriculum

Curriculum at Al-Haadi Madrasah fulfills the following objectives:

- To promote correct recitation
- To instill the love for memorizing
- To ponder on Ayat and discuss how we can apply them in our daily lives

The ‘Basement’ Transition Classes

Classrooms that were so far out that there was no one to monitor the coming and going of teachers

There were a lot of distractions – other classes, sounds from mosque programs

Children wandering around because of the huge space

The Challenge

Teacher/parent/student disinterest

Too many students for the teachers to give one on one attention to

No way to monitor progress

Difficulty recruiting enough teachers with good recitation and tajweed

Teachers with good tajweed not necessarily, good, patient teachers

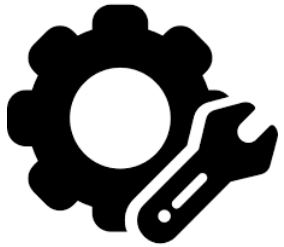
Any ideas what we did?

The Solution – The Set Up

Qaida Nooraniya for everyone – Why? It comes with an interactive app and videos so students exposed to the correct pronunciation

iPads in class for those teachers who weren't confident in their own recitation

Printed books with tests at the back



Smaller groups based on level – Max of 6 kids in a group

Recruited callers to engage parents

Recruited teachers with excellent Tajweed, as testers (twice a month commitment)

Graduated students recruited as 'admin'

The Solution – The Process

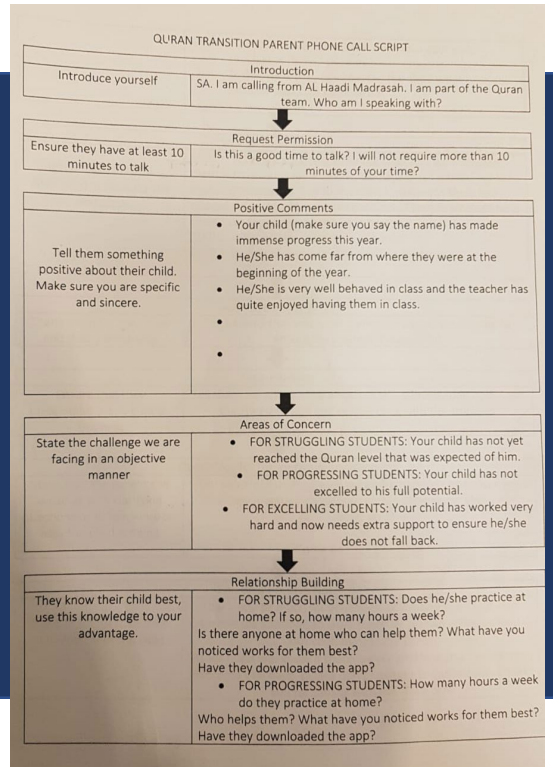
Maintained test sheets to monitor weekly progress along with comments in book

Maintained call logs and followed up with parents on previous conversations and absences

Had a list of local tutors (paid) handy for parents

Students moved up in level on an individual basis and we celebrated milestones such as promotions and good attendance with pizza parties or Tim's hot chocolate for the entire class.

The Calling Guide



QURAN TRANSITION PARENT PHONE CALL SCRIPT

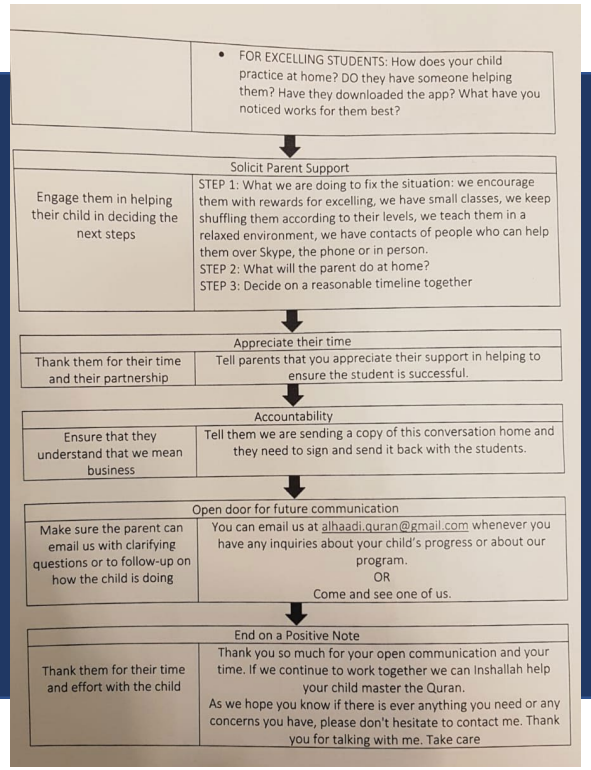
Introduction	
Introduce yourself	SA. I am calling from AL Haadi Madrasah. I am part of the Quran team. Who am I speaking with?

Request Permission	
Ensure they have at least 10 minutes to talk	Is this a good time to talk? I will not require more than 10 minutes of your time?

Positive Comments	
Tell them something positive about their child. Make sure you are specific and sincere.	• Your child (make sure you say the name) has made immense progress this year. • He/She has come far from where they were at the beginning of the year. • He/She is very well behaved in class and the teacher has quite enjoyed having them in class. • •

Areas of Concern	
State the challenge we are facing in an objective manner	• FOR STRUGGLING STUDENTS: Your child has not yet reached the Quran level that was expected of him. • FOR PROGRESSING STUDENTS: Your child has not excelled to his full potential. • FOR EXCELLING STUDENTS: Your child has worked very hard and now needs extra support to ensure he/she does not fall back.

Relationship Building	
They know their child best, use this knowledge to your advantage.	• FOR STRUGGLING STUDENTS: Does he/she practice at home? If so, how many hours a week? Is there anyone at home who can help them? What have you noticed works for them best? Have they downloaded the app? • FOR PROGRESSING STUDENTS: How many hours a week do they practice at home? Who helps them? What have you noticed works for them best? Have they downloaded the app?



	• FOR EXCELLING STUDENTS: How does your child practice at home? DO they have someone helping them? Have they downloaded the app? What have you noticed works for them best?

Solicit Parent Support	
Engage them in helping their child in deciding the next steps	STEP 1: What we are doing to fix the situation: we encourage them with rewards for excelling, we have small classes, we keep shuffling them according to their levels, we teach them in a relaxed environment, we have contacts of people who can help them over Skype, the phone or in person. STEP 2: What will the parent do at home? STEP 3: Decide on a reasonable timeline together

Appreciate their time	
Thank them for their time and their partnership	Tell parents that you appreciate their support in helping to ensure the student is successful.

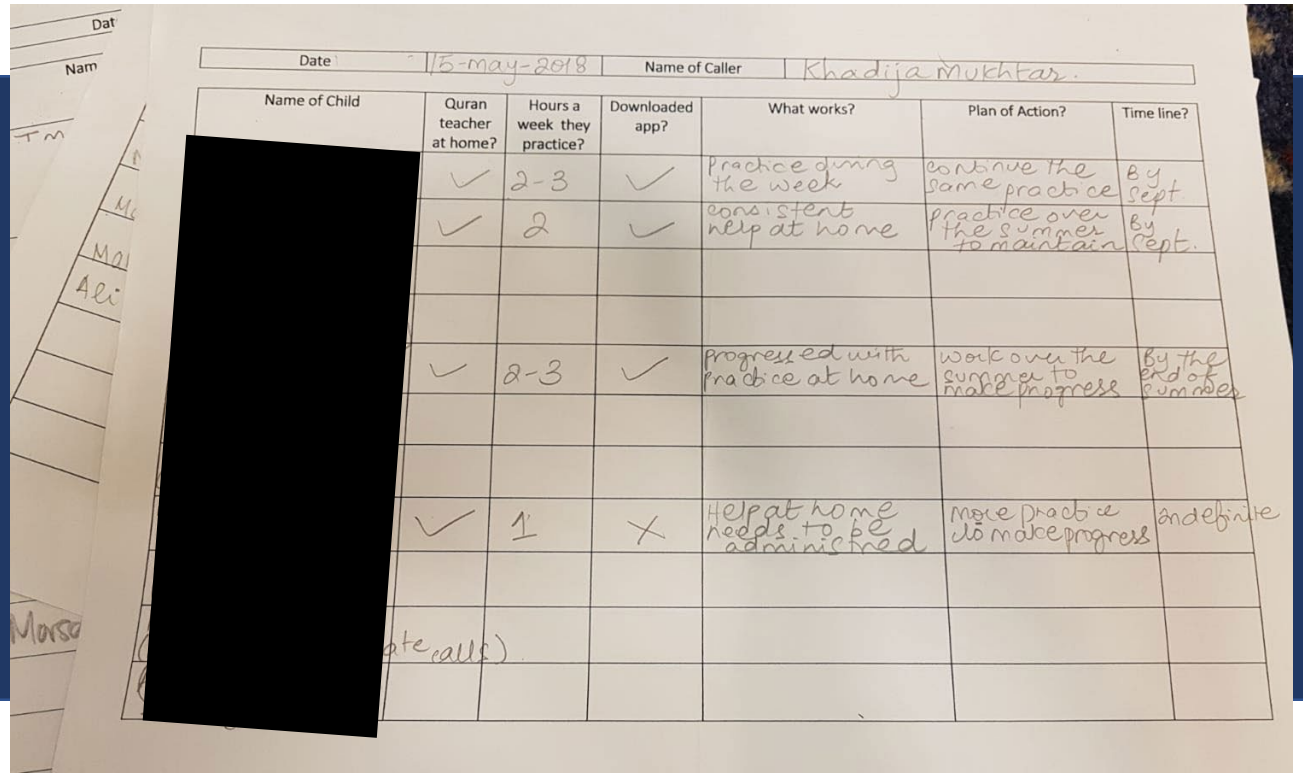
Accountability	
Ensure that they understand that we mean business	Tell them we are sending a copy of this conversation home and they need to sign and send it back with the students.

Open door for future communication	
Make sure the parent can email us with clarifying questions or to follow-up on how the child is doing	You can email us at alhaadi.quran@gmail.com whenever you have any inquiries about your child's progress or about our program. OR Come and see one of us.

End on a Positive Note	
Thank them for their time and effort with the child	Thank you so much for your open communication and your time. If we continue to work together we can Inshallah help your child master the Quran. As we hope you know if there is ever anything you need or any concerns you have, please don't hesitate to contact me. Thank you for talking with me. Take care

Callers were told to stick to the script

The Calling Log

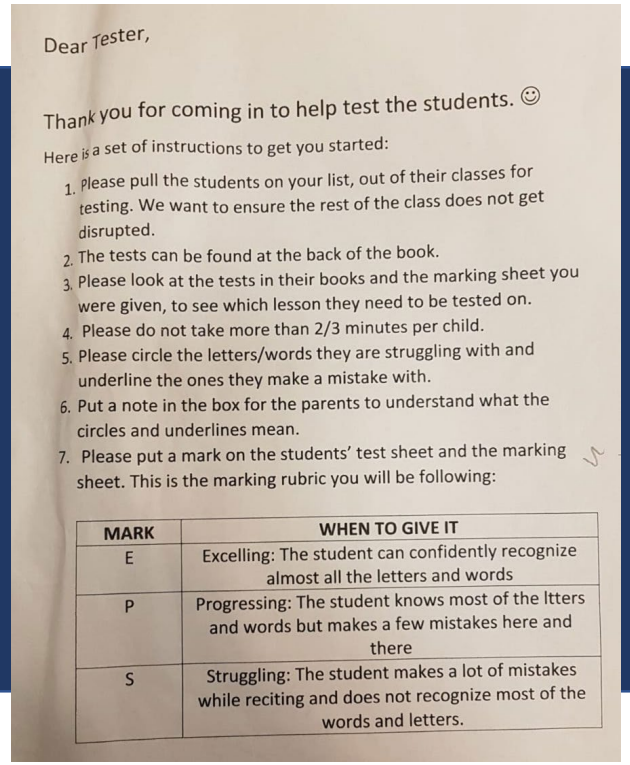


Date: 15-may-2018 | Name of Caller: Khadija Mukhtar.

Name of Child	Quran teacher at home?	Hours a week they practice?	Downloaded app?	What works?	Plan of Action?	Time line?
[redacted]	✓	2-3	✓	Practice during the week	continue the same practice	By sept
	✓	2	✓	consistent help at home	practice over the summer to maintain	By Sept.
	✓	2-3	✓	progressed with practice at home	work over the summer to make progress	By the end of summer
	✓	1	X	Help at home needs to be administered	more practice to make progress	and definite

Callers updated a written and digital call log

Tester Instructions & Log



Dear Tester,

Thank you for coming in to help test the students. ☺

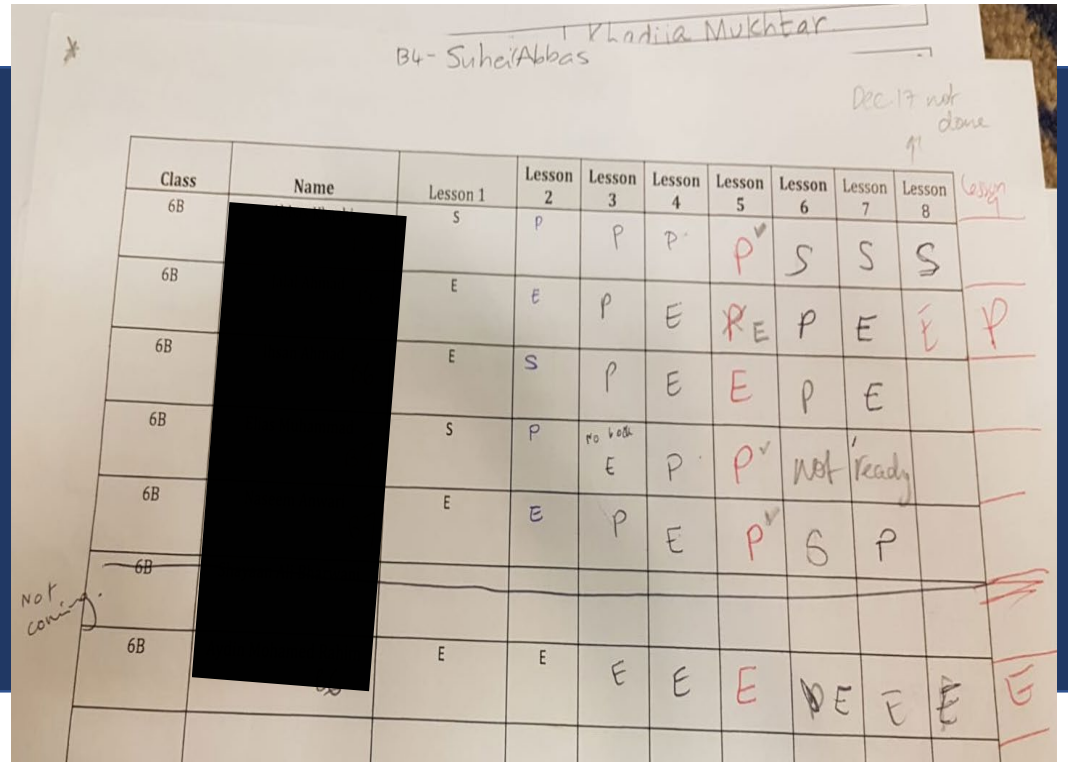
Here is a set of instructions to get you started:

1. Please pull the students on your list, out of their classes for testing. We want to ensure the rest of the class does not get disrupted.
2. The tests can be found at the back of the book.
3. Please look at the tests in their books and the marking sheet you were given, to see which lesson they need to be tested on.
4. Please do not take more than 2/3 minutes per child.
5. Please circle the letters/words they are struggling with and underline the ones they make a mistake with.
6. Put a note in the box for the parents to understand what the circles and underlines mean.
7. Please put a mark on the students' test sheet and the marking sheet. This is the marking rubric you will be following:

MARK	WHEN TO GIVE IT
E	Excelling: The student can confidently recognize almost all the letters and words
P	Progressing: The student knows most of the ltters and words but makes a few mistakes here and there
S	Struggling: The student makes a lot of mistakes while reciting and does not recognize most of the words and letters.

Testers came twice a month

They were given a folder with instructions and student log sheets



Khadija Mukhtar

B4- SuheiAbbas

Dec 17 not done

Class	Name	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
6B	[redacted]	S	P	P	P	P	S	S	S	
6B		E	E	P	E	~~P~~ E	P	E	E	P
6B		E	S	P	E	E	P	E		
6B		S	P	no book E	P	P	not ready			
6B		E	E	P	E	P	S	P		
~~6B~~										
6B		E	E	E	E	E	~~P~~ E	E	E	E

Not coming.

Lessons learnt

- Most parents themselves admitted to not being able to recite
- Most of these kids came from broken homes or single parent households
- Some parents sent child to madrasah out of guilt because of lack of time at home
- Some parents were embarrassed to ask for help because the other kids in their family were fluent
- Some parents were new immigrants who didn't speak the language therefore had no means to find tutors
- Some children suffered from learning disabilities
- The badgering helped

The Result

- At the end of 2 years about 200 students moved to their regular classes and were able to cope with these classes alhamdulillah
- 50 students continued to get support for a few minutes outside of their classes

Sustaining Quran Levels – Quran Tutor Program

Meet virtually, 5 times a day for 45 mins

Tutors and students are assigned to a breakout room based on level.

3-4 tutors, 1 moderator, and 5-7 students per day.

(Students & tutors decide how often they want to come per week. Students who come daily, progress faster.).

Significant progress noticed by tutors and students.

(4 students progressed from Manual to the Holy Quran.)

2 students graduated from Quran Tutor within 3 months.

Instilling the Love of Quran

Start them young – switched from Qaida Nooraniya to Fatima Virani's Quran Manuals – parental support being a huge plus point

Fun activities – introduce games – make Quran multisensory

Quran Journaling activities

Celebrate little wins

Apps like Quran Hero and Quranle

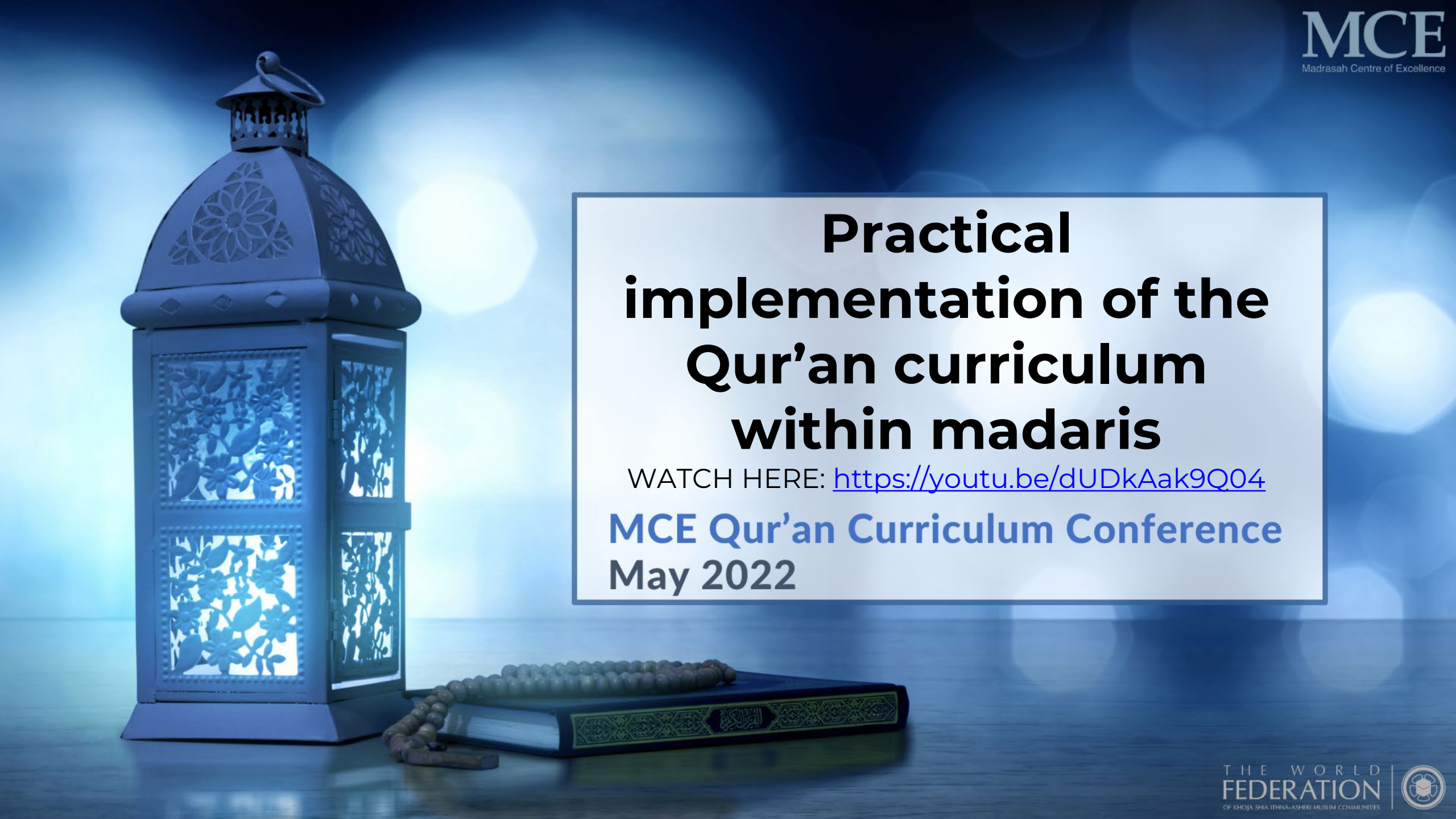
Quran Mentor Program for the Commuinity

Smaller Tutor: Student ratio

Teacher Trainings

Questions & Comments

For more info e-mail to qurancoordinator@al-haadi.ca (cc: admin@al-haadi.ca)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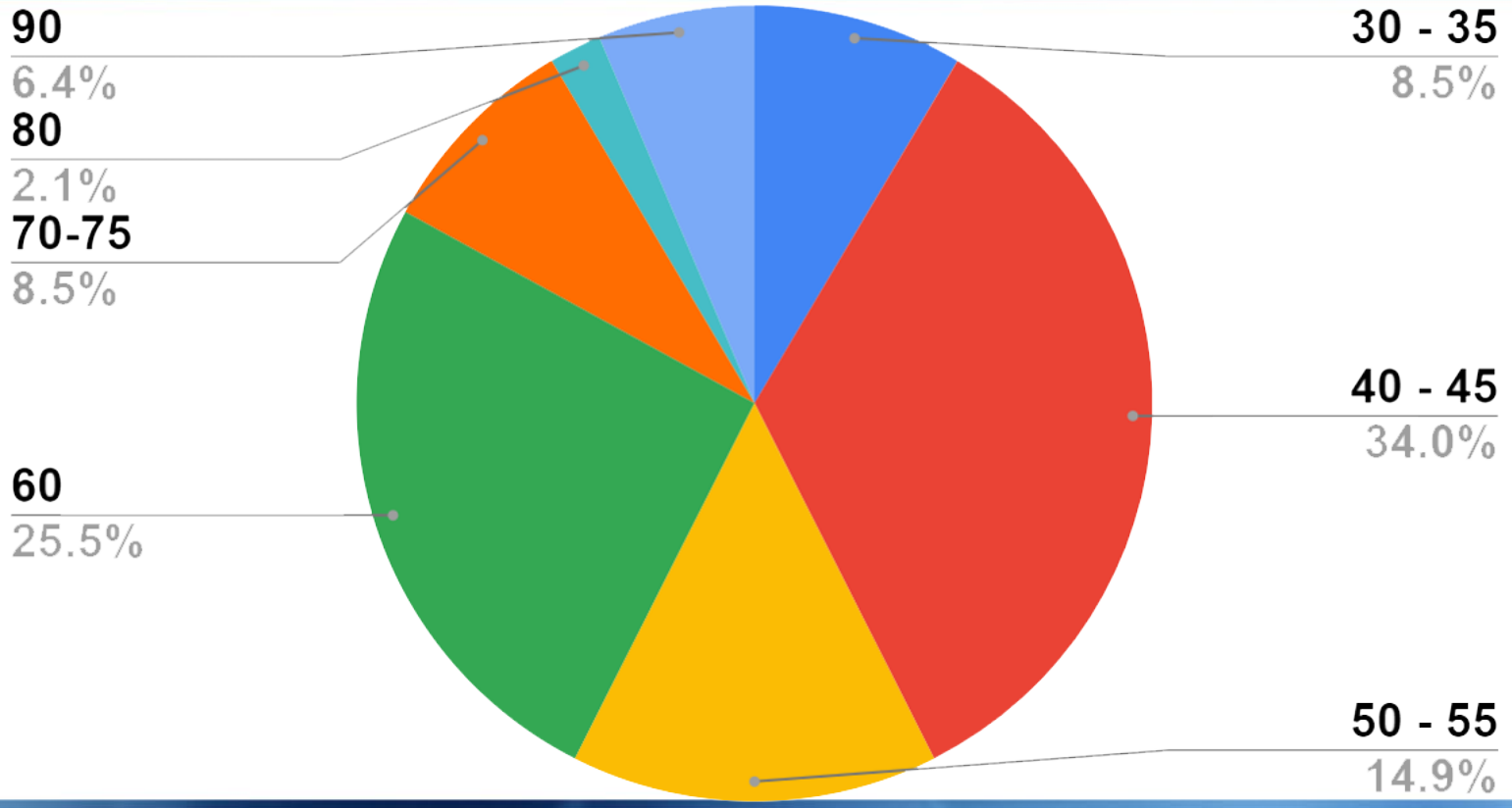
Survey of partner madaris

Qur'an Class Timings (minutes)



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Experts say:

A Qur’an curriculum should include:

- Recitation
- Reflection
- Hifdh

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What challenges do you foresee with having 75 to 90 minutes of Qur’an teaching per week?

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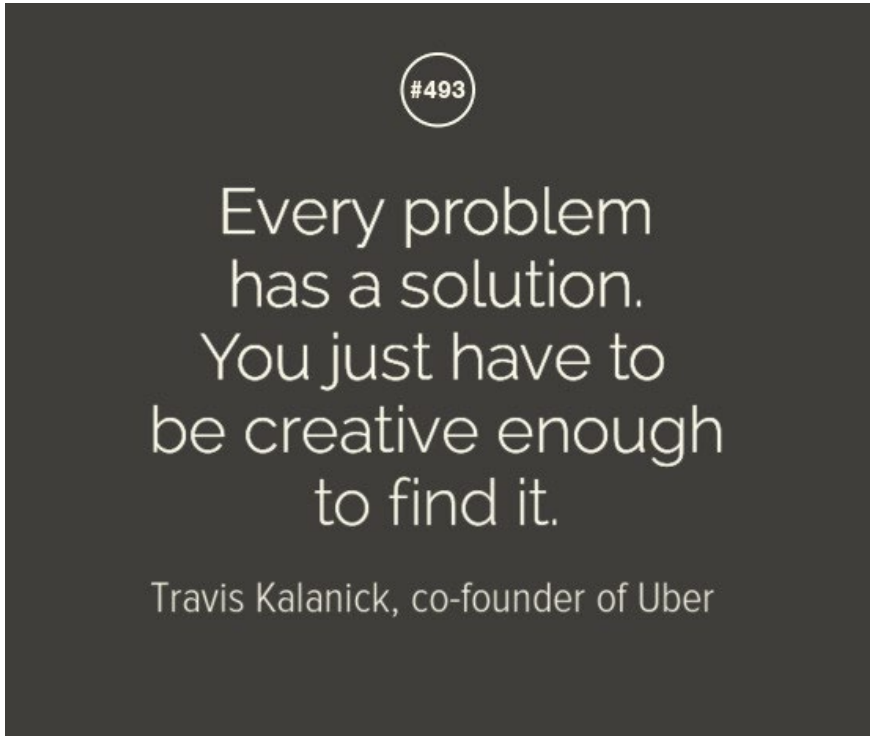
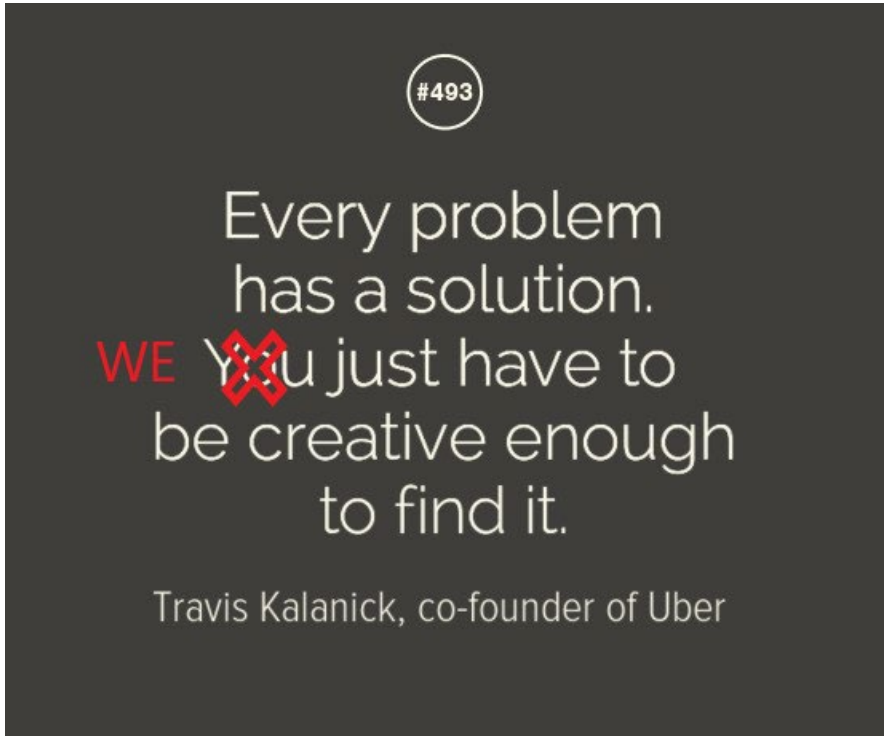
Challenges galore!





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What potential solutions are there for the challenges mentioned?

ⓘ Start presenting to display the poll results on this slide.

Thank you for listening!

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Syed Hani al Wardi
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