

THE ISB ACADEMY

- **Concept**
- **Journey of development**
- **11-26**
- **Outcomes oriented**
- **Tomorrow's leaders**



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Concept

Overseen by the Tarbiyah Department

- Long term development programme
- Holistic development objectives
- For personal & professional success
- To rear leaders of positive purpose
- Using linked study circles traversing ages 11-26
- Plus a variety of complementary activities

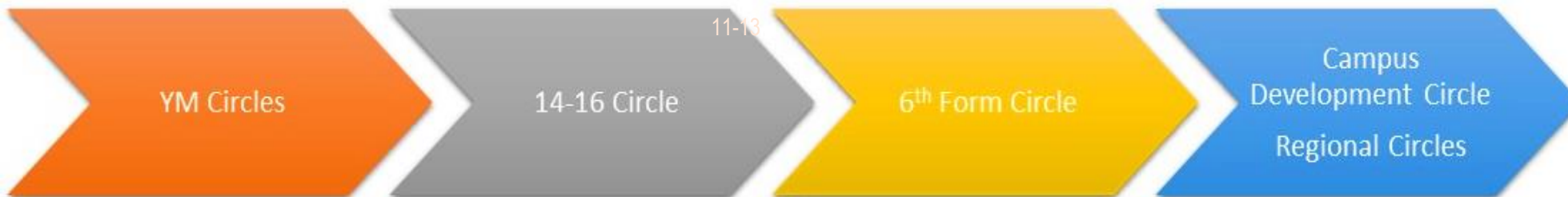


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Journey of development



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11-26

The ISB Academy traverses ages 11-26

- i.e. **YM (11-16)** and **ISB Campus (17-26)**
- After GCSEs, 14-16 circle attendees are invited to the SFCC
- SFCC (Sixth Form and Freshers Circle) is part of ISB Campus
- ISB Campus also has a Monthly Development Circle



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Outcomes Oriented

1. What do people need to know and do to earn God's pleasure and enter Jannah?
2. How can we help young people to be happy and 'successful' in themselves?
3. What knowledge and skills do young people need to become leaders of positive change?

Servant leaders

- Ethical
- Diverse
- Respectful

Successful

- For themselves
- And their families
- And communities



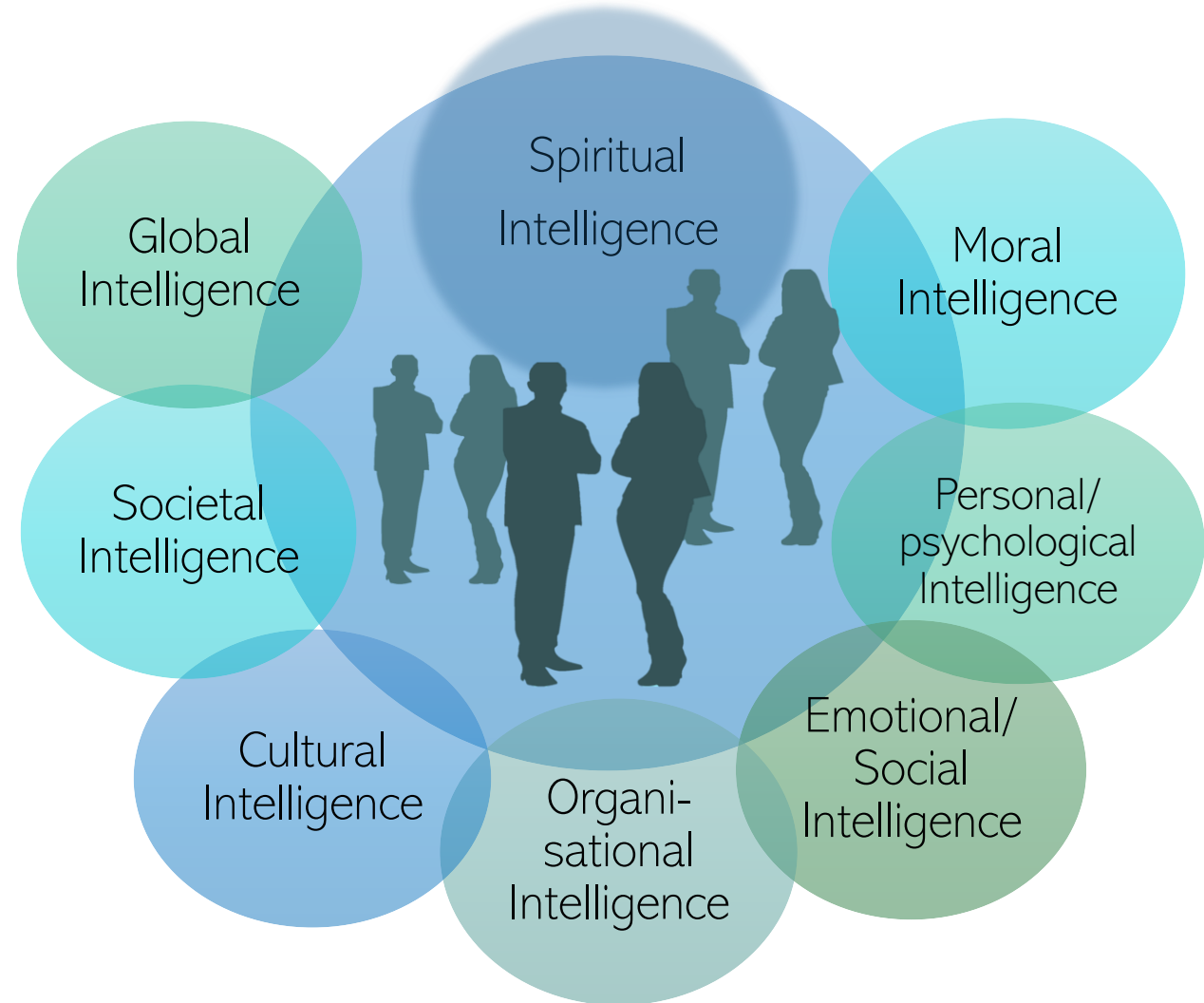
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Outcomes Oriented





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Outcomes Oriented

Spiritual intelligence

Someone who is deeply connected to God, committed to success in the Hereafter, committed to pleasing Him in this life

Moral intelligence

Someone who is conscious of and keen to live up to the highest moral and ethical standards, consistent with their faith and wider society

Intrapersonal/ psychological intelligence

A person who is self-aware and motivated and equipped to look after themselves holistically

Interpersonal /Emotional intelligence

Someone who is considerate and caring and able to connect warmly with others

Organisational intelligence

Someone who is an effective team worker and is motivated and skilled in realising projects effectively through collaboration and teamwork, whether as a leader or a team member

Cultural intelligence

Someone who celebrates their multiple identities and can connect deeply to people from different cultures

Societal intelligence

Someone who has a strong sense of social responsibility. They feel invested and engaged with the mainstream and know how to be positively impactful

Global intelligence

Someone who is a global citizen, able to connect and be concerned about the whole of humanity, aware of human history, diversity and a working respect for different faiths and worldviews and the challenges facing humanity



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**Outcomes
Oriented**

Excerpts from the Intelligences Framework...

Intrapersonal intelligence

A person who is self-aware and motivated and equipped to look after themselves holistically

Capacities/ aspirations	Subjects
Has a good self-knowledge	Knowing oneself Dignity and self-confidence (our divine connection to God through the Ruh and hence our nobility) You are amazing – the unique human The workings of the mind, Self and Nafs Theories of character and personality
Engages in effective self-care	Self-care – physical, spiritual, mental, emotional Healthy eating, hygiene, recreation, hobbies, sleep, rest, social Recognising human needs – money, sex, mastery, autonomy, purpose Understanding the changes in psychology and biology through the phases of life Financial self-management Self-care through reaching out to others, enriching friendships Habits and addictions, psychological impact of good habits Impact of social media and digital devices Boundaries – when and why to saying ‘no’ Understands and knows when to seek help with personal traumas
Effective in self-development	Understanding your personal needs & self-actualisation, finding purpose Pursuing personal interests Personal development: growth-orientated, planning ahead Self-motivation and discipline; driven to achieve potential Being organised, dependable



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Excerpts from the Intelligences Framework...

Cultural intelligence

Someone who celebrates their multiple identities and can connect deeply to people from different cultures

Capacities/ aspirations	Subjects
A confident identity	Identity - who are you? Identity crises; multiple identities; belonging Muslim and British; eastern and western Loyalty, duty, citizenship Imagining communities and ummahs
Familiarity with Islamic history and culture	Chronology and biographies of the Prophets (AS) The spiritual Golden Age – Chronology of the Seerah and Rightly Guided Caliphs Biographies of Leading companions – ummahat al mu'mineen and 'asharat al mubashirah Leading figures and scholars in Islamic history Working understanding of Islamic history The 'Golden Ages' - when we learnt from others, civilisationally The history of trends and movements; Sufi tariqas History of Islam in Europe, Arians and later Unitarians, Spain, Sicily, Ottomans History of Islam in India History of Islam in Africa Islam in the Far East Key movements of Islamic resurgence Colonialism and post colonialisation- impact on Islamic movements Post independence nation states: neocolonialism, democracy and despotism The Arab Spring or Arab Winter?
Connected to Islamic culture	Islamic adab, e.g. shoes, respecting elders, greetings, clothing etc The Islamic Calendar: Important dates and months Feeling connected to Muslim cultural heritage; poetry
Understanding Usul al Fiqh	



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Excerpts from the Intelligences Framework...

Interpersonal / Emotional intelligence

Someone who is considerate and caring and able to connect warmly with others

Capacities/ aspirations	Subjects
Skilled in managing relationships, including unhealthy ones	<ul style="list-style-type: none"> Strong family relations Honouring parents Building friendships Able to maintain good, enriching friendships Keeping family ties Healthy marriage and in-law relationships Parenting Brother/Sisterhood Managing toxic and abusive relationships Divorce and broken relationships How do we interact across genders - with honour and dignity Maintaining relationships through the good times and the bad
Emotionally intelligent in interactions	<ul style="list-style-type: none"> Recognising and regulating one's emotions Understanding that emotions add richness to interactions The Central role of love in Islam Recognising other people's emotions Sensitivity to feelings of others Empathy and compassion (towards children, everyone, elders etc.) Dealing with hurt Anger management Husn al-dhann Understanding the importance of forgiveness
Behaves with civility	<ul style="list-style-type: none"> Akhlaq/ adab Adab on social media How to de-escalate conflict Apologetics – how to advise people wisely The golden rule Warmth and humility Generosity, hospitality Brother/Sisterhood



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Excerpts from the Intelligences Framework...

Organisational intelligence

Someone who is an effective team worker and is motivated and skilled in realising projects e through collaboration and teamwork, whether as a leader or a team member

Capacities/ aspirations	Subjects
Has the personal skills to be effective in an organisation	<ul style="list-style-type: none"> Sense of mission; proactivity vs being reactive Communication skills Recognising and calibrating your skillset Time management Self-accountability and managing ego Creativity/ recognising good ideas/ growing/ adapting Able to give feedback and advice; and receive it
An effective team worker	<ul style="list-style-type: none"> Project management: <ul style="list-style-type: none"> Delegation/ obstacles to delegation Power of consultation/ shura, is it advisory or binding? Sharing ownership/ gaining buy in Overcoming the bystander effect Being a team player How to relate to the leader and other team members Psychology of collective work - what makes people work and not work Supporting and encouraging the team ('bunyanun marsus', praise and Holding leadership accountable
An effective leader	<ul style="list-style-type: none"> Understanding the meaning of 'everyone is a leader' – that we all take multiple roles Leadership skills; character, kindness, consultation, responsibility, fair-mindedness, being straightforward, imaginative Inspirational leadership; challenging, being proactive, inspiring shared enabling others, modelling the way, encouraging the heart Leadership styles
Skilled in organisational development	<ul style="list-style-type: none"> Vision and values of organisations; calibrating vision with needs of soci target market Strategic working; from broad vision to low hanging fruit/ objectives



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Excerpts from the Intelligences Framework...

Cultural intelligence

Someone who celebrates their multiple identities and can connect deeply to people from different cultures

Proficient in communicating with and connecting communities	<p>Multiculturalism in Islam</p> <p>Diversity and intercommunity relations in the seerah</p> <p>Why do we need to engage? Our wider purpose/ building bridges</p> <p>Ability to share ideas and values in a language that different people relate to</p> <p>Understanding and contextualising da'wah</p> <p>Engaging cultures with gentleness and wisdom</p> <p>Shahadah – acting as witnesses to our values</p> <p>Diversity and contact theory</p> <p>Neighbourhoods and neighbourliness</p>
A sound awareness of the British Muslim scene	<ul style="list-style-type: none"> - History of British Islam - Problems in the Muslim community - Pros and cons of the 'Muslim Quarter' - Perceptions of Muslims - Understanding the various groups and Muslim organisations and their different slants - Understanding difference of opinion and managing differences in the context of prioritisation of the foundations - Integration vs assimilation
Awareness of relevant British History	<p>History of British Christianity</p> <p>History of atheism and humanism</p> <p>Liberal individualism and shifting values and beliefs</p> <p>Hinduism, Sikhism etc</p> <p>How did we get to where we are now?</p> <ul style="list-style-type: none"> - key periods e.g., Renaissance, Reformation, Enlightenment, IR - Colonialism and waves of post war migration etc...
Culturally conversant	<p>Islam and the cultural imperative</p> <p>Familiarity with key cultural references in society</p> <p>Feeling connected with key cultural references</p> <ul style="list-style-type: none"> - Sport - Music - Literature - The countryside
Able to communicating key ideas with cultural competence	



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Excerpts from the Intelligences Framework...

Societal intelligence

Someone who has a strong sense of social responsibility. They feel invested and engaged with mainstream and know how to be positively impactful

Capacities/ aspirations	Subjects
Feels invested and engaged in society	<ul style="list-style-type: none"> - Through an appreciation of the Islamic influences on mainstream British values and our present civilisation - Islam's influence on Enlightenment liberal philosophy - The power of fitrah values and the examples of the prophet "O my people"
Driven to uphold social justice	Our role in improving society – Ma'ruf and Munkar, charity, freedom of the enslaved, social justice
Learns from the impact of ideologies, trends and movements in Britain	<ul style="list-style-type: none"> The Left wing right wing The Suffrage Movement Environmental campaigns Anti-Fascist movements; BLM The LGBT movement Non violent campaigns / civil disobedience
Able to effect change through societal institutions	<ul style="list-style-type: none"> Understanding the roles of key institutions in society, whether political, cultural, civic, charitable Confidence in engaging with these institutions Policymaking Influence of academia Models of democracy - the Holy grail of public engagement The Fiqh of Voting
Awareness of business, influence and Power	<ul style="list-style-type: none"> Business fundamentals and free markets Understanding who holds power in Britain Conspiracy theories and the politics of powerlessness Lobbying
Respectful familiarity with societal values	<ul style="list-style-type: none"> Awareness of values one would like to see embodied in society Understanding that our religion asks for engagement and betterment of society Good understanding of the makeup and values of mainstream British society
Familiarity with the scale of suffering in society	<ul style="list-style-type: none"> - Loneliness - Poverty



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Excerpts from the Intelligences Framework...

Global intelligence

Someone who is a global citizen, able to connect and be concerned about the whole of humankind, aware of human history, diversity and a working respect for different faiths and worldviews, and the challenges facing humanity

Capacities/ aspirations	Subjects
Familiar with the main histories of humanity	<ul style="list-style-type: none"> Recognising the innate goodness of humans Islam and the meta-history of Homo sapiens Awareness of the transfer of ideas and cultures through civilisational cross-pollination History of China, US, sub-Saharan Africa, India History of Colonialism Post colonialism Intolerance and pogroms, the history of the Holocaust, pogroms of Partition How did Islam spread? The role of empires, merchants and Sufis
Familiar with the main religions and philosophies of the world and Islam's relation to them	<ul style="list-style-type: none"> History of Christianity and Islam History of Hinduism and Islam Islam and Chinese traditions
Understands the impact of global institutions	<ul style="list-style-type: none"> Multinationals - history, pros and cons History of global institutions and values - UN and declaration of Human Rights History of Islamic Slavery The shifting global power landscape
Familiar with leading movements in the world	<ul style="list-style-type: none"> The tension between human rights and imperialism and national interests Feminism Liberal Individualism The rising Far Right, Incel movements etc... Pre-genocide, dehumanisation today, Islamophobia across the globe Islamic violent extremism
Familiar with International development	<ul style="list-style-type: none"> Shariah index Happiness index Democratisation Human rights Industrialisation, health, poverty, education



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Tomorrow's Leaders

- We always prioritise studies/career development
- Pastoral mentorship
- Career mentorship
- Tomorrow's leaders, better than today's insha'Allah!
- Benefiting from better training and mentoring
- Based on more holistic expectations



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Tomorrow's Leaders



1. Leadership Accreditation Scheme

Planned for 2022, Campus age:

- Accreditation based activities
- Formal training in organisational skills
- Mentorship in teamwork
- And community engagement
- Experience planning and executing projects
- Collaborating with other Muslim and mainstream organisations
- Presentation skills



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Tomorrow's Leaders

ISB Campus presents...

The Students of Learning Stream (SLS)

"And the foremost (in faith) will be the foremost (in Paradise)." (56:10)

For those who want to go the extra mile...

Do you like the atmosphere of Campus?

Do you wonder about the principles that underly ISB?

Would you like to understand what Islam's priorities are & how differences have come about?

2. Students of Learning Stream (for Campus age)

- For those interested in deeper Islamic studies
- Rotations around a number of scholars and thinkers
- Broad and contextualised understanding of the religion
- Mentored in public speaking



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Not to forget FUN and FRIENDSHIP!!



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