



2014

ISLAMIC EDUCATIONAL CENTRE



PROSPECTUS



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PREAMBLE

The Islamic Educational Centre is an independent section 21 school registered in terms of the Companies Act, 2008, (Registration No: 1997/00094/08) to provide education specifically to the children of the Muslim community and to the broader community at large. It is registered with Umalusi as an independent school with Registration No: SCH 00078.

Situated on land donated by the pioneering Asmal Family from Bergville, the school has grown from its humble beginning in three rooms at the Riverview Club in 1997 to an institution of excellence with an impressive academic record.

ETHOS

Its ethos is vividly captured in its mission statement:

- To provide quality Islamic education and academic education;
- To nurture a strong sense of Allah Consciousness;
- To uphold the principles of Islam in our daily lives;
- To enrich Islamic morality.

The ethos encapsulates the essence of the aspiration of the Islamic Educational Centre. Indeed, the school is committed to the pursuit of academic excellence and Islamic development for all learners within its precincts. The school promotes an ethos which seeks to cultivate and nurture each learner with a love for Islam and a respect for all, regardless of race, religion or nationality.

ISLAMIC VALUES

The Qur'anic injunctions and the traditions of the Prophet (SAW) furnish a comprehensive guide and value system for the conduct of human life and management of human affairs to enable mankind to live honest, equitable, dignified, cooperative and peaceful life on earth. These are based on equality, justice, compassion, honesty, sincerity, integrity, truth, transparency, accountability, impartiality, chastity and modesty as enjoined in the Qur'an.

Basic Parameters Prescribed in Islam

The Qur'an outlines the basic principles we should adhere to in conducting our affairs in life. For instance, it commands:

- "Cooperate with one another in performing pious and righteous deeds; do not cooperate in sinful acts." (Al Maeda – 5:2)
- "So long as they are true to you, stand you true to them" (Al-Tauba –9.7)
- Show forgiveness; enjoin what is good, and turn away from the foolish (Al-A'raf-7: 199)
- "Repay gratitude with gratitude" (Ar-Rahman 55:60)

Including the Hadith (Tradition)

- “Treat the people with ease and do not be hard on them; give them glad tidings and don’t fill them with aversion; and love each other and do not differ”. Imam Ahmad (Tafsir Ibn Kathir Vol. 1 p: 503)

The following sections provide you with an insight into the world of the IEC, and the manner in which educators strive to create a unique school of excellence, which is based on Islam and whose objective is to produce outstanding Muslims who will succeed in this life and the next: Insha’Allah

ISLAMIC ENVIRONMENT

The Islamic Educational Centre is a unique Islamic school in Ladysmith, in the heart of the KwaZulu-Natal hinterland, and is proud to provide a sound standard of education, a range of sport and extra-curricular activities and strong sense of one’s worth - all of which are based upon a model Islamic environment. In essence, the fundamental objective for the Islamic Educational Centre is to produce the future Ambassadors of Islam – educated and articulate individuals who remember Allah in all their words and deeds.

An Islamic environment is created on many levels:

- First and foremost, the teachers are role models for the learners, exemplifying Islam in their words and actions. They also act as a trusted reference point for answering the many questions that arise from every child’s inquisitive mind.

Furthermore, each class commences its day with collective duas and Surah Yaseen, which inculcates the significance of invoking Allah’s name at all times.

- The weekly assemblies for the school are also geared towards Islamic issues. This is reflected in awareness talks and specific programmes.
- Finally, the school takes certain measures to ensure that the learners physically implement these virtues. As an example, in addition to learning about the importance of charity in Islam, learners are encouraged to initiate and participate in fundraising events. After all, it is the attributes of empathy, initiative, perseverance and the zeal to help, which make the school so unique. It is this concern for the less fortunate, the poorest of the poor, the destitute, the abused, the orphans and the aged that separates this school from others. It is this duty of care that endorses the school’s credo.

SCHOOL FEES

Islamic Educational Centre, in terms of section 39 of the South African Schools Act, can charge school fees as established by the Board of Governors. The fee structures are as follows:

- Full payment of R1 400 per month;
- Partial payment (Subsidized)
- Non-fee paying (Fully subsidized)

The non-fee paying learners are funded by the generous contribution of members of the Board, members of the community as well as the South African National Zakath Fund.

Unless specific application for exemption is made – in accordance with the South African Schools Act 84 of 1996 and the Regulations setting out the National Norms and Standards for School Funding (Government Gazette N° 29311 dated 18 October 2006) – it is deemed that the combined gross income of both parents of learners is such that the full fee is payable.

Exemption documentation and interview procedures will be established by the Board on an annual basis.

In future, failure to meet any Debit Order or the settlement in full will automatically result in the full fees being applicable. All arrears including previously reduced fees become immediately payable.

Banking Details:

Parents wishing to pay full school fees by means of an Electronic Funds Transfer (EFT) with Internet Banking, note the school's banking details:

Nedbank
Ladysmith
Account No: 133 00 800 33
Branch Code 133 025

Proof of payment should be faxed to the school's offices. Fax 036-633 0256 or Email admin@iecldy.co.za. Statements are issued monthly, so that parents can keep track of their payments.

CONTROL OF FINANCES

The Board of Governors (Shura) appoints a Financial Committee to control all funds collected in the name of the school. This committee draws up a detailed budget in October of each year which is then ratified by the Board and presented to the parents in the fourth term. The Finance Committee meets on a monthly basis to review the accounts and to consider other matters relating to the use of school funds.

INSURANCE

The school carries insurance to cover expenses incurred as a result of personal accidents to learners while at school or engaged in school activities, as well as losses to the assets of the school including grounds, buildings and equipment.

TUCKSHOP

The school operates a tuckshop on the school premises where children may buy a wholesome snack each school day at a reasonable price. Staffed by educators, it operates during both breaks.

UNIFORM

All learners must wear the school uniform. Details are given under the school rules contained in this guide. Currently, the schools stocks uniforms for both boys and girls. In future, uniforms will be supplied by designated stockists, Office National, in Alexandra Street in Ladysmith.

SCHOOL ATTENDANCE

Legislation makes it compulsory for children of school going age to attend school on each school day unless they are ill. The school principal does not have the authority to excuse any child from attending school. Casual absences are disruptive to the school programme and engender casual attitudes towards learning.

SAFETY AT SCHOOL

The school has a secure perimeter security fence and every endeavor is made to keep the main gates closed during the school day. The gates open at 06:30 in the morning and close at 07:30. Late-comers are warned of the consequences of chronic late-coming, and parents are duly informed. Parents are required to pick up their children at the end of the school day at 14:45 Monday to Thursday, and 12:00 on Fridays. (Vide Policy on Attendance and Late-Coming)

All visitors MUST call at the office. The secretaries will take messages for children when necessary. Parents must not go directly to the classrooms. This is to protect your children from potentially dangerous strangers.

COMMUNICATION

The school sends out a circular to parents once a month, a hard copy as well as electronic mail. In addition, a colourful newsletter captures the stories and events during the preceding month. The school's website is: www.iecladysmith.co.za and information pertaining to policies, plans, events and photographs will be showcased.

A school magazine is produced annually which gives some insight into the activities of the school and shows off some of the work done by learners in the course of their studies. One copy of this magazine is issued free of charge to each family.

INTERVIEWS WITH TEACHING STAFF

Parents are welcome to request an interview with any teacher on the staff. The best method is to write a note in the learner's diary to the teacher concerned, mentioning the reason for the request suggesting a time and including a phone number. The teacher will get back to the parent and arrange a mutually suitable time.

For interviews with the principal, deputy principal or heads of departments, parents should telephone the admin office. The Administrative Assistant will then arrange an interview. The content/reason for the interview must also be disclosed when making the appointment.

CLASS SIZE

Cultivating academic excellence is a prime goal of the Islamic Educational Centre and it is for this reason that we have paid particular attention to maintaining a small class size. Whilst slight variations may occur, it is the policy of the school to limit the maximum class size to twenty five or even less. It is widely accepted that a small class size has clear advantages both for the learners and educators. Such advantages include:

- Allowing the learners to receive concentrated and individual attention
- Allowing the class to form close bonds with each other and with the teacher
- Creating a more congenial environment that fosters a sense of belonging
- Helping each child to feel valued and self-confident.

Furthermore, these benefits cannot be matched in the challenged public educational system.

PASTORAL CARE

Overview

At the Islamic Educational Centre, the pastoral care of each individual learner is of great importance to the school. Central to pastoral care is the Form Teacher, who has to take on a variety of roles in order to know and care for the children, foster their development and share their concerns. Each teacher helps learners to develop their particular talents, interests and needs and promotes sound and effective relations between staff and learners. This is achieved within a positive environment for the benefit of the individual, the school and the wider community. Positive reinforcement is combined with a firm discipline policy, which consists of merits and demerits.

In addition, weekly assemblies cover a wide range of topics to develop strong Islamic personalities and community values. The Care to Share Programme is a unique initiative to identify problems faced by learners and collectively sourcing solutions to solve them.

Aims

The Islamic Educational Centre places great emphasis on the pastoral care of its learners, as well as that of the staff and parents. The school aims to provide a happy, caring and safe environment in which the academic, physical and spiritual development of each learner is

promoted. The learners are encouraged to behave in a responsible manner, showing respect, courtesy and consideration at all times in accordance with the teachings of the Prophet (SAW). The Islamic Educational Centre has very high expectations of the learners in this regard and all children are encouraged to act as Ambassadors for Islam, from Grade R through to the oldest children in the secondary phase.

SCHOOL STRUCTURES

PREFECT SYSTEM

The Islamic Educational Centre has a prefect system in place through which learners are given all the opportunity to develop their leadership skills. They are assigned various responsibilities and duties and they are constantly monitored by Prefect Masters.

Normally, the prefects are selected by the staff from the Grade 11 learners, and they progress to their final year in Grade 12.

REPRESENTATIVE COUNCIL OF LEARNERS

The South African Schools Act, 84 of 1996 encourages the development of democratic systems for learners to involve themselves in the affairs of the school. Learner representatives are elected from Grade 8 – 12, and they constitute the Representative Council of Learners (RCL). They meet regularly under the guidance of the RCL Co-coordinator and make submissions to the Principal on various issues that are brought up by the school population.

YOUTH LEADERSHIP FORUM

To provide training and development of young leaders, a Youth Leadership Forum was conceived to provide learners from Grade 4 – 7 an opportunity to participate in decision-making within the school. They are encouraged to present ideas and innovations to the Principal that would make school a fun and happy place.

HOUSE SYSTEM

On entry to the school, all pupils are assigned to one of the three houses named after precious minerals:

Darus Safeer (Sapphire), Darus Zumurud (Emerald) and Darus Zahab (Gold).

The House system is a distinctive feature of the school as it allows children to be part of a group made up of learners from Grade 1 through to Grade 12. Each house is led by a House and a House Mistress and a House Captain. The Inter-house Athletics meeting is held once a year and is the highlight of the sporting calendar of the school.

ACADEMIC AND SOCIAL CLUBS

Academic and social clubs play a significant role in bringing learners together, to engage with one another on contemporary issues and to find mutually acceptable solutions.

The Book Club

The Book Club's primary objective is to promote reading for pleasure. The club is aligned to the School Library and focuses on celebrating International Library Week, Readathon and Nalibali Reading Series. Members are involved in book reviews, as well as promoting the arrival of new books.

Science Club

The Science Club incorporates Life Sciences, Natural Science and Physical Science and brings young boffins together to share ideas about the state of the earth - natural phenomena such as floods, fires, volcanoes and earthquakes. They also focus on alternate energy solutions, recycling programmes, environmental clean-ups and sustaining water conservation. Learners participate in the National Eskom Expo for Young Scientists.

Social/Welfare Club

The club is made up of learners who advance the need for community awareness, the plight of the poorest of the poor, the destitute, and those bereft of basic comfort. The distribution of duvets, grocery and meat hampers and blankets goes a long way to help the needy. Visits to the Ikhaya Lethu Shelter for Children in Colenso, the adoption of Victory Haven Centre for the Abused and support to the Thembalihle Creche has provided a world-wide view of life outside the school.

LEARNER SUPPORT

Accidents & Illnesses

Children who are involved in accidents or taken ill at school are referred to the school office in the first instance where the extent of their injuries or severity of their illness is quickly assessed. First aid is given by one of our three fully trained first aiders in the sick room, which also provides for children to be able to rest if advisable.

Parents/Guardians are contacted and informed when necessary.

Learners with barriers to learning

The learners are identified early in the year and their medical reports from Occupational Therapists, Psychologists and other professionals are studied to establish specific learning disabilities. A schedule of such learners is submitted to the Department of Education.

Specific learning programmes for each learner are designed, learner support given and progress monitored. Parents are given regular feedback.

EXTRA CURRICULAR ACTIVITIES

The Islamic Educational Centre's extra-curricular activities are broad, exciting and diverse; but most importantly, they are carried out within an Islamic framework. The IEC provides a diverse extra - curricular package that ensures the following:

- Facilitate learners' personal and social development;
- Enhance and extend their own interests;
- Enhances team work;
- Help them fulfill their potential.

SPORT AND RECREATION

The Islamic Educational Centre provides its learners with sports facilities that include a Kombi Court (tennis, volleyball, netball and futsal). Football, netball, athletics, cross country, cricket and tennis are also offered. The new Astro turf Court, a first for Ladysmith, will provide for social soccer and cricket for both learners and parents.

The Inter-House Sports Meeting for both genders develops competition and team spirit within the learners. Winners are given awards for their achievements, thereby recognizing their accomplishments and encouraging a desire for success.

AMS TOURNAMENTS AND ACTIVITIES

The parent body for Muslim Schools, the Association of Muslim Schools (AMS) organizes a number of activities, both sport and extra mural activities throughout the year. This includes athletics, soccer, football, science competitions and debates. Participants in the AMS tournaments enhance their teamwork and leadership skills, whilst cultivating a sense of networking with like-minded schools.

MUSLIM YOUTH ORGANIZATION SOCCER TOURNAMENT

The MYO in Newcastle provides an opportunity for schools from Gauteng and KwaZulu-Natal to engage in exciting and competitive sport. The keen competition and rivalry is conducted within an Islamic framework with participants regularly called to prayer during the day.

EXTRA MURAL ACTIVITIES

ART

To give creative expression, learners are exposed to wide-ranging art competitions that make use of paint, pencil, charcoal and canvas. Examples are the Sanlam National Child Art Competition and the annual AL Baraka Bank Association of Muslim Schools (AMS) Art Competition which allows for learners to express their creativity and talent.

AL WIDAA

The Al-Widaa function is an important milestone in the lives of the senior learners of the school as the Grade 11 learners bid farewell to the departing Matric students. This is an annual event which brings the parents and learners to share an evening with staff and members of the Board of Governors (Shura).

FOOD FAIR

This is an annual event and showcases the entrepreneurial spirit of the learners of the school. Each form class undertakes a specific entrepreneurial activity based on a business model and enjoins marketing and sales, demonstrating and encouraging financial management skills.

SPEECH CONTESTS

Learners participate in various speech contests, debates and panel discussions that promote public speaking and the requisite skills. They are exposed to both internal contests as part of school-based assessment and those activities hosted by outside agencies such as the municipality and provincial departments.

JALSA

At the end of each school year, the school performs its Jalsa for parents and the local community. The drama production is the grand finale of months of hard work carried out by both learners and teachers. The production allows senior learners to gain exposure to a variety of areas: from writing the scripts and constructing the sets, to designing the costumes and performing the play. The school seeks to develop the passion and talent of those learners who express an interest in this area.

THE EXCLUSIVE BOOKS ENGLISH KIDS LITERATURE QUIZ

Sponsored by the national chain of book stores, the English Literary Competition, held in Pietermaritzburg, allowed learners to meet and challenge learners from across the province. Learners are asked a range of questions on specific literary books to establish their understanding and knowledge of literature.

THE PICK N PAY SPELL CHECK COMPETITION

Learners from all over the province are invited for this spelling bee competition held at the Durban campus of the University of KwaZulu-Natal. The first round is based on a written spelling test, and the winners are promoted to the next round where they tested in an oral spelling quiz.

CONQUESTA OLYMPIAD

The Olympiad includes approximately 50% of all the Independent Schools in South Africa (ISASA), and hundreds of Public Schools across South Africa and neighboring countries.

The purpose of the competition is to encourage and inspire primary school children to become aware of their self-worth and potential, building their self-esteem and confidence and acknowledging their efforts, regardless of results.

FOUNDATION PHASE

The little children in the Foundation Phase are given ample opportunities to explore their creative side by participating in Coloring-In and Poetry competitions, as well as the Challenga Olympiad.

FUNDRAISING

What makes the Islamic Educational Centre unique is its association with SANZAF, the Al Imdaad Foundation, Gift of the Givers and the Ladysmith Muslim Women's Forum, charitable organizations that carry out significant fundraising and charity work for pertinent international causes. Hence, one fundamental aim of the school is to instill in the learners a deep understanding of charity.

Subsequently, the Islamic Educational Centre has carried out a number of successful fundraising events, which were initiated, developed, organized and then executed by the learners themselves.

Examples include:

- Donating Eid Gifts to the less fortunate: Providing lunch for the Ikhaya Lethu Shelter for Children in Colenso;
- Winter warmth donation of blankets and hot meals for the children of the Thembalihle Creche in C section in Ezakheni;
- Partnering with Victory Haven – Centre for Abused Children - a project of Child Welfare South Africa;
- Raising funds for the children of Palestine;
- Adopt a Granny Project
- Providing medical supplies for the Gift of the Givers Foundation expedition to Syria;
- Raising money for the victims of the floods in Pakistan;
- Providing clothes for the children of rural Matiwanoskop.
- Collecting toys to distribute to various crèches.

The school's emphasis on charity work aims to produce Muslims who will make charity a central aspect of their lives – as children, teenagers and adults.

COMMUNITY PARTICIPATION

The Islamic Education Centre believes it is essential to teach learners the concept of the community and our responsibility towards it. Participation in community activities helps build the children's confidence. It also instills in them the desire to improve and advance the society in which they live. Our learners have been invited to a number of events to showcase their talents and abilities.

LEARNER EMPOWERMENT

Learners are exposed to a life skills programmes that nurtures them and cultivate a sense of volunteerism. In the Primary School, children are designated duties such as:

- Tidying the library;
- Clearing the classroom after lunch;
- Watering plants;
- Setting up the hall for prayer time.

In the Secondary School, there is more focus on environmental issues. The children meet on a weekly basis, where they discuss key issues and develop strategies for going forward. As an example, the pupils have enforced a recycling scheme, where there are specified bins for paper, glass and plastic. These structures encourage effective leadership, responsibility and a sense of duty to the school community.

SKILLS FOR LIFE

A key objective for the Islamic Educational Centre is to prepare its young learners for adult life. Being able to present their viewpoints in a structured and rational manner is one important skill they will need. This is why learners have public speaking lessons as part of their curriculum, where they learn to debate in an articulate manner. Delivering presentations is also given particular emphasis.

Another way of preparing the learners for the future is by providing them with Career Workshops and work placements for the senior learners. It is a critical component of Life Orientation lesson, and it offers them the opportunity to gain an insight into the reality of working in various fields and professions.

Furthermore, throughout the year, there are a number of visits by professionals, career workshops, interviews and soft skills development sessions.

SCHOOL EXCURSIONS AND FIELD TRIPS

The Islamic Educational Centre primary pupils are fortunate enough to have regular educational workshops from organizations such as the Emnambithi/Ladysmith Department of Public Safety (Road traffic workshops), and the KZN Department of Health (screening of under-privileged learners).

To build upon the National Curriculum, related trips and outings are frequently arranged for learners throughout the academic year. Learners have visited Siege Museum, the municipal library and local historical sites.

Finally, school excursions are arranged to reward learners for all their hard work. The children have thoroughly enjoyed previous trips to Gold Reef City, uShaka Water World, Lion Park, Talana Museum, Canopy Tours in the Drakensberg and Spioenkop Dam.

CURRICULUM

The Islamic Educational Centre follows the National Curriculum for all three stages of Foundation Phase, Intermediate Phase and the FET Phase. Learners are taught English, Mathematics, Natural/Life Science, History, IT, Quran, Arabic, Religious Studies, Social Science, Life Skills, Accounting and Physical Education. However, whilst we follow the principles of the National Curriculum, we take great pride in developing our own interpretation of it and infusing a unique Islamic dimension into it.

The basic aim of the school's curriculum is to develop the learner's knowledge, understanding of concepts, skills and confidence. Educators seek to provide a secure yet challenging environment which encourages curiosity, enquiry and participation. The curriculum is characterized by breadth, balance, relevance and flexibility in all the areas of learning. Subsequently, the school aspires to produce dynamic learners whose individual potential is fulfilled, and their distinct Islamic personality is nurtured.

ASSESSMENT OF LEARNERS' WORK

Progression is based on 75% School Based Assessment and 25% formal examinations based on the following principles:

- June and November examinations (equally weighted)
- Grade 4 writes 4 subjects: English, Mathematics, Natural Science/Technology and Social Sciences.
- Grade 5 writes exams in 5 subjects: English, Afrikaans, Mathematics, Natural Science/Technology and Social Sciences.
- Grade 6 writes examinations in 6 subjects: English, Afrikaans, Mathematics, Natural Science/Technology, Social Sciences and Life Orientation.

HOMEWORK

All children in the school will be required to do some school work at home from time to time. The Homework Policy is available upon request.

Overview:

The child will be issued with a homework diary and this will contain their homework on a daily basis. Parents need to check and sign this diary on a daily basis.

Formal homework will not be given on a Friday, over weekends and on the day before Eid.

Grades 1 & 2: Homework will take the form of oral revision for the week. These grades will also receive an activity workbook in which they will cover all Mathematics and English aspects for the term. The work will be completed in class and the oral revision will take place at home on a Thursday, giving the child from Monday to Thursday to consolidate the work in class. Reading and spelling must be done daily.

Grade 3: They will receive a homework book for Mathematics and English to complete at home. Learners will receive written homework on Tuesday and Wednesday. Time allocation is 30 minutes a day. Reading and spelling will be done daily.

All Grade 1 - 3 pupils have a homework book. All homework is written in this book. Homework is to be done on Monday -Thursday. Homework should not exceed 20 minutes. Reading and spelling must be done daily. Mathematics is given on occasion.

Parents are requested to sign the diary on a daily basis and to ensure that the homework book is in the bag at all times.

Senior homework - Grades 4 – 7: Learners in Grades 4 - 7 will receive a homework timetable. A basic format of three periods per day (Mon - Thurs) will be followed whereby time will be allocated for cultural subjects, Mathematics and Languages. In Grades 4 & 5 the time will be 3 periods X 10 minutes = 30 minutes while in Grades 6 & 7 the time is 3 periods X 15 minutes = 45 minutes.

In the FET Phase, homework is restricted to 2 hours per day, 2 subjects per day, Monday to Friday.

RELIGIOUS STUDIES

Religious Studies is taught from an early stage and is based on Islam. Some of the topics covered in the classes are:

- Fundamentals of Faith
- Tafseer
- Stories of the Prophets
- Lives of the Companions
- Salaah, Wudu and Ghusal
- Manners/values based on narrations of the Prophet (SAW)
- Marriage and Divorce
- Blood transfusion

Arabic and Qur'an

The cornerstone of our education is the emphasis on the Arabic language and the Qur'an. Children from as early as Grade R are introduced to the Arabic language, and this development of the language is continued through to senior level. The Qur'an is taught by qualified practitioners in the traditional science of Tajweed. All learners are encouraged not only to memorize as much of the Qur'an as they are able to by rote, but also to understand the meaning of the verses and ensure that they implement its principles and rules on a holistic basis, in all spheres of their lives.

ACADEMIC RECORD

The first group of learners to undertake the National Senior Certificate examinations was in 2007 and they achieved an exceptional set of results with a 100% pass in their final year. The school has maintained its 100% Matric result in successive years.

Academic Record – Secondary School

In the absence of direct comparisons, the Islamic Educational Centre can pride itself on not only the actual grades achieved by our learners, but also the significant levels of academic improvement displayed by them. The school strives to realize each learner's individual potential, and the outstanding achievement of our Matric students reflects not only their own hard work and dedication but also to the diligence and commitment of the staff.

The Islamic Educational Centre is proud to state that the exam results were a milestone in the Secondary School's development, and has provided us with a solid base upon which to build from.

Academic Record – Primary School

One of the most obvious ways in which the benefits of our small classes evident is through the impressive progress made by the pupils in the Primary School. We are keen to ensure that the progress of each of our students is meticulously monitored and assessed so that appropriate encouragement and support can be provided.

Right from the age of reception every care is taken to facilitate student progress so that each child can fulfill his/her individual potential. From as early as the Reception class, the "Homework Learning Programme (HLP)" is implemented, whereby all children are set homework which they are expected to complete. Parents are obliged to supervise this and teachers spend a great deal of time marking and evaluating the work performed.

This allows the teacher to monitor the child's progress, as well as learn the strengths and weaknesses of the child.

Furthermore, to gain an insight into the progress of each child, internal assessments are set for all ages at the end of each term. This is further supplemented by end-of-year exams.

Finally, the Islamic Educational Centre has introduced a "Mothers in Reading Programme". Through this scheme, every child that struggles to read fluently is assigned a "reading mentor" from the parent community. The mentor helps the learner improve his/her reading skills, whilst also encouraging him/her to read more and fulfil his/her potential in this area. We have found that having a mentor reduces the pressure on the pupil, whilst concurrently building the individual's confidence.

Children in the Primary School are monitored closely through the organized learning programme, the homework, the reading programme and the exams – through these means, the teacher is able to encourage each learner and ensure that they will be able to fulfill their potential.

FACILITIES

At the Islamic Educational Centre, the school strongly believes that the provision of good facilities supports and enhances the curriculum by creating an environment that engenders learning, creativity, discipline and fun. The Science Laboratory, the growth of the Library centre, and the transformation of the Multi-purpose Room are telling testimony to functional learning centres.

The new lecture theatre and SmartBoard facility promotes e-Learning and the use of technology in raising the bar for teaching and learning.

Furthermore, in keeping with our Islamic ethos and to ensure that Islam is central to our learners' daily lives, the Islamic Educational Centre provides a wudu area as well a Musallah to hold the daily prayers. The Musallah also serves as a common hall/centre where the community of Ladysmith is sometimes invited to certain functions.

BOARD OF GOVERNORS (SHURA)

The Islamic Educational Centre is an independent school registered by Umalusi in terms of the South African School's Act, 84 of 1996. It is an accredited provider of teaching and learning and is registered as a section 21 company, not-for-profit in terms of the Companies Act, 1973 as amended. The Board of Governors (Shura) is the controlling body of the school. Members serve on the Board as founding members, parents and as esteemed members of the community. It controls all aspects of the school, from the appointment of teachers to decisions on which extra-curricular activities are offered. Each member of the Board is elected to serve on specific portfolio committees. These are the Finance Committee, Planning Committee, Human Resource Committee and the Sports Committee.

The main driving force of the Board is the Executive Committee made up of those members who hold the position of Directors in the trust by virtue of the Companies Act, 2008 and they deal with specific agenda items.

There are 23 members who are drawn from the business sector, medical professions, skilled artisans, contractors and the working community. The Ameer (chairperson) is Dawood Vawda who is a Chartered Accountant and businessman of repute and Deputy Ameer (deputy chairperson) is Dr MI Mulla, a surgeon by profession.

SENIOR MANAGEMENT

The Islamic Educational Centre is run by a dynamic and forward-thinking team, whose primary vision is to deliver a meticulous learning methodology, which combines Islamic teaching and a national curriculum-backed syllabus. The key staff members have been working within the Muslim community and have identified the development of the educational field as vital for the success of the community. The school benefits a great deal from the skills and expertise of these members. However, in addition to these benefits, the members also act as Islamic role models for the children and instill in them the view that serving the wider community is an integral responsibility on all Muslims.

STAFF

The primary vision of the Board of Governors is the employment of skilled and qualified workforce who would enhance teaching and learning at the school. Continuous learning is the hallmark of any institution, and educators are exposed to both departmental and school-based professional development programmes.

WHAT MAKES THE ISLAMIC EDUCATIONAL CENTRE DIFFERENT

By focusing on high standards of teaching, the Islamic Educational Centre produces learners who are confident, self-assured individuals. The school's success derives from its stringent teaching methods and striking the correct balance between Islamic learning and that of the key national curriculum subjects. Staff is carefully selected to ensure that high levels of teaching are provided while keeping Islam at the heart of all activity. Indeed, the school works hard to produce excellent, rounded students, incorporating lessons in public speaking to assist them in becoming true Ambassadors of Islam.