

SECONDARY TEACHER EDUCATION PROGRAMME

Tomorrow's Teachers



The Institute of Ismaili Studies



Leading education
and social research
Institute of Education
University of London

Welcome

Message from the Director of the IIS



The Institute of Ismaili Studies (IIS) was established in 1977 with the object of promoting scholarship and learning on Muslim societies and cultures, historical as well as contemporary, and a better understanding of its relationship with other societies and faiths. The above objectives are realised through programmes and activities organised and implemented by the various Departments of the Institute. The Department of Graduate Studies currently offers two post graduate level programmes, the Graduate Programme in Islamic Studies and Humanities (GPISH) and the Secondary Teacher Education Programme (STEP).

In pursuit of these objectives, the Institute periodically collaborates, on a programme specific basis, with other institutions of learning. In this spirit, the IIS works with the Institute of Education at the University of London to deliver the Secondary Teacher Education Programme (STEP). The collaboration is designed to address the training of teachers within a framework that links their Muslim heritage to the intellectual methods and best practices available in the academic environment.

STEP is a pioneering, collaborative programme for producing teachers who will teach the interdisciplinary Secondary Curriculum (developed by the IIS) to young people globally. This programme culminates in an MA and MTeach, both awarded by the IOE.

GPISH is an innovative, interdisciplinary three year programme in Islamic Studies and Humanities, the first two years of which are spent at the IIS. All GPISH students attend a British university for their Masters in their third year. The majority of students attend either a Russell Group or Group of 1994 institution including Oxford, Cambridge, The London School of Economics and Political Science (LSE) and the School of Oriental and African Studies (SOAS). Both programmes are designed to meet the human resource needs for educators, intellectuals and leaders for the community, ummah and society at large.



Message from the Director of the IOE



The Institute of Education (IOE), located at the heart of London is one of the world's leading centres for education research and development. Our collaboration with The Institute of Ismaili Studies builds on more than 20 years of successful joint provision of teacher development programmes. The IOE also works with other agencies of the Aga Khan Development Network, particularly the Aga Khan University and the Aga Khan Foundation. The relationship between us is extensive, strong and productive.

In devising the STEP programme – uniquely linking the Master of Teaching and Master of Arts in Education course of study — our two institutions brought together complementary experience and expertise as well as a shared commitment to rigorous scholarship and to teaching that has practical application.

The STEP programme is intended to make a distinctive contribution to the preparation of prospective teachers. It draws together deep scholarship about the richness and diversity of the Muslim world and a profound understanding of pedagogic practices. We hope that it will contribute – both globally and nationally – to educating children about the heritages that are part of our world today. We are delighted and privileged to be playing a part in this important development.

Professor Chris Husbands

Director, Institute of Education



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Secondary Teacher Education Programme

The Secondary Teacher Education Programme (STEP) began in the autumn of 2007. The vision for the Programme was to produce professional secondary level teachers by combining strong academic programmes with experiential teaching practices, in an intimate and welcoming learning environment. The Programme has come a long way since then, when the first cohort of forty students from Canada, India, Pakistan, Tajikistan and the United States travelled to London to pursue the Programme. STEP has expanded its global reach and now includes students from 13 different countries. There are a lot of exciting changes on the horizon for STEP.

STEP Mission Statement

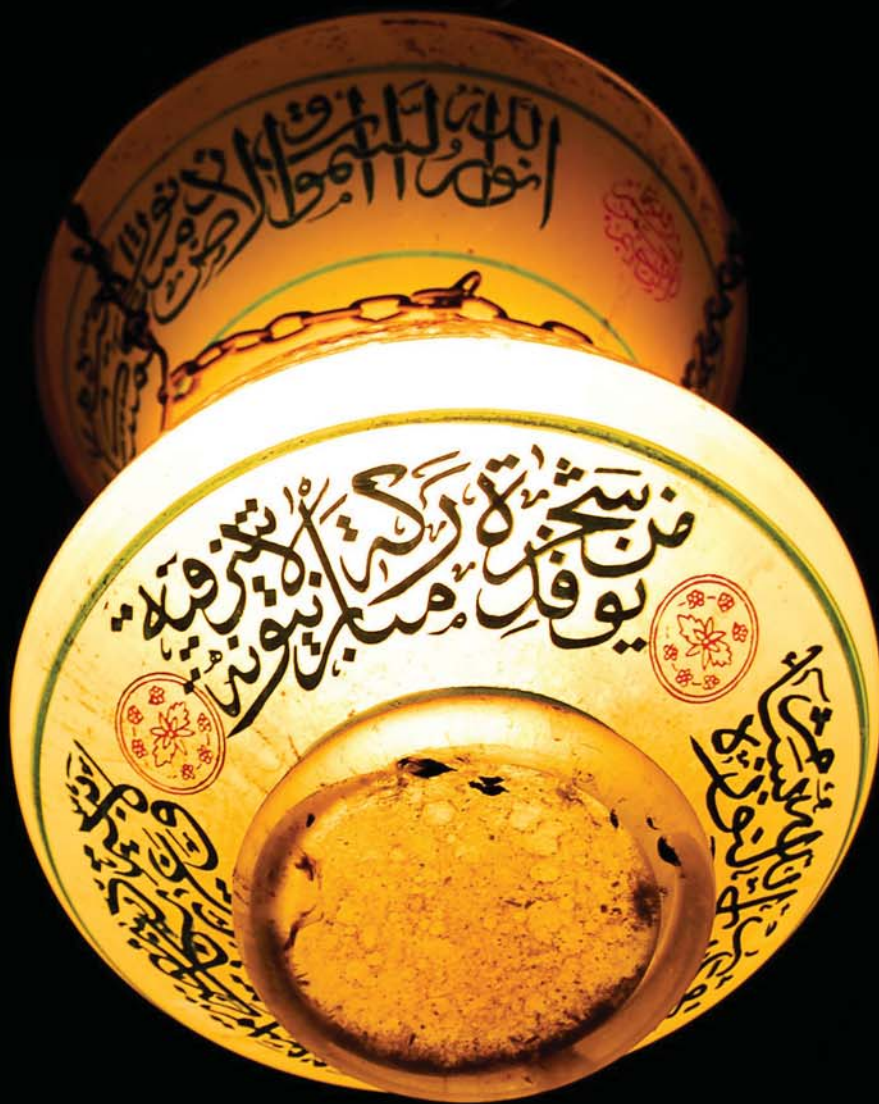
To address the need for professional secondary education teachers by training and developing exceptional candidates to become teachers and mentors who can help to shape and inspire future generations, within a global context.

Key Outcomes

The Secondary Teacher Education Programme caters directly for students wishing to embark upon a career in teaching within the wider Aga Khan Network of Institutions, with a particular focus on teaching at the Ismaili Religious Education Centres (RECs) at the secondary level. Students will be trained to deliver the IIS' Secondary Curriculum, which provides particular emphasis on humanistic, civilisational and normative perspectives in the instruction of religious education. The Programme extends over two academic years and currently culminates in two postgraduate awards: a Master of Arts in Education (Muslim Societies and Civilisations) and a Master of Teaching (MTeach). Upon completion of the Programme, students will have gained a sound knowledge on subject matter that positions itself around the IIS' Secondary Curriculum framework, as well as broad insights into pedagogy - thus allowing graduates to apply their skills and knowledge in a variety of educational spheres. Through field based research, educational trips to Cairo and Andalusia, UK REC and secondary school placements and a four month formative teaching practice in the home context, students will develop a holistic understanding of educational practice both in terms of the role of a teacher as well as the role of an educational leader.

As students develop an increasingly sophisticated understanding of subject knowledge and classroom based practice, they will be evaluated using a variety of assessment tools, including oral presentations and written essays. In turn, students will gain deep insights into religious education instruction within a community framework.

Please note that the content, structure and award(s) of the Secondary Teacher Education Programme is subject to change. Applicants will be kept informed of any changes.



“The STEP vision, to me, is not just a new curriculum and pedagogy; it is a paradigm shift for the future. I see it as a new lens that will equip our youth to merge the fine lines of religious education and our globalising world.”

**Heena Jiwani,
Cohort 5, USA.**



A Double Master's Degree

The Secondary Teacher Education Programme consists of two Master's degrees, namely the Master of Arts in Education (Muslim Societies and Civilisations) and the Master of Teaching (MTeach). The MA Education is designed to provide a deep insight into Ismaili heritage within the broader dimensions of Muslim Societies and Civilisations. It prepares students to understand and respond analytically to relevant scholarship and research in order to facilitate an understanding of the philosophical and pedagogical framework of the various secondary curriculum modules published by The Institute of Ismaili Studies.

The MTeach, led by the Institute of Education, allows students to utilise their teaching experiences as the basis for informed critical reflection on their personal and professional learning. Modules such as Leading Learning also allow course students to gain the knowledge, understanding and tools for successful subject leadership and change management. Teachers' experiences in the classroom environment is the basis of all assessed coursework and therefore the MTeach provides guidance for students in practice-based research design and implementation strategies.

"STEP is a fantastic programme. It has enhanced my knowledge about Muslim history and provided me with a platform to engage in dialogues with students from nine countries. This interaction has helped me to understand an event from different perspectives. STEP has also exposed me to different teaching environments by placing me in a UK secondary school and Religious Education Centre."

*Alpesh Anwar Ali,
Cohort 5, India.*

STEP empowers its students to think creatively and independently and deliver the unexpected during their time on the Programme and beyond.



Key Features of
the Programme



Teaching Practice

Teaching practice is central to the Programme and provides the students with an opportunity to develop their teaching and reflective skills within the classroom. All students are provided with invaluable support from lesson planning tutors and experienced mentors. The teaching practice comprises of the following:

- Teaching the IIS' Secondary Curriculum
- Placement in secular schools in London
- Placement in an Ismaili Religious Education Centre in the UK or Europe
- Four months teaching practice in the home context, teaching in the Ismaili Religious Education Centres

Each student is allocated a secular school in London or the surrounding regions, where they have the opportunity to observe and deliver lessons in a number of subjects. Students are also provided with a school based mentor, who provides guidance in developing their teaching practices. Throughout their placement, students compile a portfolio, which demonstrates their progress as teachers and reflective practitioners. The final portfolio will include clear evidence of teaching practice, integrated with critical reflections and engagement with theory. The teaching practice enables students to apply the extensive knowledge acquired in the modules to practical situations, which are relevant today.

Students will also develop and maintain a portfolio of their teaching and learning experiences during their teaching practice at a Religious Education Centre in the UK or Europe and in their home context. The portfolio will allow participants to consolidate their MA and MTeach experiences and its integration with classroom practices, whilst also providing the basis for writing their summative assignments and sustaining their professional development. The portfolio will provide students with the opportunity to maintain a log of their reflections during the observation phase, lesson planning and during their teaching experiences. In addition, students are also encouraged to provide reflections on any curriculum issues, challenges and recommendations.



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Key Features of the Programme

Field Trips

The aim of the field trips is to provide a holistic understanding of the historical content that students' will eventually bring to life in the classroom. STEP students undertake two field trips, one to Andalusia, Spain and the other to Cairo, Egypt, in the first year of the programme. The trips are focused on visits to Muslim architecture of Andalusia and Fatimid era Cairo, but also provide the opportunity to visit art and architecture from other eras. The trips allow the students to witness the contemporary use of the architectural sites and to learn about the structures in relation to both secular and religious functions, as well as gain an appreciation of their aesthetics. The trips help the students to teach the IIS' Secondary Curriculum, in which they learn about historical and contemporary Muslim civilisations including such urban centres as Cordoba (Spain) and Cairo (Egypt).



Specifically, the trip to Egypt provides students with an insight into the history of the city of Cairo, which is rooted in Ismaili Fatimid rule. Students get a feel for life in the 10th century with guided tours of historic structures, such as the Mosque of al-Hakim, the city gates and the al-Azhar mosque. A tour of the Museum of Islamic Art and the Aga Khan Trust for Culture's Al-Azhar Park is also part of the trip. The students, as researchers, are given exposure to the layers of pre-Islamic and Islamic Cairo through various forms of Art and Architecture.

Meanwhile the trip to Spain enables students to gain insights into various aspects of Muslim history and civilisations; develop deeper understanding of the content given in the curriculum and collect relevant resources to teach it. This enables the students' to make connections between the knowledge gained from the history module and the historical site investigation, which helps them to understand Muslims' contribution in promoting a culture of religious tolerance. Some of the primary features that students visit during this trip are, the Great Mosque of Cordoba, which is the only surviving monument of the Caliphate of Cordoba; the ruins of Madinat-al-Zahra which was awarded an Aga Khan Award for Architecture in 2010; and the magnificent palaces, fountains and gardens of Alhambra which exemplify the blending of Moorish and traditional Andalusian architecture.

The trips allow students to witness the contemporary use of sites of historical relevance as well as the possibility to learn about structures in terms of secular and religious form and function. The goal ultimately aligns itself to the classroom in which the students will be teaching as the experiences realised through the trip provide them with a unique perspective in their approach to the delivery of the IIS' Secondary Curriculum, in which the study of Muslim Societies and Civilisations is a crucial element. Prior readings, orientation sessions and an evaluation programme help to shape their experience of these historic cities and ensure that they are academically and culturally enriching experiences for them.





"In our excavations and our historical investigations, I constantly have been reminded that we were touching the very foundations of my ancestors, the Fatimids, and the pluralistic history and intellectual profile of this city and this country to which they contributed so profoundly."

**Speech by His Highness the
Aga Khan at the Inauguration
of Al-Azhar Park, Cairo,
Egypt, 25 March 2005**

Benefits of the MTeach and MA Education

The two-year programme is designed to help students develop a knowledge base of professional teaching practices, modes of enquiry, core subject-matter, and apply these skills and knowledge in their teaching practice.

Benefits for experienced teachers

The programme provides teachers with a unique and exciting pathway to further their learning in the field of education. In addition to the classroom focus of the MTeach, there is a dimension of leading learning outside of the classroom. This reflects and responds to the increasing number of leadership-focused roles, towards which some experienced teachers find themselves moving. Experienced teachers also have the opportunity to re-engage with issues that will help them improve their knowledge of student learning processes, whilst contributing to the overall development and revitalisation of religious education and school systems. The MA Education complements the MTeach's focus on evidence-based practice by offering experienced teachers opportunities to study and engage in discussions on the historical and modern elements of Islam and Ismailism, by participating in lectures and seminars on modules that draw upon the disciplines of the humanities and social sciences.

Benefits for new teachers

For those who are new to the teaching profession, the Programme develops the skills and experiences students have developed during their previous studies and teaching practices. Experience as a tutor, counsellor, trainer or mentor supported by a common desire to become agents of change in education systems, serves as the basis for studies in subject-matter pedagogy, curriculum, assessment and leadership. New teachers in the programme will discover that working closely with experienced faculty members from the IOE and the IIS, and classmates who bring practical teaching experience from varied global contexts can be highly stimulating and supportive.



MA Education (Muslim Societies and Civilisations)

Core Modules

Muslim History and Secondary Education

This module examines Muslim history from the dawn of Islam to the fall of Ottoman Empire through the exploration of crucial episodes, conceptual underpinnings and narratives of the Islamic past. It includes a chronological outline of the main dynasties that ruled the Muslim lands through the institution of the Caliphate, such as the Umayyads, Abbasids, Fatimids, Seljuqs, Mughuls and Ottomans. This module will introduce students to Muslim civilisations through a broad, interdisciplinary range of topics, including myriad political, social, religious, cultural and intellectual transformations. Students will have the opportunity to develop critical thinking skills, as well as explore how to make history meaningful to Ismaili Muslim adolescents.

Revelation, Hermeneutics, Pluralism and Practice

This module situates Islam within the Abrahamic religions and examines, revelation, the formation of the canonical text, the emergence of communities of interpretation, and related issues that religions in general, and religions based on revelation in particular, share. The module then examines the historical circumstances of the Qur'an in the life of Muhammad, and the historical controversies regarding the 'readings' of the text. Central thematic concepts of the Qur'an, including, authority, the human being and social and ethical engagement, are explored. Students will encounter how differences in hermeneutical practice are a major factor in the historic emergence of the plurality of expressions of Islam. As a result, Muslim communities have appropriated Islam into diverse cultural and interpretive spaces, while at the same time preserving the notion of the book as a common bond.

Literature of Muslim Societies

Muslim societies and civilisations, located in what have been called "the central heartlands of Islam", share a rich literary culture which spans several languages — Arabic, Persian, Turkish, and Urdu. Literary genres and themes are shared, as are inter-textual references and thus key literary authors, who have been appropriated into linguistic contexts other than the ones of their original writing. While we may classify the literatures of Muslims societies and civilisations by language, namely Arabic, Persian, Turkish, or Urdu literature, the above-mentioned shared aspects justifies regarding them as belonging to a wider literary culture. Literary works of Muslim societies and lands lying outside the "central heartlands" for example Swahili, Bengali, Chinese, Central Asia, etc., also exhibit genres and motifs which originate in the literary works of the "central heartlands". Therefore, a shared literary culture is a key feature of Muslim societies and civilisations (as it is indeed for many other human societies and civilisations). This module will approach the examination of its subject matter thematically rather than chronologically.

"STEP has been an invaluable experience. It has gifted me with a family of students who are working together to reach a common goal – becoming successful educators. Our field trips and teaching experiences have been the best part, which has brought a practical approach to the curriculum."

*Shehzeen Sunderji,
Cohort 5, Tanzania.*

Important note

STEP is subject to development, arising out of an exciting curriculum review process. A number of changes are underway to make the programme better fit the contexts of Ismaili religious education teachers, the needs of the ITREBs and students' learning needs. It is important for applicants to note that the descriptions of the programme structure, award(s) and modules that follow are indicative and subject to change.

Traditions of Enquiry

All major world civilisations have engaged in the pursuit of knowledge whether for practical purposes, improving the world, or for attaining personal self-fulfilment. Such a pursuit underlies the fundamental mission of education and the establishment of its institutions. This module will examine the knowledge enterprise in Muslim societies and civilisations by investigating the historical factors that facilitated the appropriation of knowledge from other civilisations. Furthermore, it will analyse the intellectual influence of Muslim societies and civilisations in world history and examine key questions in historical Muslim civilisations on various topics, including epistemology, theology, ethics, science and mysticism.

Modernity and Muslim Societies

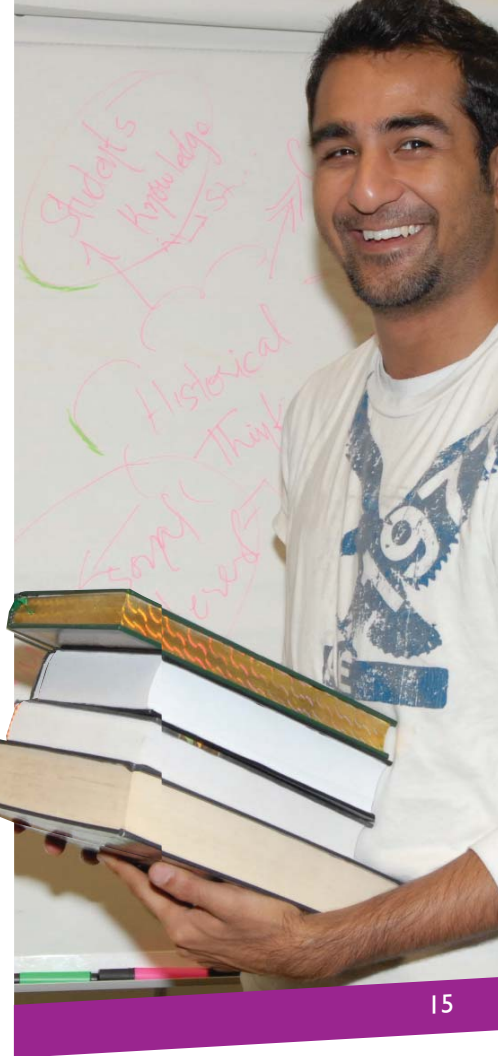
Through discussions of various episodes, personalities, and movements from the late-eighteenth century to the present, this module will survey a period of rapid political, economic, social and intellectual change in Muslim societies that continues to this day. With the use of case studies of Muslim societies in various global contexts, including, South Asia, East Africa, Iran, Central Asia, Turkey, and Europe, the module aims to provide students with contemporary subject matter content that will be relevant to their classroom teaching. Students will be provided with key aspects of modernisation movements, focusing on the issues faced by Muslim communities and the diverse responses they have formulated, which are expressed through various mediums, such as narrative fiction, television, print media, music and the internet.

Cultural Encounters, Material Culture and Narratives

Like all major world religions, "Islam" is neither monolithic nor monocultural, rather it is dynamic, shaping and being shaped by the local contexts in which it is found. This module undertakes the study of Muslim societies and civilisations from the vantage point of the local contexts of Muslim societies, seeking to understand "Islam" as embedded in the threads of everyday human encounters - be it commercial, intellectual, social, literary, or cultural. The module will briefly examine the theoretical issues of such encounters and consider two regional case studies: the Silk Road and the Western Indian Ocean.

MA Report

The MA Report provides students with the opportunity to conduct their own original research. Students undertake empirical research which connects the IIS' Secondary Curriculum with a topic relevant to their home context. A research supervisor is allocated to each student to guide them in planning, preparing and writing up their reports. The report is 10,000 words in length and represents a significant body of work.



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Master of Teaching (MTeach)

The goal of the MTeach is to enable teachers to improve their professional practice, by helping them to become reflective practitioners who can evaluate their own teaching in relation to theoretical frameworks and alternative perspectives. The MTeach is a mixed mode course which includes online tasks as well as face-to-face teaching sessions. Throughout the MTeach, students are expected to participate in discussions with other participants, sharing their experiences in order to evaluate and improve their practice.

Professional Development Portfolio I

The Professional Development Portfolio (PDPI) is a non-taught module which provides accreditation for professional learning that has taken place before the start of the programme. Participants collate evidence of their professional learning, and reflections on that learning, which is assessed.

Understanding Teaching

The Understanding Teaching module aims to enhance teachers' understanding of pedagogical practice. It does this by using the themes of classroom interactions, learning, progression and achievement, evaluating teaching, and developing pedagogy. The module emphasises group discussion, which provides students with the opportunity to share their experiences and understanding of relevant pedagogical literature.

"The professors bring so much knowledge and insight into our lectures and seminars. They take the time to understand where their students are, in their learning journey and helping us to grow, while inviting questions and explorations. Their creativity in delivery makes them inspirational teachers".

*Naileen Jessa,
Cohort 3, Canada.*

Leading Learning

The Leading Learning module aims to develop students' understanding of their own learning, the learning of others, and the teacher's role in maximising both. It focuses on narrative approaches to educational research, including the use of vignettes to inform the process of practitioner enquiry. Readings and related discussions focus on teachers and students as partners in learning, and explore the concept of leadership in teaching and learning, with students reviewing their own understandings of leadership in contemporary educational settings.

Research and Professional Practice


The Research and Professional Practice module encourages students to consider the relationship between research and their own professional practice. The focus of the module is an examination of what it means to be 'research literate' and the aim is to equip students with the skills needed in order to carry out their own practice-based enquiry. Students are asked to engage critically with published research, to reflect on their developing understandings of the value of research in education and to prepare a research proposal for a practice-based enquiry.

MTeach Report/Dissertation

As part of the MTeach, all participants complete a Practice-Based Enquiry (PBE). This involves a small-scale practitioner enquiry that investigates the teacher-researcher's own classroom practice, with the aim of developing or improving their practice. Participants may choose either to write a report (10,000 words) or a dissertation (20,000 words) which allows students to conduct an enquiry in greater depth.

Optional Module

Those participants who choose to write a 10,000-word report, rather than a 20,000 word dissertation, are required to enrol in an optional module from the wide range available at IOE, in order to obtain sufficient credits to complete the MTeach.



"The STEP programme has been a learning experience which does not end after two years of the programme – but continues for a lifetime. Collaborative learning opportunities and supportive faculty at The Institute of Ismaili Studies and at the Institute of Education make this learning expedition worthwhile, creating an atmosphere of abundant opportunities."

*Amy Bhanji,
Cohort 5, India.*



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The IIS' Secondary Curriculum

The IIS' Secondary Curriculum

The IIS' Secondary Curriculum adopts an approach to the study of Islam based on humanistic, civilisational and normative perspectives.

It seeks to acquaint secondary students with the diverse and dynamic interplay of Islamic expressions – religious, social, cultural and material – that manifest themselves in Muslim societies of the past and present day.

It strives to achieve this aim by seamlessly integrating the religious content with the social sciences and the humanities. Religion is not viewed as a detached and compartmentalized phenomenon in history and society, but rather in terms of its multifaceted connections with various dimensions of human experience.

At the same time, the curriculum encourages students to analyze their own contemporary situations and to reflect on the social and ethical challenges of an increasingly plural world. To achieve its aims, the curriculum applies pedagogical approaches consonant with its philosophical framework. It calls for a profile of teachers with a broad set of proficiencies - a profile that is not narrowly specialist but reflects an acquaintance with a range of contexts.

These pedagogical approaches invite the active engagement of teachers and students with the content of the curriculum so as to engender thought and reflection on contemporary issues faced by Ismaili Muslims, other Muslim communities, societies in general.

"Inspiring, unparalleled and educational are just a few words that describe my first year experience of STEP. I have learnt how to be a creative teacher while practicing my teaching skills in an extremely supportive environment."

*Ruba Al-Jarf,
Cohort 5, Syria.*



"STEP has presented me with the opportunity to train as a professional teacher in the field of religious education. It allows me to develop my knowledge and understanding of the Ismaili heritage, and secondly to provide this understanding to my young brothers and sisters in France through various approaches."

*Rahima Zavidaly,
Cohort 5, France.*





Academic and Student Services

Academic Advisors

All students are allocated an Academic Advisor at the IIS, who will track and monitor their academic progress. Academic Advisors act as mentors and provide students with the appropriate support that will guide them in their journey to become professional teachers.

Academic Writing Support

Students are offered Academic Writing support from the Academic Writing Centre at the IOE as well as support from the IIS, to develop language proficiency and reading skills. Pre-sessional support is also available for those students requiring additional help for a period of up to three months prior to the commencement of STEP.

IIS Library Resources

In its relatively short history, the IIS Library has grown into a leading centre and repository for rare and significant resources illustrative of the pluralism of Ismaili thought and tradition. The IIS Library's collection comprises nearly 30,000 items. Its general collection of printed materials consists of reference works, books, periodicals, journal articles and theses on various aspects of Islamic history, theology, philosophy, law and literature, with a focus on Shi'i works and esoteric traditions. Besides this core collection in Islamic studies, the Library has a specialised holding of Ismaili printed materials comprising nearly over 1,300 volumes of texts and monographs, over 800 articles and offprint's, as well as a small collection of Ismaili journals. The manuscript collection of the Institute's Library consists of nearly 1,800 volumes. Besides a small nucleus of manuscripts that contain the text of the Holy Qur'an, the scope of the collection encompasses a variety of subjects including jurisprudence, theology, philosophy, logic, grammar, medicine, astronomy and alchemy, as well as poetical and biographical works.

A special collection of rare books and documents is also being developed. In addition to the printed materials, the Library also subscribes to a number of electronic resources.

While printed texts have existed for over five hundred years, an ever-increasing amount of materials, in more recent times, is being produced in a wide range of audiovisual formats. This is also true in the field of Islamic and Ismaili studies. As such, the Library has begun collecting photographs and images, as well as film, video and sound recordings. The collections of audiovisual materials in the Library seek to illustrate the cultures and traditions of Muslim communities around the world.

IOE Library Resources

The Newsam Library houses the largest collection of materials on education in the United Kingdom. The Reference collection provides reference works, indexes to journal articles, legal guidance, statistics of education in the UK and recent official government publications. The library subscribes to a wide range of journals on education published both in the UK and many other countries. An increasing number are available in electronic format. The Other Subjects collection contains material on education-related topics such as philosophy, psychology, sociology and linguistics. The Archives house historical papers from organisations and individuals involved in education. Most Special Collections are discrete historical collections bequeathed to the Library. The library also holds theses and dissertations by IOE students.

Conference Fund

Students are encouraged to attend and participate in conferences. The Department contributes a modest amount towards the costs. Preference is given to those students who are presenting a paper.

IT Facilities and Support

The IIS and IOE provide Mac and PC-based general computing facilities, including standard software and email applications and internet access. In addition, the IIS offers an IT loan scheme, which enables students to purchase a laptop computer.



IIS Student Services

The Student Services unit is part of the Department of Graduate Studies. The unit is responsible for overseeing all IIS student services and administrative matters relating to student welfare including accommodation, immigration and academic records for our students. The unit works closely with the Head of Department, Course Director and other administrative and support units within the IIS. The Student Services staff can offer advice, guidance and professional support in many areas, and actively works to promote equality of opportunity. All services offered are designed to meet the needs of students from all programme areas regardless of age, background, study methods or other differences.

IOE Student Services

STEP students are registered as students of the Institute of Education, University of London and therefore have access to all of the student resources of the Institute of Education and the University of London, which include:

- Counselling service
- Disabilities support
- International student support
- Student welfare
- Students' Union

Accommodation

The IIS has a contract with a UK student housing company to provide single accommodation for all IIS students (exceptions may apply for married students) for the first year and up to August 31 in year 2. The rooms are based in "Cluster Flats" with individual rooms, each with its own en-suite shower room. Each cluster has four to six rooms, with a shared kitchen and living area. All students are required to live in this residence. The IIS will only agree to allow those students with exceptional circumstances to reside elsewhere.

Alumni

After successful completion of STEP, the graduates return to their home countries where they join the Ismaili Tariqah and Religious Education Boards as professional secondary teachers, implementing the IIS' Secondary Curriculum to contribute to the religious formation of young Ismailis. In this capacity, they have the opportunity to continue their research into various aspects of religious education in their respective contexts as well as to sharpen their pedagogical skills and knowledge through the experience of teaching a range of secondary level classes, as well as diverse modules. The Academic Directors and other professional staff at the ITREBs as well as the International STEP Liaison Manager at the IIS are available to support the professional development of teachers in the field.

The IIS alumni body now consists of several hundred individuals dispersed across the world. As alumni of the IIS, STEP graduates become members of the IIS' Alumni Association which offers them a number of benefits, including: (a) opportunities to participate in annual academic seminars; (b) access to research and conference participation grants of up to £1,000; (c) networking opportunities at annual Chapter Group meetings; (d) an annual Alumni Newsletter; (e) opportunities to share news and publish research via a dedicated domain on the IIS website; and a growing number of other benefits. A more formal Continuing Professional Development Strategy is being conceived specifically for STEP graduates to enable them to continue to enhance their skills and capabilities.

As the STEP initiative takes root in different countries across the world, many opportunities for teacher exchange will emerge, offering international experience as well as facilitating knowledge-transfer across cultures. Further, with the growing network of Aga Khan Academies and partnerships with schools operated by the Aga Khan Education Services, graduates of STEP will have opportunities in the coming years to teach beyond the religious education system, contributing to the education of secondary students in the wider community.





Studying in London

London is home to more than 400,000 university students. Of these, over 100,000 international students are from over 200 different countries – that's more international students studying in London than in any other city in the world.

Studying in a global city has many advantages, including access to cosmopolitan cultural events and an international network of friends.

Exploring London

London is a city of opportunity, where you can enjoy yourself and continue to learn from the experiences only a vibrant, cosmopolitan city like London can offer. The central location of the IIS and IOE in London makes planning a short getaway easy. Hop on a train to Oxford, Stonehenge, Stratford, or even Paris! There's also plenty on offer for the sports fanatic – premier league football, international rugby, tennis and cricket.

900 bookshops

4 UNESCO World Heritage sites



To fully appreciate the wealth of opportunities offered by STEP, you need to experience the city of London. This is a dynamic and diverse environment, where thinking globally comes naturally.



London at a glance

100s museums & galleries

3.5 million passenger on the Tube every day

14 million books at the British Library'

33% green space in London

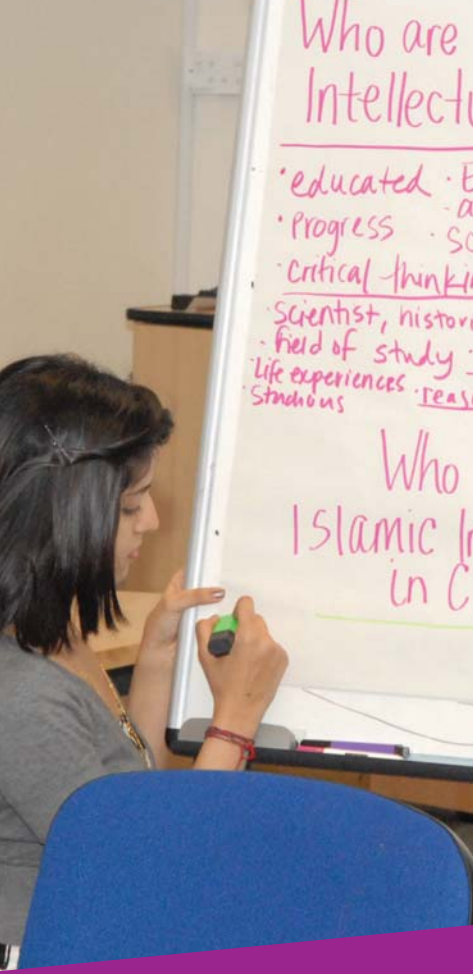
11,000 restaurants, cafes and takeaways

300 languages spoken in London schools

9 Royal Parks

150 theatres





Application and Admissions Procedure

- A British 1st or 2nd Class Honours Degree or equivalent.
- An acceptable level of English proficiency is required. Applicants who have not undertaken university education in English in the UK, USA, Canada, Australia or New Zealand must submit an Internet-based TOEFL or IELTS score.
The minimum scores required for entry onto the Secondary Teacher Education Programme are as follows:
Internet-based TOEFL: Listening: 21, Reading: 22, Writing: 21, Speaking 23.
IELTS: Listening: 6.0, Reading: 6.0, Writing: 6.0, Speaking 6.0.
Applicants who have completed at least one year of university-level studies in one of the above countries may be exempt from submitting a TOEFL or IELTS score. Note that paper based TOEFL scores are not acceptable.
- Minimum of one-year's experience teaching in a Religious Education Centre.
- Citizenship of Canada, France, India, Kenya, Pakistan, Portugal, Syria, Tajikistan, Tanzania, UAE, Uganda, United Kingdom or the United States of America (or relevant jurisdictions).
- Commitment of a minimum of 3 years to work as a teacher within the ITREB network, with opportunities for career progression within the wider Aga Khan Network of Institutions.

Shortlisted applicants will be required to undertake a six week teaching placement at their local religious education centre (REC) and take part in an interview which will be conducted by the IIS, IOE and ITREB.

Fees

STEP is a fully funded scholarship programme. Successful applicants receive housing, as well as a living allowance (stipend) for their stay in London. Please note that due to changes in the UKBA student visa regulations, successful applicants may not be able to bring dependants to the UK whilst on an IIS student visa. For further information please contact the Student Services Office at the IIS.

How to apply

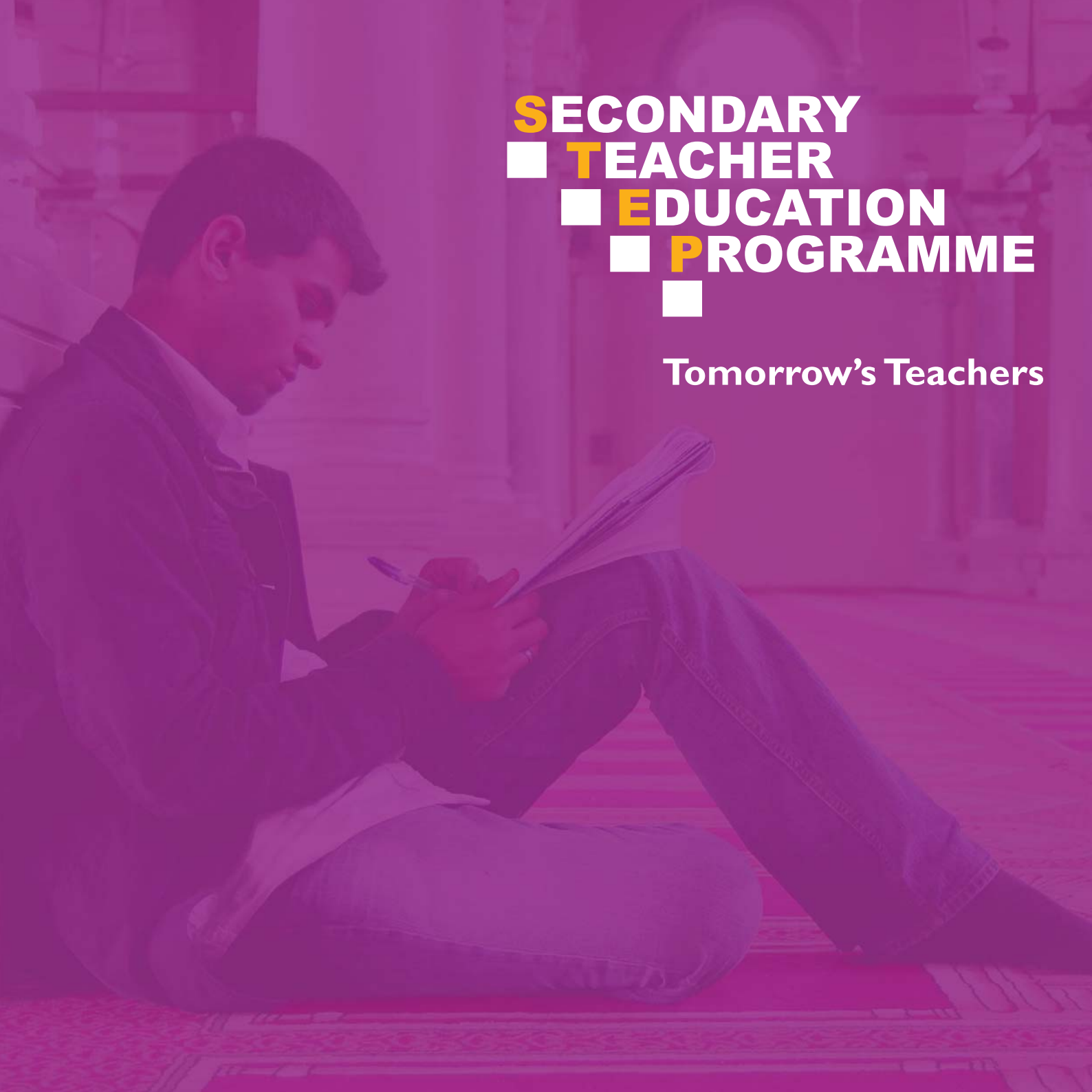
Please make sure the name on your application is the same as the name on your passport.

1. **Application:** Request an application pack by emailing step@iis.ac.uk
2. Attach your **personal statement**.
3. **Official transcripts** are required from all the institutions that you have attended (graduate and post-graduate), even if you have studied part time or several years ago.
4. A **copy of your degree** certificate is required.
5. **Language test results** (if required).
6. **Four Reference Letters:** Submit two academic references, one character reference and one ITREB reference. Applicants with work experience are advised to provide one professional reference.
7. **Deadline:** Completed applications, with all relevant documents, must be received postmarked by the application deadline. (See the Guidance notes for the application deadline).

Mailing and courier address

Admissions Office
Secondary Teacher Education Programme
Department of Graduate Studies
The Institute of Ismaili Studies
210 Euston Road
London NW1 2DA
UNITED KINGDOM



A young man with dark hair, wearing a dark jacket over a light-colored shirt and blue jeans, is sitting on a patterned rug. He is holding a pen in his right hand and writing in a notebook that is resting on his left leg. The background shows a room with large windows and some furniture, but it is slightly out of focus. The entire image has a purple tint.

SECONDARY ■ **T**EACHER ■ **E**DUICATION ■ **P**ROGRAMME ■

Tomorrow's Teachers