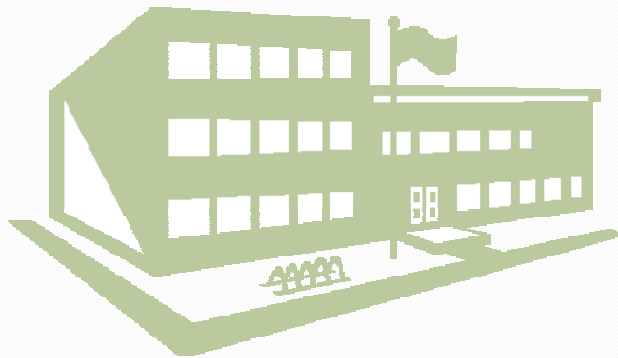




TEACHER'S HANDBOOK



2009/1430 AH

Introduction

Sharikatul Hussain Saturday Workshop aims to provide its students a foundation in Qur'an, Islamic Law (Fiqh), Islamic History (Tareekh), and Islamic Conduct (Akhlaq).

Although the Workshop teaches a core syllabus on Islam, based on the Jaffery school of thought, it has an open policy of welcoming students from other denominations.

The Workshop provides a syllabus for teachers to work from and will provide, from time to time, training, additional resources and assistance where necessary. However, emphasis is on the teachers to be proactive, be prepared for their lessons, be well organised and be punctual.

Teachers and staff are required to have a professional approach in delivering lessons. 'Teachers lesson form' must be filled after every lesson and all emails from the administrators must be read and responded where applicable.

All key matters must be referred to the administrators and any lapse in times scales, absentees etc must be flagged at the earliest time so that provisions can be made.

Teacher's classroom checklist, health and safety, first aid, policies on anti bullying and anti abuse are all listed in the appendices. Please ensure that the whole of this document is read and understood before the start of the year.

Wasalaam

MEIMUNA WALJI and SUKAINA FAZAL (Heads)

1 STRUCTURE

Sharikatul Hussain has a very simple but effective structure. The Administration Team for the year 2009 is as follows:

Head	Meimuna Walji	Co-ordinator	Hussein Fazal
Head	Sukaina Fazal	HOD Class 1-4	Tahera Chatoo
First aider	Haider Gillani	HOD Qur'an	Farha Khatau
First aider	Rahat Bhojani		

The administration team comprises of and is lead by the two heads, assisted Co-ordinators and Heads of Department (HOD). Each teacher reports to his/her Head of Department for issues relating to the subject taught and for guidance in matters relating to that subject. The HOD forms a liaison between the administration and the teacher. For issues relating to discipline, and for an issue not directly related to the subject taught, the teacher should approach the heads or the co-ordinators. All teachers will be CRB checked. In any disciplinary or matter of dispute the decision of the Heads is final.

2 COMMUNICATION

The Administration Team maintains communication with the teachers by various means.

EMAIL All staff members are informed of any upcoming event by e-mail. All teachers should ensure that they are registered and inform the admin of e-mail or address changes. Workshop email is info@sharikatul-hussain.com

MEETING There are regular Staff meetings where all staff are updated with all aspects of the workshop. The meetings are conducted in a conducive atmosphere for exchanging opinions. Attendance to these meetings is imperative and teachers are expected to make every effort to attend and participate.

WEBSITE The workshop website www.sharikatul-hussain.com has the latest bulletins and events, syllabus, calendar, generic information and articles are held.

3 KEY GUIDELINE FOR THE TEACHERS

3.1 There should be no deviation from the syllabus without the express permission of the Head of department or administration.

3.2 Teachers should adhere to the highest code of conduct. They must be vigilant for any abuse or bullying carried out and such incidents must be reported to the Heads. Although we expected the teachers to enjoy and work in a relaxed environment, all teachers are expected to take their work seriously and have a professional approach.

3.3 TIME KEEPING AND ATTENDANCE

- The Workshop runs from 10.30 am to 2.15 pm on Saturdays as per our calendar. Teachers must be prepared and arrive in good time to receive the students. They should leave promptly at the end of the lesson so that the next teacher has the full-allotted time.
- In cases of unavoidable absenteeism, the teacher is required to arrange for cover. The Head of department must be informed well in advance and emails must be sent to **info@sharikatul-hussain.com**.
- Teachers teaching in the last lesson (ending 1.45 pm) should bring their children into the Wudhu area (at the latest by 1.40 pm), hand them over to the Salaat teachers. All staff are requested to set example by attending Salaatul Jamaat.

3.4 DRESS CODE

Within the Workshop, teachers must adhere to the Islamic dress code. The male teachers should wear trousers and a shirt (preferably long sleeves) and keep a beard. The female teachers must wear loose clothing and have full hijab.

4 TEACHERS DUTIES AND RESPONSIBILITIES

4.1 ASSIGNMENTS, COURSEWORK AND EXAMINATION

The teacher is responsible for assessing the students' progress by means that will be discussed later. There is a strict timetable for setting and marking these assessments and teachers must be prepared to stick to this timetable.

4.2 CLASSROOM MANAGEMENT

Good classroom management makes good classroom discipline and control is easier to maintain. It is simply the process of keeping things neat, orderly and running efficiently. Below are a few do and don'ts

DO

- Cultivate in the students a love for order and pride in the state of their classroom.
- Teach the students to respect the rights of the classes working next to them and to keep their noise to minimum at all times.
- Train the students to enter and leave the classroom in a quiet and orderly manner.
- Train the students to respect classroom furniture and fittings. No writing on desks or using school's stationery etc.

DON'T

- Tolerate loud noise, or allow chatting in the classroom, except during group discussion.
- Allow eating/drinking (including chewing gums, sweets) in the classroom at any time.
- Allow Mobile phones/ Mp3 players etc in the classroom at any time. If mobile phones are used or ring during lesson time, the teacher should confiscate them and hand them to the admin section at the end of the lesson. The student should be advised that the mobile phones will be released from the admin section in the presence of a parent only. Teachers are advised that under no circumstances should they use mobile phones in the classes.

4.3 CLASSROOM DISCIPLINE

Most matters relating to student discipline can be resolved easily by the teacher using a reasonable and fair approach. Sometimes, a teacher may want to refer the child to the Heads but this should only be resorted to after several attempts to correct misbehaviour have not worked. Often discipline is the symptom of another problem such as:

- The student trying to get attention
- The student being unable to cope with the work set
- The student lagging behind

Physical punishment is not acceptable under any circumstances and is against the law. Acceptable forms of caution are making students stand for a part of the lesson, writing lines and detention during break-time. These measures must be used sparingly as well.

4.4 SHADOW TEACHERS

New teachers have a short induction and are required to shadow an experienced teacher to gain an insight into classroom management and teaching techniques.

- Spend some time discussing with your shadow teacher any previous experience s/he may have in teaching.
- Encourage active participation from the start so that they gain experience under supervision.
- At the end of each lesson, spend a few minutes giving constructive feedback, identifying strengths and areas that can be improved.
- Involve your shadow teacher in the setting and marking of projects and tests/exams.

4.5 ASSESSMENT / EXAMINATION

All teachers are given a calendar of dates when assessments / examinations should be given to the students of the workshop. **These are the only dates when examinations should be given.**

Classes P to 4 should be assessed orally, however, assessments for classes 5 & 6 could be in the form where a great deal of writing is not required by the student, e.g. Multiple choice, fill-in-the blanks, matching questions to answers.

Assessment papers should be given, typed and e-mailed to the Administration 2 weeks before the Assessment date, this is for ALL classes. All results should be noted in the Teacher's Workbook.

4.6 RED FORM

A Red Form is issued to students after the teacher has exhausted his/her own efforts to discipline/control the child. Rather than sending the student outside they should be issued with the Red Form and sent to the Admin section to be dealt with by the Head. If the student receives 3 red forms the Heads will take the matter to the parents. Red Forms are available from the Admin section.

HOW AND WHEN TO USE THE RED FORM:

The idea of the red form is as a DETERRENT and not a PUNISHMENT. The idea is that once the student has been disciplined using a Red Form, they will think twice before stepping out of line again.

The red form should be used to highlight problems of discipline, absence, lateness and general misconduct, incorrect application of Hijab, foul language, negative attitude etc.

If a student is misbehaving in the class, then first use your NORMAL approach to deal with them. If they still persist, then you can WARN them with the use of the Red Form. If this has no effect, then and only then should you use the Red Form. Please do not use the form in a casual or relaxed way; as if it is used too easily, the impact will be diluted.

Firstly, fill in the form with all the details, and send the student to the Admin Section. The student will be dealt with, and then will be sent back to the class room.

If a student receives 3 forms over a period, then the student's parents will be called to the Workshop to discuss the issue. The form can even lead to suspension in serious cases, where a child refuses to confirm to the Workshop rules.



Red Form – (for discipline purposes)

Name of Student	
Subject	Class:

Date
Name of Teacher

Description of Problem

Resolution / Action

For Admin Use		
Entered		
Occurrence		
Dealt With		

5 TEACHING TECHNIQUES

It is necessary to understand how children learn at different ages so as to tailor the style of teaching to achieve the desired result. Below are the general characteristics for the different age groups:

5.1 NURSERY CHILD (Age 4 – 5 years)

Restlessness They are active without much purpose. They hate to be still and we should not expect them to be still. They learn best through play and activity and love frequent change. They cannot concentrate for more than 10 minutes on any one activity.

Imitation They will learn by copying actions first and later attitudes. Teachers of this age group should be careful to form good examples in their words and deeds.

Curiosity There is a divinely implanted hunger for knowledge in every child. They want to experience everything and given a chance, will ask dozens of questions, sometimes seemingly irrelevant to what you are trying to teach. Answer the questions patiently, and do not be put off your task.

Credulity At this age the child believes everything an adult tells him. They have a wonderful gift of believing. Avoid misleading the child just to keep him quiet.

Class/group discussions The child should be encouraged to participate in class/group discussions even though his/her question/input may not be directly related to the subject. This way he/she will be able build up confidence and take interest in the topic being taught.

5.2 PRIMARY CHILD (Age 6 – 8 years)

Restlessness They are active but with a greater purpose. They are easier to teach, and find pleasure in their accomplishments. Their concentration span is still low, perhaps 15 to 20 minutes. They are eager to learn and desire approval from the teacher. They are more aware of people.

Imitation They imitate everybody and everything. They try to make the sound of a bee, or walk like father. Towards the end of this age group, they begin to imitate the doer, rather than the deeds. They may idolise the teacher.

Curiosity The questions from this age group flow endlessly. How? Why? Where? It is important to realise that they are not challenging the truth of what you are saying; it is just their way of trying to understand the world better.

Credulity They cannot yet analyse or reason abstractly. They accept largely what they are told, but may ask, "Is it true?" Teachers must be consistent, truthful and open to this age group at all times.

Class/group Discussions At this age the child's development is advancing and he/she is in thirst of knowledge. Broaden their knowledge by constant discussions and group activities.

5.3 JUNIOR CHILD (Age 9 – 12 years)

This is the most interesting age to teach. Care with children at this age may be the solution to many problems of adolescence.

Physically They are always on the move and full of energy. They are always doing something, but their work is more focused. It is better to channel their restlessness into creative activity rather than stopping them from doing things.

Mentally They love details and facts. The teacher has to know his subject well. The child puts things to the test – classifying everything into true or false, fact or fiction. They collect things; cards, stickers, facts etc. They require little effort to learn and memorise, so now is the time to fix in their minds what we want them to remember. They are developing reasoning ability. They can think things through to arrive at conclusions. Encourage them to read.

Socially Although at the beginning of this age group the child's relationship with other children takes the form of competition, later they learn the meaning of team play. This is the age where habits are easily formed and we should take advantage of this time to teach good habits.

Spiritually This is the beginning of the age of hero-worship. Boys will idolise men from real life and physical achievement, e.g. famous sportsmen. Girls may idolise men and women from films or books. Sometimes there may be a great change in the behaviour of a child and the explanation may simply be that they have found a new hero/heroine to emulate.

5.4 YOUNG TEENAGER (Age 13 – 15 years)

The young teenagers are going through tremendous physical changes. Their emotions vary. They are harder to control.

The opinions of their peers are important to them. They will frequently follow what friends say over the opinions of parents and teachers. They like adults who listen to them without judging them.

They may not automatically respect adults. Generally, they are not as interested in formal religion as they used to be. Their attendance at Workshop may be patchy. They are less likely to participate in religious activity and dislike being preached at.

This briefly outlines the development of the mental processes and personalities as children grow. It is important for the Workshop teachers to be aware of these changes and modify their teaching style to be effective in accomplishing their role.

Teachers should be more a friend than a teacher at this stage. All the problems that occur at this stage should be discussed in the class in a more positive way rather than just making them unacceptable in the class. They should be given the Islamic point of view to reason and make a judgement for themselves.

6 PLANNING 45 MINUTE LESSON

The contents of each lesson are already provided in the syllabus but careful attention must be given to planning and a typical lesson plan should include the following:

Objective and learning outcome – what the child is to learn at the end of the lesson. This should be simple and specific.

- It should be measurable, that is, you should be able to find out if the objective has been achieved.
- A clear objective in mind will result in good teaching and a clear understanding by the student.
- The objective should always begin with, “At the end of the lesson, the student will be able to”

Introduction (10 min)

Introduce your topic. You may want to summarise the previous lesson very briefly if it is relevant. This will benefit absent students. Make clear to the students what the learning objective is. Use interactive activity to motivate and engage minds early on and ask questions to review what children already know

Main activity (20 min)

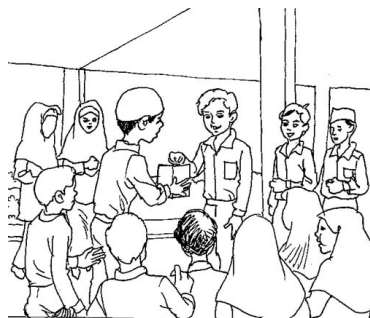
Children carry out an activity to help them consolidate what you what them to learn.

- Use of teaching aids
- Group activities/ Paired activities/ Individual activities

Plenary (conclusion and comment 15 min)

Make sure you have the time to present a brief summary and conclusion of the lesson to the students. Emphasise the main points and clarify any point that has not been well understood.

After the lesson, analyse and evaluate your performance to see if objectives were met and whether you made any mistakes that could be improved upon next time.



TEACHERS LESSON FORM - EXAMPLE**DATE: SAT 24th January 2009 / ISLAMIC DATE: 26th Muharram 1430 A.H**

LESSON / LEARNING OBJECTIVE: Lesson 2
To know the character of Imam Ali A.S

INTRODUCTION (10 MINS)
After a brief recap – Students brainstormed in groups on the characteristics Of Imam Ali A.S

MAIN ACTIVITY (20 MINS)
Students discussed the various captions/ findings and then wrote on the Character of Imam Ali A.S. Further resources used apart from the syllabus were obtained from Kitabul Irshaad using the interactive white board

PLENARY/SUMMARY (15 MINS)
Students read and shared their facts on the characteristics of Imam Ali A.S Lesson went well.

DISRUPTIVE/ ATTENTIVE STUDENTS / REASON
Bilal was very disruptive during the class. Rest of the class took active part during the brainstorming session.

POINTERS FOR NEXT WEEK:
1.A role play for recap next week
2.
3.

TEST RESULTS from	Muharram	Project 1430 A H	
NAMES	MARKS	NAMES	MARKS
1.Mohammad A	85%	9.	
2.Ali M	83%	10.	
3.Hassan A	79%	11.	
4.Hussein H	79%	12.	
5.		13.	
6.		14.	
7.		15.	

786-110
TEACHERS LESSON FORM

DATE: SAT

2009 / ISLAMIC DATE:

1430 A.H

LESSON / LEARNING OBJECTIVE:

INTRODUCTION (10 MINS)

MAIN ACTIVITY (20 MINS)

PLENARY/SUMMARY (15 MINS)

DISRUPTIVE/ ATTENTIVE STUDENTS / REASON

POINTERS FOR NEXT WEEK:
1.
2.
3.

TEST RESULTS			
NAMES	MARKS	NAMES	MARKS
1.		9.	
2.		10.	
3.		11.	
4.		12.	
5.		13.	
6.		14.	
7.		15.	

APPENDICES

1 TEACHER'S CLASSROOM CHECKLIST

- Ensure that there is proper lighting, heating and ventilation.
- Children should not be left in the classroom unsupervised
- Ensure no food or drink is consumed in the classroom
- Report any faulty or damaged equipment noted before the start of the class
- Ensure that all computer/electronic items e.g Active (interactive) boards, projectors if utilised have been switched off.
- Ensure windows are shut and that the classroom is left as found at the end of the class. Ensure that the classroom has been tidied after the last lesson and reverted back to its original state. Make a quick glance to ensure that the desks or walls have not been marked or scratched.
- Ensure all the bins are emptied after the last lesson

2 SPECIAL MEDICAL NEEDS

There are several children in the Workshop who suffer from medical conditions that may require quick attention by the teacher. These are children who suffer from asthma and severe nut allergies.

If there is such a child in your class, you will be informed by the administration. Please ensure that you take some time and familiarise yourself with any action that may be required on your part if there was an emergency.

FIRE

Please ensure that you and the students are aware of the Fire Exit route from your classroom as well as the fire procedures. There is no smoking permitted throughout the building.

3 FIRST AID

Bring the child to the Admin section where there is a first aid kit available. Haider bhai Ghillani and Rahat bai Bhojani are able to handle medical emergencies

4 ANTI BULLYING

- Do not allow any child to be bullied
- Talk and reason with the bully. Have a discussion and involve the class if you think it help. Often bullies are victims of being bullied outside school and there may be many reasons behind their behaviour.
- Seek advice from the Heads if the situation cannot be managed.
- Be alert to note the pupil's change in behaviour as more often than not there will be a reason behind the change.

5 ANTI ABUSE

- Do not allow bad language or any abuse physical or otherwise.
- Try to reason, be approachable and trustful. Often most problems are solved by have strong communication skills and showing sincerity. If the teacher suspects the child is being abused outside the workshop speak to the pupil but do not make any promises that you cannot fulfil (e.g. promise not to tell). Inform the Heads and do not approach the parents without the Heads consent.
- Alert the Heads if the child suddenly is withdrawn has marks and bruises, there is physical weakness, and the child is shabbily dressed and shows neglect.
- Abuse and bullying can lead to depression and can develop into mental problems. It can lead to permanent damage to the child and, at worst, can result in suicide. Please be alert and flag the Heads at the earliest signs.

6 COMPLAINTS

If you are having difficulties with fellow staff or any part of your duties it is always preferred that the matter is solved via polite and direct communication. Much can be achieved through good akhlaq and treating others with respect and showing patients and understanding. Remember this is an Islamic school with Islamic values. However, should the situation be irretrievable, then please refer the matter to the Heads.

TEACHERS SUMMARY

ESSENTIAL POINTS TO REMEMBER:

- All teachers will be given their own copy of the syllabus. Other stationery items will also be provided and if you require any additional items then please ask someone from the administration. If you wish to photocopy something then please give the original copy of the document one week in advance to someone from the administration.
- It is essential for the teacher to arrive at the school at the expected time. Absence or late arrival must be notified to the administration at the earliest time, preferably by e-mail by Wednesday of the week in question. We would also request that teachers should find substitute teachers when absence becomes necessary.
- Teachers should prepare an exam/test for the students according to the calendar dates set by the administration.
- If a student requires discipline then this should take place IN the room (and NOT outside) where the student will still benefit from the teacher. If consistent discipline is required then the student should be asked to go to the reception. A teacher IS NOT ALLOWED to touch the student so as to hurt that student in any way nor should the teacher humiliate the student to the point where the student feels that he/she does not want to come to the workshop anymore.
- Small boxes / bags have been given to the teachers so that he/she may carry their own stationery, syllabus and other essential items.
- All females must be in hijab and should wear chaadar or coat.

Boys/gents should wear a cap and have a beard.
- Lessons in Akhlaaq, Fiqh, Tareekh and Qur'an are to be taught. One lesson should be taught per period.
- The school premises should be left as they were found, clean and tidy. The boards should be wiped clean/switched off. However, any items from the school should be left untouched.