

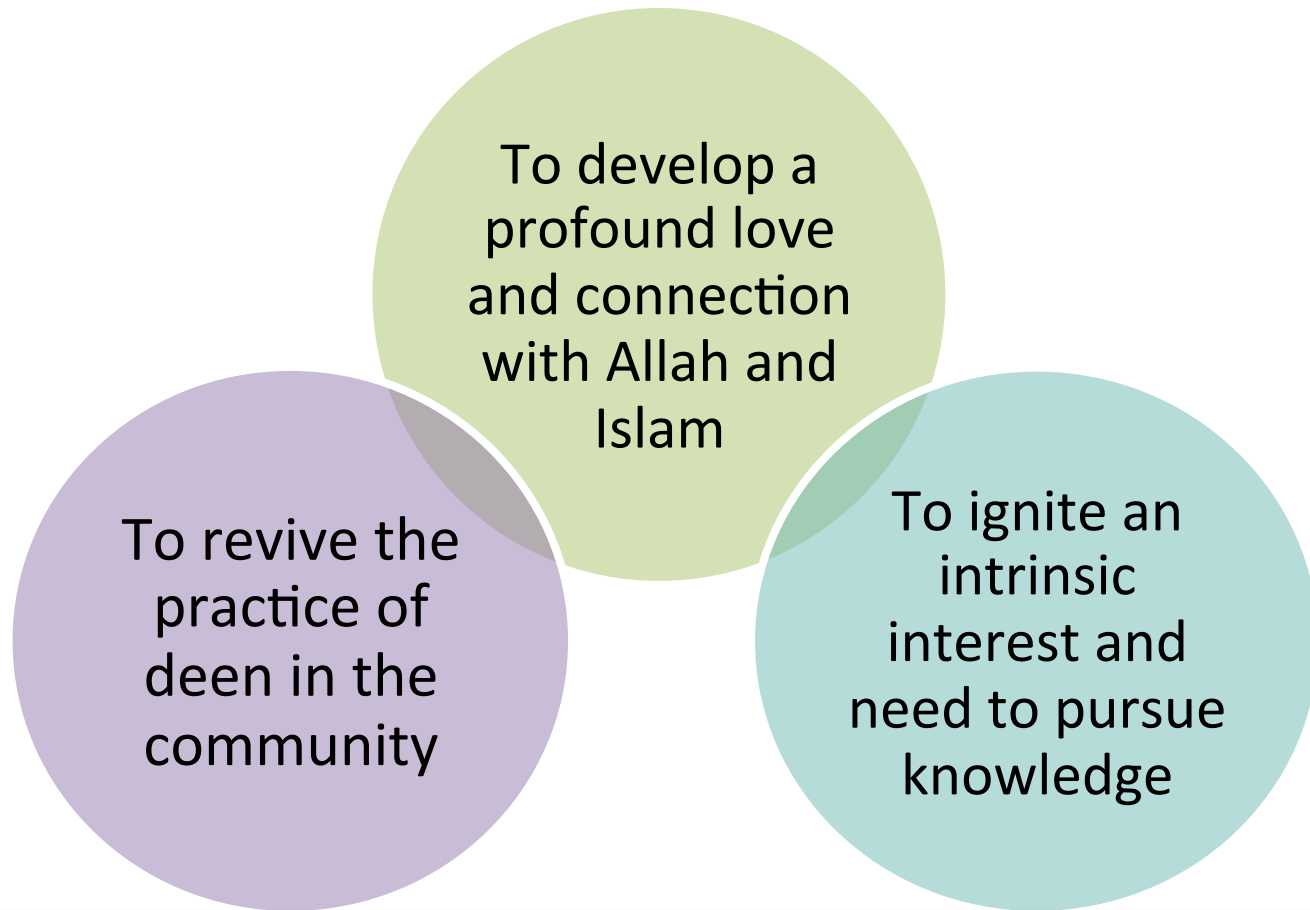
# Maktab Teacher Training

## Instructional Strategies

### Classroom Discipline



# Our Aim



Think about it; How do you intend to achieve this?

# Getting Our Priorities Right

- Each child is an 'amanah' (trust). Remember that this maktab may be their sole exposure to deen.
- Each day is an opportunity to create and leave a positive impression in the hearts of these children. Each day is an opportunity to create memories. We must ensure that they are positive ones. This is going to affect the way they feel about Islam.
- Often children don't remember the information that was taught to them, but they remember the feelings associated with the classes. They remember the fun or sadness, the times they got in trouble, the words of praise, the enthusiasm, the times they achieved something, or the gifts they received.
- If we can contribute towards developing a bond with deen, the child will carry this with them for the rest of their lives, and this will be the greatest Sadaqa Jaariya.

# Setting the Scene

- Be organised and always arrive before students.
- Dress Islamically, present yourself in a clean and tidy manner.
- Be calm when entering the class. If you are edgy, children will reciprocate
- Be firm, but nice
- Use good vocabulary
- Be jolly!
- Smile
- Expect students to sit with adab.
- Start with salam.

# The First Lesson

- The first lesson has a huge impact on the classes to come (first impressions do last).
- Start firm, then as students adjust to routine lighten up.
- The focus of the entire first week should be about adab of learning and rewards for learning about islam (resource: Etiquettes of Students downloadable from [maktab.org.au](http://maktab.org.au))
- Learn each child's name, pronounce it correctly, find out more about them. (try ice-breaker games)

# Etiquettes that must be taught to students

Wudhu  
before  
class

Islamic  
Attire

Sitting in  
tashahud

Respecting  
teacher

Respect  
for books

Fadhail of  
Knowledge

# Ensuring Comprehension

- Everyone has different learning styles.  
Incorporate as many as you can in your lesson  
to ensure everyone understands



Audio learner

Visual learner

Kinaesthetic  
Learner

# Educational Methodology of Rasulullah

(Sallallahu alaihi wassallam)



# Set Reachable Targets for Each Child

Too High

- Child gives up

Too Low

- Child becomes bored and begins mucking about

- Always be on the lookout:

Is EVERY child occupied?

Is EVERY child busy with a task according to their level?

- If all children are occupied with doable tasks at the correct level that are interesting and relevant, you have minimised the chance of misbehavior.

# Relevance

- Topics must be made relevant to them to ensure retention.
- Use daily scenarios, and examples that would apply to them.
- Fadhail, fadhail, fadhail!
- If they don't see a point to learning something, they will forget it.
- Keep things simple. Long winded explanations can cause boredom.

# Is a child struggling with a particular topic?

- Can you explain it differently?
- Often teachers repeat the same words to the student and get frustrated when they receive the same blank look from the child. Perhaps you are using words unfamiliar to the student.
- Use visual cues, act it out or illustrate it on the whiteboard.
- Find out which part the child can't grasp- often it might be a small component of the larger topic.

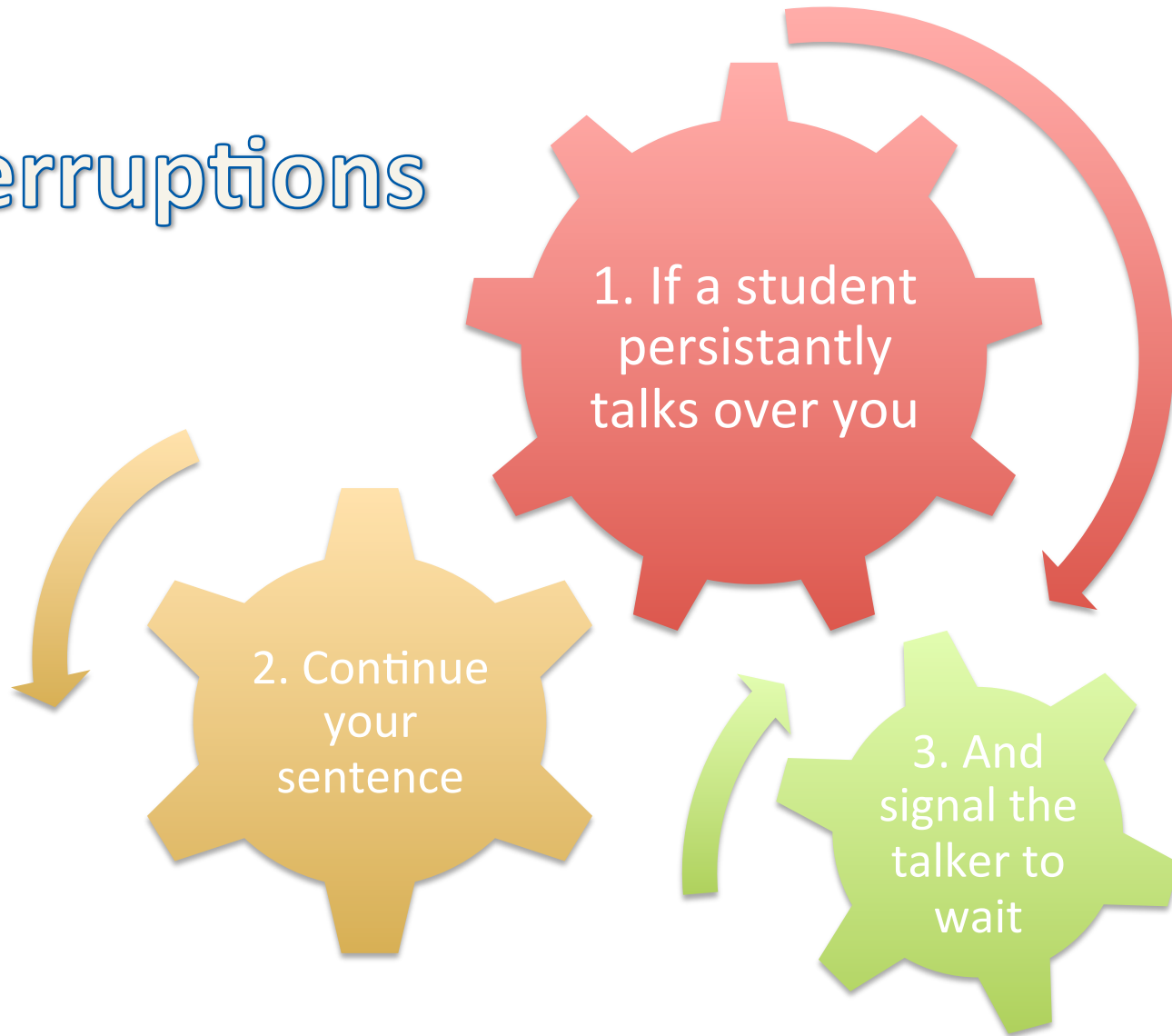
# Preventing Misbehavior

- Keep misbehavers, daydreamers and those that are easily distracted close to you.
- Conduct classes professionally
- Speak like you are on an important mission. (Tone of voice makes a big difference)
- Capture the interest of your students by changing your tone of voice,
- Make your class interesting by telling stories, using visual cues, listening to audio and bringing in things for children to see and engage with.

# Dealing with distractions

- Never let anyone or anything distract you from the behavior of the class.
- Switch off the phone
- Children are paying for the classes. During class time, the teachers attention is the haq of the children. Parents that want to speak to you during class must be asked to come after class.
- If someone enters the class and begins talking to you, take note of who keeps on task and who takes the first chance to chatter.
- Mentions the (chatter's) name and point to their work.

# Interruptions



# Having Fun

- If you are doing an exciting activity and children become hyperactive, before things get out of hand, call out “Stop!” “Back to your places/positions!” and carry on. Sometimes moving them can get them back in order.
- Speaking quieter often forces them to quiet down so they can hear you.
- Use short commands like “Line up!” “Make a circle!”, “hands out!” “On your knees” etc.
- Don’t let things get out of hand, keep them in order even when having fun.



# Dealing With Misbehavior

- Check if they are occupied with an appropriate activity. If they are finished, find the next activity they need to do.
- Keep them busy with productive activities so they don't get involved in disruptive activities.
- Be specific. Don't say 'Go off and read some more quran'.
- Examples: 'Read the next line 5x then come and read to me', 'Find the alphabet tracing worksheet and practice writing', 'Read your lesson to Aisha so she can check it for you, then come to me.'
- Ask the child "Is there any reason why you are....."



- **CLEAR INSTRUCTION IS THE KEY**
- **TELL THEM WHAT TO DO, RATHER THAN WHAT NOT TO DO**

## Scenarios

- If they chat a little, gauge if it is going to get out of hand (you needn't be like a Hitler where children don't have room to breathe). After a minute, say 'Ok you two, back to work' or call their name and point to their book.
- If they hurt someone, act shocked. Ask the guilty one the reason and if they apologised, make them apologise, check if the other is ok. Inform parent.

- If they say something hurtful to another, say something good about the hurt person, and make them apologise. Say something like; 'We mustn't use our tongues for wrong', and move on.
- Often kids say things without thinking how it will impact others. Encourage them to think from others perspective.
- Try not to amplify mistakes of misbehavior. Move on quickly or it may damage your relationship with the child or go into a long emotional rant. Things can get out of hand. Class time is lost.

- Be diplomatic, not emotional.
- Criticise the behavior, not the child. It is important to separate the two. Children can learn to change the behavior.
- Never label a child 'Naughty' 'Lazy' etc. They will then live up to their title. No child improves with insults.
- Target and name the behavior: 'When you talk, they loses concentration'
- Tell them what to do rather than what not to do; Instead of "stop moving around" say "sit with adab". Instead of "stop talking", say "focus on your work".

- If they refuse to do what you are telling them, give them 2 options that will give you the result you are after.
- le; “ Are you going to pray with me or with Maryam” Giving them a choice makes them feel empowered.
- If they give you silly excuses, laugh. (not in a demeaning way) It lightens the mood, they see their folly and often comply.
- After the tension has dissipated, give them some words of advice on the importance or the rewards of doing the task.
- 3 warnings / have clear consequences/ istighfar

- Don't have unrealistic rules ie; No talking in the classroom. Rather say; 'Right, no talking for the next 10 mins, I want to see some serious study.'
- Avoid shouting at children. Particularly if you are standing over them, a bellowing voice can be very intimidating. Children will become more sneaky in misbehaving.
- Be creative in finding solutions 'Would it make things better if we.....'