

## ***GENERAL GUIDELINES FOR THE USTAADS***

### **1. OVERALL Demeanor**

- 1.1 The ustad should serve as the role-model for his pupils as well as for all those who he/she inter-acts with in his/her capacity as an ustad.
- 1.2 Notwithstanding the normal stresses and pressures of life, a sincere ustad should make a genuine effort to present a pleasant, positive and friendly disposition in the presence of his pupils.
- 1.3 At no time should a ustad show any sign/s of being unduly bothered when any pupil approaches him/her with any request.
- 1.4 It will be totally inappropriate to give the impression of "being in a hurry" or of "not being interested" in the pupil's matter.
- 1.5 When busy with some work which **you** consider as important, and you are interrupted, do not expect the "interrupter [the pupil]" to also consider **your** busyness as important.
- 1.6 The ustad's general movement in and around the maktab should be calm and moderate reflecting a person who is at peace with himself/herself.
- 1.7 The ustad, by his/her very presence at the maktab, should exude love and affection for the pupils.
- 1.8 All pupils ... the "old" and the "new" [*first-time admissions as well as pupils coming on transfer*] ... ought to be properly inducted.
- 1.9 Each one of the pupils should be made to feel welcome and wanted at the maktab.
- 1.10

### **2. Dressing**

- 2.1 It is absolutely vital that a ustad [male or female] should, at all times, be neatly, respectably and properly attired.
- 2.2 **Males :** There is no compromise on the issues of, ***inter alia*** :
  - 2.2.1 Pants/ Kurtas above the ankles;
  - 2.2.2 A proper topie; and
  - 2.2.3 A Sunnah beard.
- 2.3 **Females :** There is no compromise on the issues of, ***inter alia*** :
  - 2.3.1 Cloak or a loose-fitting frock;
  - 2.3.2 Complete covering from ankles upwards; and
  - 2.3.3 Complete covering of the hair.
- 2.4 The wearing of extravagant jewelery is strongly discouraged.
- 2.5 The wearing of simple shoes or sandals is more desirable than designer tackies and/or fancy "high heeled" shoes.
- 2.6 The pupils should, at all times, want to imitate and emulate their beloved ustad's beautiful and appealing dress code.
- 2.7

### **3. LANGUAGE**

- 3.1 The ustaads' speech should be pleasant and motivating.
- 3.2 It is most desirable that his/her tone, tenor and intonation should be "soft" and "amicable".
- 3.3 The tempo of his/her speech should be calm and moderate.
- 3.4 The language code used should be dignified, prim and proper ... never a vulgar word.
- 3.5 The language code should be further heavily "coloured" and enriched with Islamically correct and "Allah-pleasing" terminologies such as :
  - Jazaakallah
  - Shukran
  - Please
  - Alhamdulillah
  - Maasha-Allah
  - Insha Allah
  - Do make me maa'f [I am sorry, forgive me, etc.]
  - Do make Dua for me
- 3.6 When language is used in this highly desirable manner, the ustad is quietly but dynamically shaping and developing the pupils' habits and their own desired language code and command over their ways of expression.
- 3.7 The overall language register used in and out of the classroom with pupils, should be simple and within their range of understanding and field of experience.
- 3.8

### **4. GREETINGS AND OTHER SOCIAL ETIQUETTES**

- 4.1 The ustaad should set the example of the Deeni requirements with regard to the place, purpose and value of greeting and replying to a greeting in our noble way of life.
- 4.2 By constantly greeting each other, the pupils will be automatically reminded about this noble practice.
- 4.3 The ustaad should further impress upon the pupils to greet with the "full greeting"... emphasising the beauty and the loaded meaning of this extraordinary way of greeting.
- 4.4 The ustaad should also deliberately inculcate in the pupils this noble teaching of our beloved Naby [*Sallallahu alaihi wa Sallam*].
- 4.5 Additionally, the ustaad should be mindful of, and teach the pupils about enquiring about the well-being of the "other" person ... in a caring and respectable manner.
- 4.6 Insha Allah, by just emphasising this aspect, the ustaad will be going a long way in moulding the character of those who are placed in his/her charge.
- 4.7

## 5. ATTITUDE AND APPROACH

- 5.1 The ustad should, at all times, present a positive and kind attitude towards the pupils.
- 5.2 Even the approach towards the pupils should be careful ... don't allow your own personal difficulties to come between you and the pupils.
- 5.3 Ideally, the ustad should be encouraging and motivating the pupils all the time : the brighter ones to do better and the "not-so-bright-ones" to try harder.
- 5.4 Different methods could and should be adopted to motivate them, viz. :
- reward the pupils in a tangible way for the little things they do [a little sweet, chocolate, etc.];
  - praise them in front of the class or the whole maktab;
  - write them little "motivational notes";
  - reward their written work with positive comments or some other kind of motivation like a little star; or even
  - list their names in a class chart which captures the "achievers of the week or month".
- 5.5 In most instances, the pupil will be to you [the ustad], as you are to him/her.

## 6. DISCIPLINING AND REPRIMAND

- 6.1 When the situation demands it, the pupil should be **discriminately** disciplined.
- 6.2 Try not to reprimand in front of peers.
- 6.3 Be sure that the disciplinary measure is :
- Appropriate for the misdemeanor;
  - It is for the rectification/rehabilitation of the pupil; and
  - Not a venting of your [the ustad's] anger.
- 6.4 After every reprimand, be normal to the pupil, NEVER allow the disciplinary action to shut down the doors of communication between you, the ustad, and the pupil.
- 6.5 For the different ways of reprimanding and disciplining, kindly refer the appropriate section of the Handbook.
- 6.6 The discriminate and respectable disciplining and reprimanding of a pupil is an integral part of his/her "islaah" [rehabilitation] process.
- 6.7 ALL FORMS OF CORPORAL PUNISHMENT ARE **TOTALLY ILLEGAL** AND AS SUCH, **UNACCEPTABLE!**
- 6.8 The maktab staff cannot be and shall not be defended in any case/s arising out of corporal punishment.
- 6.9

## 7. THE USTAD AS A ROLE-MODEL

The Holy Prophet [*Sallallahu alaihi wa Sallam*] is reported to have stated :

***"... I have been sent upon you as a teacher ...."***

- 7.1 If this is indeed the elevated status of the ustad, then there remains no question about him/ her serving as a role-model for the pupils.

- 7.2 With special reference to classroom dynamics, the ustaads' role-model should be beyond reproach.
- 7.3 Every LESSON should, effectively, be a MODEL LESSON.
- 7.4 All the "P's" involved in lesson delivery should receive their due attention ... the planning, preparation, presentation and the pupil-activity.
- 7.5 Additionally, these "P's" should be attended to well in advance.
- 7.6 The method of lesson presentation is a moot point! :
  - The tired learner is not intrigued by the humdrum chalk-and-talk-approach.
  - The method has to be varied and interesting.
  - The creative, exciting and productive use of teaching resources should become a norm rather than an exception. [Kindly refer to the section on "TEACHING AND LEARNING RESOURCES" in the Handbook]
  - If the chalkboard has to be used, the work on the board should serve as a model for the pupils to emulate.
- 7.7 Every lesson ought to stress the importance of, and the need for Deeni Education at the maktab.
- 7.8 In the limited time available at the maktab, the pupils should be reasonably well armed to become conscious of their lives as Muslims and inspired to live it accordingly.
- 7.9 In short, the maktab programme needs to be such that the pupils are continuously excited about attending maktab ... even though they've had a tiring day at the school.
- 7.10 Instead of the ustaads becoming "upset", pupils should be encouraged to respectfully, comment on the ustaads' classroom performance.
- 7.11 Do not compromise your dignity by entering into any business transaction with your pupils ... while they are still attending maktab.
- 7.12

## **8. CATERING FOR PUPILS WITH SOME TYPE OF IMPAIRMENT**

- 8.1 The ustad needs to be vigilant and detect any deficiency on the part of the pupils ... viz. sight, hearing, physical and/or cerebral handicap, retardation or other social and/or economic problem.
- 8.2 If the ustad cannot cope with such pupils, the matter should be quickly brought to the attention of the head, or the supervisor, or the trustees.
- 8.3 Under no circumstances should such pupils be denied their right to education.
- 8.4 In most of these cases there will be a definite need to invite the parent/s of such children ... together a programme of work could be chalked out for these pupils.
- 8.5 If such cases are investigated quickly, the trustees too will have adequate time if they need to undertake any structural renovations to the maktab building.
- 8.6

## **9. FEMALE USTAADS AND BAALIGH FEMALE PUPILS**

- 9.1 It is absolutely vital that every Shariah ruling regarding the following be meticulously adhered to :
  - Intermingling between the the genders;
  - Professional inter-action among ustaads;

- Developmental and other guidance to female ustaads by the head or any other senior ustaad; and
- Daily traveling to and from maktab.

## 9.2 With regards to the baaligh female pupils :

- it is most desirable that female ustaads be placed in charge of them;
- the issue of modesty should be inculcated in them from an early stage;
- there should no compromise in as far as their dress code is concerned; and
- great care should be exercised in monitoring their coming to and returning from the maktab.

## 9.3

# 10. THE HEAD OF THE MAKTAB

- 10.1 Besides all the other responsibilities, the head is in the main, a MANAGER and LEADER at the maktab.
- 10.2 He/She needs to acknowledge that this is an extremely responsible position.
- 10.3 Being friendly, yet firm is certainly not a sign of weakness.
- 10.4 Lead by DEED ... this is far superior to leading by WORDS!
- 10.5 Have your finger on the **pulse**.
- 10.6 Besides regular assembly addresses, do try and meet with groups of pupils as often as possible.
- 10.7 Regular meetings with the Ustaads should be programmed well in advance.
- 10.8 At these meetings, besides the routine issues, also discuss some professional development matters.
- 10.9 The head's style of management ought to be such that, if for some reason he/she is not at the maktab, the maktab should function normally.
- 10.10