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Madrasa Diary

Explanatory Notes & Guidelines

1. The Purpose and Importance of the Diary

The Madrasa diary is a very important book. It acts as a medium of communication between the teacher and parent. Where parents are fully in the picture on a day to day basis, there is better progress as an informed parent is in a better position to help their child more effectively.

Parental involvement in their child's Madrasa education is extremely important, and the Madrasa diary achieves this. Parents' day, meetings, end of year / term reports etc happen once or twice in a year, this is obviously not sufficient for feedback of a pupil's progress (and sometimes such feedback can be too little too late). Thus, through the Madrasa Diary you can give daily feedback to parents.

Also refer to the notes on the first page of the Madrasa diary.

2. The Diary

1. The Diary has been designed to last for one Madrasa academic year.
2. It should preferably not be sold for more than £2.50.
3. When the Diary is open, the left hand side is to be used to record progress of Quran, Tajweed and Surats. The right hand side is for Kitabs and Duas. There are two separate pages, as many institutions have two separate teachers for Quran and Kitabs.
4. The teacher will also comment on the behaviour of the child.
5. There is also a comments section under each day for the teacher to put any other information he / she feels is relevant.

3. How teachers will administer the Diary.

a. Quran, Tajweed and Surats

Below is a sample for Quran and Surats.

M O N	Quran / Ahsanul Qawaid		Surats	Behaviur
	Fluency	Tajweed	<input type="checkbox"/> Excellent <input type="checkbox"/> Surah poor <input type="checkbox"/> Revision is good <input type="checkbox"/> Revision is poor <input type="checkbox"/> New Surah given	<input type="checkbox"/> Excellent <input type="checkbox"/> Not concentrating <input type="checkbox"/> Not showing interest <input type="checkbox"/> Very talkative <input type="checkbox"/> Misbehaved <input type="checkbox"/> Disruptive
	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Below average <input type="checkbox"/> Poor	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Below average <input type="checkbox"/> Poor		
Comments from the teacher:				Parental Signature:

This refers to new Surats only.

This refers to the revision of Surats only.

1. The teacher simply ticks the appropriate boxes according to the performance of the pupil.
2. Quran has been split into two, Fluency and Tajweed. Fluency means the ability of a child to recite coherently without any word or Harakah errors. Tajweed refers to a child reciting the Quran without any major or minor Tajweed errors.
3. The grading given by a teacher will be dependant on how fluently a child recites the Quran Sabaq and how well Tajweed is applied. Please note, that the grading given for Tajweed will depend on the rules covered by that child.
4. Those teaching Ahsanul Qawaid will disregard the 'Tajweed' column (as no formal Tajweed is taught in Ahsanul Qawaid apart from the correct pronunciation of the Alphabet and full mouth letters). They will also disregard the 'Surats' column.
5. Use a red or green pen. This helps.
6. Where there are two teachers, try to have an agreement as to what colour pen will be used.
7. Ensure the date is placed (each week) at the top of page one. This will help keep accurate records.

b. Kitabs and Duas

Below is a sample for Kitabs and Duas.

This refers to new Duas only.

M O N	Book / Kitab Arabic / Other	Duas	Behaviour
	<input type="checkbox"/> Not applicable / New topic <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Below average <input type="checkbox"/> Poor	<input type="checkbox"/> Dua memorised well <input type="checkbox"/> Dua poor <input type="checkbox"/> Dua revision is good <input type="checkbox"/> Dua revision is poor <input type="checkbox"/> New Dua given	<input type="checkbox"/> Excellent <input type="checkbox"/> Not concentrating <input type="checkbox"/> Not showing interest <input type="checkbox"/> Very talkative <input type="checkbox"/> Misbehaved/Disruptive
Comments from the teacher			Parental Signature:

This refers to the revision of Duas only.

1. Once again the teacher will tick the appropriate boxes according to the performance of the pupil.
2. The grading for Duas is split into 'New' and 'Previously covered' Duas (as highlighted above).

4. Effective usage of the Diary

1. It is extremely important that teachers keep parents informed of what is being covered in class. This is especially the case for Surats, Duas and Kitabs. It is a good idea to send these slips out at regular intervals, for example every 2 weeks. See sample slips below.

19/11/09 – S1 L3B Quran Lesson Update

Surats: Since the last update we have completed *Surat ul Ikhlās and Surat ul Kawthar*. Revision of these along with Fatiha and Naas will continue in class. We will commence the revision of *Surah Wal Asr* after the Eid holidays. Please note that these Surats must be recited with Tajweed

Quran: Alhamd. The class is progressing well. I am currently focussing on getting the children to recite 4 to 5 words in one breath. Where there are other individual concerns I highlight them in the diaries. Shukran.

29/10/09 – S2 L5 Kitab Lesson Update

Kitabs: The following pages have been covered in the books we are currently studying.

T Akhlaaq Wal Aadaab 4: Lesson 6 (Page 27)

T Aqaaid 4: Lesson 6 (Page 19)

Arabic Step 1: Lesson 9 (Page 32)

Duas: The class has completed the revision of Level 1 Duas and Duas 1 to 7 of Level 2 Duas. Revision continues in class. Please motivate and remind your child if necessary to recite the Duas at their appropriate times. *A reminder that all Duas must be recited with clarity and correct pronunciation at all times.* Shukran

These slips need to be made in a manner where they can be stapled in to the diary without any paper overlapping. Setting up a template on your PC will save you a lot of time.

2. Teachers need to use the 'other comments' section to make any other relevant comments. This could be specific concerns, words of motivation, praise etc. Remember that praise and acknowledgement are very important and must be highlighted at least once or twice in the week (just as poor work is always highlighted). Some examples are:

Well done!

Superb Sabaq.

Keep it up.

Good improvement this week.

Superb tune.

Other examples are:

Room for improvement.

Fluency is below average.

Please be on time.

Homework has not been completed.

No books today.

Tajweed rules are not being implemented.

5. What Parents need to do?

Parents are expected to:

1. Check the diary everyday and ensure it is sent in with their child.
2. Sign the relevant section each day to confirm that their child has revised at home.
3. Place the date at the top of each page (at the beginning of the week).
4. Keep the diary safe, and maximise its use.

You can highlight the above in your parent letters and other communication.

6. Misc.

1. Before introducing the Diary in the Madrasa, the Madrasa management needs to ensure that parents are informed well in advance of such an initiative. In other words there needs to be an awareness campaign, where parents are informed of the importance and benefits of the Diary etc.

2. Parents must understand the importance of the diary, as their involvement is crucial for the benefits of the diary to be evident. If parents are not aware of the benefits and importance, you will not have their support and involvement, leading to the benefits of the Diary being limited.
3. Parents can be informed via letters, meetings etc. This needs to be done over 4 to 5 weeks, so that there is a gradual transition from not using to diaries to using them.
4. Management also need to highlight to their staff the importance and benefit of such an introduction. Teachers need to be given guidance and training as to how the diary needs to be marked (without consuming too much of class time).
5. Some teachers may not comprehend the importance of the dairy and may treat it as extra work and a burden. This needs to be addressed by effective training via a staff inset day. You can contact us if you wish to hold a training day / workshop for your staff (approximately 3 hours including a break). We do not make a charge for this other than travel costs. Our training day / workshop covers a lot of other issues in addition to how to use / implement the dairy. Use the email address at the back of the diary and on top of this sheet to contact us. Our workshops are very interactive and Insha... you will not be disappointed.
6. Teachers who have limited writing skills and / or who are not fully fluent in English can also use the Diary. They will need to be given relevant support. This support can be in many ways, including giving pre-prepared sentences for use in the diary. Diary slips can be prepared by other staff or management members.

On a concluding note, no Maktab should introduce a new book, Kitab, Diary etc just for the sake of copying another Maktab / Madrasa. There needs to be a careful assessment of whether the introduction is beneficial, important, necessary etc.

***Education is a partnership between parents, teachers and pupils.
It is only this triangular approach that helps our children progress.***

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