



# Sharjah Award for Educational Excellence

30<sup>th</sup> Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Educational Leader  
"Senior Leadership"



## Description of the Distinguished Educational Leader

This category consists of all educational leaders in the public and private sectors including senior leaders and middle leaders.

- Senior leadership includes school principal.
- Middle leadership includes Assistant Academic Principal, Head of Academic Affairs Unit, Head of Student Affairs Unit, Head of Services Unit.

1. All educational institutions, educational staff, and students in the United Arab Emirates in public and private education are eligible to apply for the Sharjah Award for Educational Excellence.
2. Applicants shall comply with the conditions related to the category for which they are applying.
3. Applicants shall not participate in any other award in the same category in the year of nomination for the Sharjah Award.
4. Applicants shall not participate in more than one individual/group category in the same cycle.
5. Applicants should not have won any educational award in the UAE in the same category before the expiry of a full cycle of the award from the year of winning.
6. Applicants should not have won the Sharjah Award for Educational Excellence in the same category before the completion of two cycles from the year of winning.
7. Evidence must be diverse, comprehensive, and inclusive of three previous years and not the current year only.
8. Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.
9. All submitted works are considered the property of the award after they have been submitted by the participant, and they shall not be claimed.

## Nomination Conditions of the Distinguished Educational Leader

- All educational leaders are eligible to participate in the Sharjah Award for Educational Excellence.
- The applicant should not have won the Sharjah Award for Educational Excellence in the same category before the end of two cycles from the year of winning.
- The applicant shall submit a CV that indicates his/her educational career and achievements.
- The applicant must have been on the job for 3 years at least.
- The applicant shall submit a letter (from his/ her employer) of no record of administrative and financial violations for the last three years preceding the year of application.

# Main Standards of the Distinguished Educational Leader “senior Leadership”



First Standard: Professional Achievement and Effective Leadership

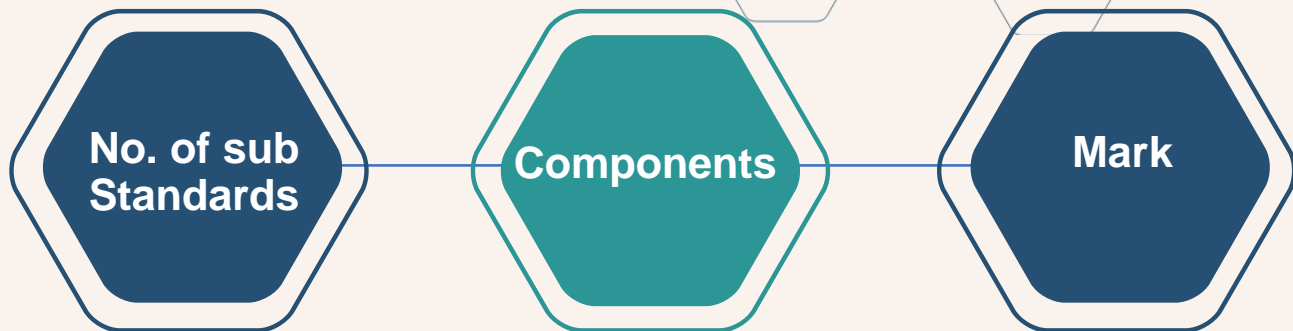
Second Standard: Professional Development and Sustainable Learning

Third Standard: Creativity and Innovation in the Job

Forth Standard: Social Responsibility



# Standards



First Standard: Professional Achievement and Effective Leadership	4	15	400
Second Standard: Professional Development and Sustainable Learning	3	10	250
Third Standard: Creativity and Innovation in the Job	3	8	200
Forth Standard: Social Responsibility	3	8	150
<b>Total</b>	<b>13</b>	<b>41</b>	<b>1000</b>



## Standard No. 1: Professional Achievement and Effective Leadership



This standard aims to highlight the educational leader's skills in strategic and operational planning to achieve the desired goals and visions of education and to develop mechanisms and strategies to carry out his tasks effectively and efficiently and lead a distinguished educational institution.

1.1: Effective Leadership

1.2: Outstanding Professional Achievement

1.3: Proactivity and Flexibility in Driving Change

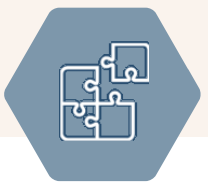
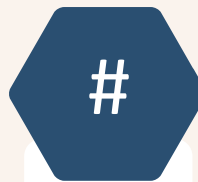
1.4: Leading the Quality of Life and Well-being in the Educational Institution





Sub-Standard Explanation:

In this standard, the educational leader demonstrates excellence in leading the educational institution, strategic and operational planning that ensures the best outcomes and objectives, and outstanding leadership of the teaching and learning process, which is an important pillar in the educational institution.



No.	Components	Mark	Results and Impact
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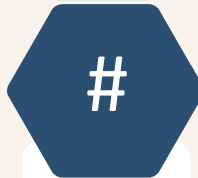
1.1.1	Strategic and operational planning to translate visions and achieve goals	25	<ul style="list-style-type: none"> <li>- Indicators of achieving strategic and operational plans, a frameworks for following up on the implementation of strategic and operational plans.</li> <li>- Follow-up and monitoring plans, reports and tools for measuring the effectiveness and efficiency of programs and initiatives in the educational institute.</li> </ul>
1.1.2	Leading self-evaluation and organizational review	25	<ul style="list-style-type: none"> <li>- Development and improvement plans, follow-up and measuring results.</li> <li>- Self-assessment reports and organizational review.</li> </ul>
1.1.3	Effectively lead teaching and learning	100	<ul style="list-style-type: none"> <li>- The results of student achievement and academic progress, teachers' performance level, results of the national and international exams.</li> <li>- Follow-up and observation plans for teachers, and performance improvement initiatives for school staff.</li> <li>- Examples of effective practices for developing teaching and learning processes.</li> <li>- Providing feedback to teachers.</li> </ul>





Sub-Standard Explanation:

This standard aims to demonstrate the excellence of the educational leader in achieving his job tasks and carrying out his main work in a way that exceeds expectations and achieves added value in his field, both, in terms of cost or the quality of the provided services. In addition to the quality and method of work and other practices that prove his excellence in his work.



No.	Components	Mark	Results and Impact
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1.2.1	Individual achievements, educational initiatives and projects and their impact on the students and the educational institution	50	<ul style="list-style-type: none"> <li>- Individual achievements, educational initiatives and projects and their positive and clear impact on students and the institution.</li> <li>- Ideas and suggestions submitted by the candidate at the school and institution’s level, which were adopted or developed, and which impacted the educational system.</li> <li>- Individual initiatives that support the teaching and learning process, such as supporting online learning process.</li> <li>- Positive results of the educational initiatives and projects on the students, the institution, and their impact on the strategic objectives.</li> </ul>
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1.2.2	Optimum utilization of the various available resources (human, financial and material resources)	30	<ul style="list-style-type: none"> <li>- Examples of proper utilization of financial and material resources and his/her role in developing the school environment and educational practices.</li> <li>- Examples and initiatives for effectively utilizing human resources.</li> </ul>
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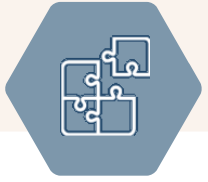
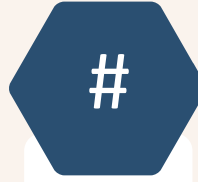
1.2.3	Effective leadership of work teams and influencing others	25	<ul style="list-style-type: none"> <li>- The work teams that have been formed, the percentage of achievement and the impact achieved.</li> <li>- Performance indicators related to development plans to measure the amount of individual and organizational achievement.</li> </ul>
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1.2.4	Winning educational awards, and supporting the school community to participate in Sharjah Award for Educational Excellence	20	<ul style="list-style-type: none"> <li>- Number of participations in educational awards and their results.</li> <li>- Number of participants in Sharjah Award for Educational Excellence from the educational institution, and his/her role in encouraging and supporting participation in the Award.</li> <li>- Initiatives that support the culture of excellence.</li> </ul>
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Sub-Standard Explanation:

The concept of proactiveness means adaptation to renewable variables to ensure the sustainability of positive results and outcomes, the ability to anticipate the surrounding variables, investing in opportunities, minimize the negative effects of challenges and turn them into opportunities for growth and progress, as well as focusing on learning, improvement and creating an environment that is capable of dealing with risks and overcoming challenges to achieve remarkable success.



No.	Components	Mark	Results and Impact
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1.3.1	Future thinking and planning and making smart decisions	20	<ul style="list-style-type: none"> <li>- Ambitious initiatives and a forward-looking perspective that were implemented proactively in anticipation of a current situation, such as online learning.</li> <li>- Percentage of change and development based on the application of future foresight tools.</li> <li>- Examples of decisions that had a significant impact on the school environment.</li> </ul>
1.3.2	Leadership flexibility in facing challenges and risks, solving problems, and seizing opportunities to achieve the goals of the educational institution	25	<ul style="list-style-type: none"> <li>- Percentage of simplification of procedures and reduction of complexities. (attach evidence)</li> <li>- Plans related to challenges and crisis resolution, and their implementation results and impact.</li> </ul>
1.3.3	Adopting more agile work methodologies and leadership practices to manage change	20	<ul style="list-style-type: none"> <li>- Work methodologies that have been developed to achieve organizational agility and their impact on managing change.</li> <li>- Examples of facing change, utilizing it and turning it into opportunities.</li> </ul>
1.3.4	Instilling the concept of proactivity, quick response and implementation of the latest updates	10	<ul style="list-style-type: none"> <li>- Effectiveness of meetings between leaders and workers in the institution to adopt ideas, changes and developments.</li> <li>- Adopting and implementing the ideas brought by the school community members to achieve proactivity and leadership. Provide examples of them and their impact.</li> <li>- Examples of quick response to variables and their impact.</li> <li>- Practices to support the concept of proactivity in the work environment.</li> </ul>

# Main Standard (1): Professional Achievement and Effective Leadership

## Sub-Standard (1.4): Leading the Quality of Life and Well-being in the Educational Institution

Total Mark: 50



### Sub-Standard Explanation:

This sub-standard focuses on the excellence of the educational leader in establishing, psychological, social and physical wellbeing for all members of the school community, which results in a healthy and supportive educational environment for the student and a balanced career life for the school staff. It also focusses on achieving digital wellbeing through digital transformation and SMART leaning to achieve a digitally safe institution.



No.	Components	Mark	Results and Impact
1.4.1	Creating a healthy, positive, competitive and stimulating work environment	10	<ul style="list-style-type: none"> <li>- The number of programs that have been implemented to support the wellbeing of the students and school staff; their quality and impact on the beneficiaries. Mention outstanding examples of them.</li> <li>- Percentage of students' satisfaction with the requirements of wellbeing provided by the educational environment.</li> <li>- Rate of school staff satisfaction, results of wellbeing surveys.</li> </ul>
1.4.2	Encouraging outstanding achievements and motivating policies for all members of the educational community (student/teacher/administrator)	20	<ul style="list-style-type: none"> <li>- Adopting and implementing the ideas of school community members in this field. Mention outstanding examples.</li> <li>- Percentage of students' achievements and rates of progress in their academic performance.</li> <li>- Methods of supporting and motivating students and encouraging them to participate in internal and external activities. For example, participation in competitions.</li> <li>- Achievements, innovations, competitions made by members of the school community.</li> <li>- Initiatives for increasing motivation and their impact.</li> </ul>
1.4.3	Providing psychological and social care for students and supporting their personal development and enhance their positive behavior	10	<ul style="list-style-type: none"> <li>- Practices for building confident students who can express their opinions and have a strong voice.</li> <li>- Examples of providing psychological and social support opportunities for students.</li> <li>- Wellbeing initiatives and programs, and their impact on the teachers and students.</li> <li>- Initiatives and programs that promote positive behavior among students, and the number of behaviors that have been changed among some students.</li> </ul>
1.4.4	Enhancing the quality of digital life	10	<ul style="list-style-type: none"> <li>- Initiatives and programs related to enhancing the quality of digital life, raising awareness of digital safety and the ethics of dealing with digital information, and communication networks.</li> </ul>

## Standard No. 2: Professional Development and Sustainable Learning



This main standard focusses on professional development and sustainable learning. A distinguished candidate should be keen on continuous learning; He develops his knowledge and skills on continuous bases. Not only that but he also transfers knowledge to others and publishes it.

2.1: Improving Academic and Professional Achievement

2.2: Leading Continuing Professional Learning and Development

2.3: Investing in Human Resources and Second-Tier Leaders



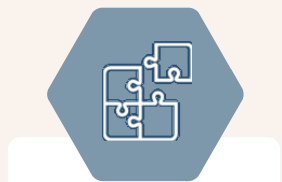
# Main Standard (2): Professional Development and Sustainable Learning

## Sub-Standard (2.1): Improving Academic and Professional Achievement Total Mark: 80



### Sub-Standard Explanation:

In this sub-standard, the distinguished leader highlights his/her efforts in developing his/her skills, knowledge, and employing them to boost his/her excellence in performing his/her duties, thus distinguishing the educational institution that he/she leads.



No.	Components	Mark	Results and Impact
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2.1.1	Academic and professional qualifications	20	<ul style="list-style-type: none"> <li>- Attach academic and professional qualifications and their impact on career advancement and career excellence.</li> <li>- The impact of academic and professional qualifications on achieving the educational institutions' goals.</li> </ul>
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2.1.2	Self and professional development to keep pace with developments and their impact on job performance	40	<ul style="list-style-type: none"> <li>- The personal and professional development plan and its impact on the individual and institution's performance. The tools and strategies that were used in self and professional development, such as daily readings, available educational resources, and others; and how these tools contributed to improving work in an efficient way.</li> <li>- Practices that develop and enhance his/ her abilities and performance, as a lifelong learner.</li> <li>- Examples of the most important skills and abilities developed as examples of continuous learning.</li> </ul>
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2.1.3	Developing digital leadership competencies	20	<ul style="list-style-type: none"> <li>- Indicators and evidence of efficiency and effectiveness in modelling digital leadership in administrative leadership practices. Indicators of activating electronic systems and data management. Attach evidence and examples of the digital systems, data management, storage and utilization.</li> <li>- The digital skills and competencies that the candidate possesses, such as owning a website or a blog, or producing digital educational content.</li> </ul>
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# Main Standard (2): Professional Development and Sustainable Learning

## Sub-Standard (2.2): Leading Continuing Professional Learning and Development

Total Mark: 120



### Sub-Standard Explanation:

This standard focuses on the excellence of the educational leader in leading an educated institution that leads the professional development of its members and meets their individual needs and provides them with the support and guidance necessary to raise their professional competence and how this is reflected in improving educational practices in the institution.



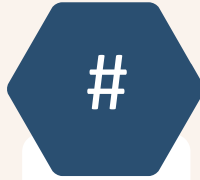
No.	Components	Mark	Results and Impact
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2.2.1	Planning for the professional development of the institution's staff and identifying the institution's needs and available resources	20	<ul style="list-style-type: none"> <li>- Methods and tools for identifying the training needs of the school staff and the ability to identify the individual needs of the staff. Attach samples of them, and samples of individual plans for the school staff.</li> <li>- Professional development plans for all school staff according to the needs.</li> <li>- Example of evaluating the training programs offered and the percentage of satisfaction with them.</li> <li>- Organizational review and evaluation processes using methodologies and strategies that contribute to building a professional competency plan for the school staff.</li> </ul>
2.2.2	Leading professional learning communities in the educational institution and instilling a culture of collective learning	30	<ul style="list-style-type: none"> <li>- Learning communities plans and their impact on improving the performance of school staff. Attach examples of the discussion forums and their facilitation guidelines.</li> <li>- Measuring the positive impact of professional development and the professional competencies of teachers, identifying the tools and methods used, and attaching reports that prove this.</li> </ul>
2.2.3	Providing educational channels and open resources to achieve continuity and sustainability in the development of professional capital in the institution	20	<ul style="list-style-type: none"> <li>- Effective practices in utilizing technologies and educational resources for sustainable development.</li> <li>- Examples of digital content produced by the teaching staff, sharing experiences, and enriching educational resources.</li> </ul>
2.2.4	Developing training, support and guidance tools to serve the continuous development of the educational staff	30	<ul style="list-style-type: none"> <li>- Diversity and quality in the professional development methods used in the educational institution.</li> <li>- Examples of innovative professional development methods "virtual learning networks, communities, website or communication channels, etc."</li> <li>- Investing distinguished teachers and other administrative competencies in the educational institution to support professional development activities in the school.</li> </ul>
2.2.5	Knowledge management and sharing in the educational institution	20	<ul style="list-style-type: none"> <li>- Demonstrates its role in providing accurate and sufficient information to leadership for the purpose of making decisions and the ability to predict the performance of the educational institution effectively.</li> <li>- The ability to transform data into information or knowledge that can be circulated and used effectively within the institution and shared with others while applying information security and safety standards.</li> </ul>



Sub-Standard Explanation:

This sub-standard focuses on the excellence of the educational leader and his/her outstanding efforts in investing in the human resources through ensuring that the human resources contribute to achieving continuous success at the personal and organizational level, and their awareness of their abilities and capabilities in an environment of real participation. In addition to his/her role in preparing a new generation of leaders who is able to take responsibility. He/she provides evidence of the way these leaders are selected, developed and trained.



No.	Components	Mark	Results and Impact
2.3.1	Developing leadership and performance skills for second-tier leaders	30	<ul style="list-style-type: none"> <li>- Distinguished initiatives and achievements in investing in human resources and outcomes of these initiatives.</li> <li>- Measuring the positive impact of professional development for second-tier leaders by employing clear and specific evaluation and measurement tools and comparing performance.</li> <li>- Number of second-tier leaders who have been promoted.</li> <li>- Guidance and training tools for preparing second-tier leaders and their impact on the performance of the institution.</li> <li>- The impact of performance development for the institution's staff on the quality of work.</li> </ul>
2.3.2	The optimal investment of human resources in the institution and methods of motivating and recognizing them	20	<ul style="list-style-type: none"> <li>- Motivation, its tools and its impact on work outcomes, and the institution employees' recognition system.</li> <li>- Examples of employing the diverse capabilities of human resources.</li> <li>- Forms used for delegating authority and responsibilities.</li> </ul>

## Standard No. 3: Creativity and Innovation in the Job



In this main standard, the candidate focuses on the unprecedented innovations and pioneering initiatives in his field of work or other fields to the extent to which they have a positive impact on the educational institution. It also includes its role in promoting a culture of innovation and supporting the development of ideas presented with the aim of encouraging innovation and institutional development and understanding institutional challenges. In addition to its innovative use of modern technologies in the educational environment and its support for smart transformation in the educational institution.

### 3.1: Innovations and Pioneering Initiatives

### 3.2: Leading Organizational Innovation

### 3.3: Digital Transformation in the Educational Institution





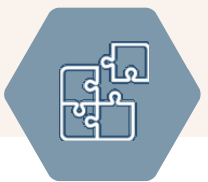
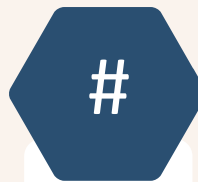
Main Standard (3): Creativity and Innovation in the Job

Sub-Standard (3.1): Innovations and Pioneering Initiatives  
Total Mark: 50



Sub-Standard Explanation:

The candidate focuses on the exceptional innovations and pioneering initiatives presented in his field of work or other fields, and the extent of their positive impact on the educational institution.



No.	Components	Mark	Results and Impact
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3.1.1	Individual innovation and non-stereotypical and creative Pioneering initiatives in the field of work	25	- The number of innovations and entrepreneurial initiatives that have been implemented and their positive results.
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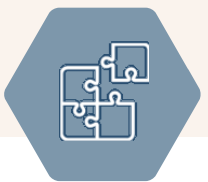
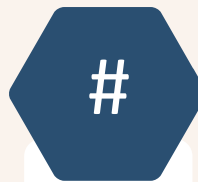
3.1.2	Applying innovative ideas and initiatives, and measuring their impact and results	25	- Mention the most important ideas and initiatives and how they were developed and applied and measuring its impact on society. - Innovations that have been registered and documented locally or internationally.
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Sub-Standard Explanation:

This standard demonstrates the capabilities and excellence of the educational leader in creating and leading an institution that is stimulating and supportive to creativity and innovation among the members of the school community, and encouraging inspirational ideas aimed at developing the educational institution and raising the efficiency of the outcomes of the educational process.



No.	Components	Mark	Results and Impact
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3.2.1	Creating a stimulating organizational environment that supports creativity	25	- Initiatives and strategies that support a creative and innovative environment at the level of the students and school staff.
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3.2.2	Adopting and implementing innovative ideas and creative initiatives at the educational institution's level	25	- Number of innovative ideas and initiatives that have been implemented in the educational institution. Attach the most prominent of them and their impact on the educational institution. - Provide examples of prominent innovations for students and school staff that were shared locally or internationally. - Examples of keeping pace with and supporting government initiatives such as the Innovation Week, online learning, Expo and its innovation activities, and international competitions. - Designing laboratories and learning environments that support application and innovation development.
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3.2.3	Promoting scientific research and applied learning	20	- The scientific research that has been implemented and its impact on problem solving and challenges in the institution as well as devising effective solutions and strategies. - Achievements and tangible outcomes that resulted from the application of pioneering ideas and innovations (tangible and intangible) in the school community. - Encouraging experience-based learning, which develops students' creative skills and supports strategies in this field.
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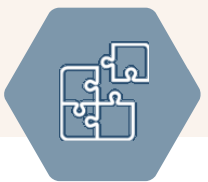
# Main Standard (3): Creativity and Innovation in the Job

Sub-Standard (3.3): Digital Transformation in the Educational Institution  
 Total Mark: 80



## Sub-Standard Explanation:

This sub-standard focuses on employing the possibilities offered by advanced technology in improving teaching, learning and management processes, while increasing the efficiency of students and school staff in using technology properly and effectively.



No.	Components	Mark	Results and Impact
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3.3.1	Developing the digital competencies of the school staff	30	<ul style="list-style-type: none"> <li>- Identifying teachers' digital competencies and their needs in this aspect.</li> <li>- Measuring the level of digital competencies for school staff, the level of digital maturity, and the use of technology in the educational practices.</li> <li>- The impact of school staff preparation and empowerment program in the field of digital competences.</li> </ul>
3.3.2	The smart use of modern technologies and systems to enhance the teaching and learning process	20	<ul style="list-style-type: none"> <li>- The results of excellence in digital performance in the institution, the use of technologies in classroom practices, effective use of electronic systems and educational platforms, and management of organizational programs such as AI-Manhal or any other programs.</li> <li>- Measuring the impact of technology use in managing operations and data.</li> <li>- The impact of technology on teaching and learning processes and improving outcomes. The degree of activating technology in classroom practices, and follow-up on activating technology through classroom observation.</li> <li>- Excellence in digital performance to achieve competitiveness; the impact of outstanding digital performance on digital wellbeing in the institution and at the national level.</li> <li>- Results of optimum investment of the digital infrastructure of the institution in a way that improves the quality of work and achieve the goals of the institution.</li> </ul>
3.3.3	Leading digital empowerment of students and its impact on developing students' creative and innovative thinking	30	<ul style="list-style-type: none"> <li>- Examples of using big data and its analytics to improve student learning outcomes.</li> <li>- The impact of digital learning on promoting creative and innovative thinking among students.</li> <li>- Examples of programs and initiatives that support digital empowerment of students.</li> <li>- The efforts to make students understand and use technologies properly and in a safe way.</li> </ul>

## Standard No. 4: Social Responsibility



This standard focuses on the efforts to enhance the concepts of loyalty, positive citizenship, participation in community activities and humanitarian work, and partnerships with members and societal institutions to achieve mutual interest.

4.1: Volunteering and Community Service

4.2: National Identity and Positive Citizenship

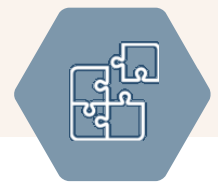
4.3: Community Partnerships





Sub-Standard Explanation:

This substandard measures the educational leader's ability to develop an integrated plan to promote the concept of volunteerism and volunteer services provided to the community among members of the educational institution. It also focusses on the initiatives and programs that have been provided and their impact.



No.	Components	Mark	Results and Impact
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4.1.1	Promoting the ideology of volunteerism and community service among all members of the school community	25	<ul style="list-style-type: none"> <li>- Examples of individual voluntary and community service initiatives.</li> <li>- The voluntary initiatives and programs adopted by the educational institution and their impact on members of the school community.</li> <li>- Strategies and methods for promoting the ideology of volunteerism and community service among members of the school community.</li> </ul>
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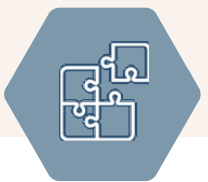
4.1.2	Preparing an integrated operational plan for volunteering and community service and effective measures to implement it	25	<ul style="list-style-type: none"> <li>- Measuring the achievement of the outcomes and goals of volunteering and community service at the institution's level.</li> <li>- The availability of an integrated operational plan for volunteering and community service in the educational institution.</li> <li>- Evidence of achieving the operational plan and its positive impact on the concept of volunteering and community service.</li> <li>- Achievements, improvements and future aspirations in the field of volunteering, community service and plan development.</li> <li>- The number of volunteering initiatives that have been implemented by students and school staff. Attach examples of the most prominent ones that have an impact.</li> </ul>
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Sub-Standard Explanation:

In this sub-standard, the educational leader's efforts to enhance the educational leadership's understanding of the value of loyalty and belonging to the nation are demonstrated by adopting a range of initiatives and programs that promote positive citizenship practices.



No.	Components	Mark	Results and Impact
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4.2.1	Initiatives that promote the national identity and positive citizenship	20	<ul style="list-style-type: none"> <li>- Activities and events that promote the national identity, such as The National Day, The Flag Day, and The Commemoration Day.</li> <li>- The percentage of student involvement and participation in the activities, the diversity of the activities that enhance their national identity.</li> <li>- The number of programs and initiatives that strengthen the national identity and their impact.</li> <li>- Measuring employee understanding of national identity concepts.</li> </ul>
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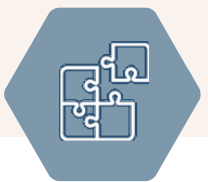
4.2.2	Establishing a culture of diversity and inclusion in the school community	10	<ul style="list-style-type: none"> <li>- Examples of educational practices that enhance the national identity that the leaders of the educational institution focus on.</li> </ul>
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4.2.3	Enhancing values and virtuous ethics from an individual and organizational perspective	20	<ul style="list-style-type: none"> <li>- Initiatives that promote tolerance and good values and morals, and their impact on promoting positive behaviors and reducing negative ones among students.</li> <li>- A decrease in the rate of bullying and negative behavior among students, especially for students of different nationalities, or people of determination.</li> </ul>
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Sub-Standard Explanation:

This sub-standard focuses on the educational leader’s ability to identify the frameworks and boundaries of relationships and partnerships with parents and the community institutions for mutual benefits, and building sustainable relationships based on trust, openness and mutual respect and the extent of communication with them and their involvement in educational, and community projects and programs, and its impact on the school community.



No.	Components	Mark	Results and Impact
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4.3.1	Building effective and distinguished relationships with students' parents	20	<ul style="list-style-type: none"> <li>- The effectiveness of the Student Parents’ Council and its active role in the educational institution.</li> <li>- Strategies and initiatives that activate the role of parents in the educational process. The impact of these strategies.</li> <li>- Rate of parents’ satisfaction and their interaction with the school’s activities and events. Attach samples for parents’ roles.</li> </ul>
4.3.2	Holding community partnerships aimed at achieving the goals and visions of the educational institution	20	<ul style="list-style-type: none"> <li>- The number of partnerships with institutions, their quality, the type of cooperation with them, and their impact on achieving the educational institution’s goals.</li> <li>- Assessing the status of the educational institution in terms of community partnerships.</li> <li>- Number of targeted initiatives implemented in cooperation with the partners, their results and impact on the students and school staff.</li> </ul>
4.3.3	Regular and continuous evaluation of community partnerships for the purpose of improvement and development	10	<ul style="list-style-type: none"> <li>- Measuring the quality of services provided in the field of institutional partnership programs, and the extent of their benefit in developing and improving the educational institution and achieving its goals.</li> </ul>

- Commitment to writing a description of the evidence in the subscriber portal, with a word count not exceeding 100 words, including the name of the evidence, a brief description, his role as a candidate in the activity or event, and the resulting impact.
- Commitment to attaching (1) attachment for each component with the appropriate evidence and describing the impact in a separate attachment, adhering to the correct encoding, with each attachment not exceeding (150 MB) in size.
- Commitment to uploading attachments in PDF format.
- In the case of uploading videos, the video duration must not exceed one minute.
- Commitment to numbering each piece of evidence according to the main standard, substandard, and component number.
- No branching links can be attached to evidence attachments.
- The font type used (Arial / Times New Roman / Sakkal Majalla)
- Font size: 12

### Notes:

- Ensure that all attachments meet the award requirements and comply with the standards of each category and the required evidence.
  - Consider making attachments clear, understandable, and dated (month and year of attachment release), accurately reflecting achievements, and focusing on the type and quality of the attachment rather than quantity, in line with the concept of distinction.
- Commitment to the specified formatting, font, and size as specified in the guidelines.
- Ensure that the number of attachments or video duration is not exceeded.





جائزة الشارقة للتميز التربوي  
Sharjah Award for Educational Excellence



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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