



# Sharjah Award for Educational Excellence

30<sup>th</sup> Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Special Needs Teacher



## Description of the Distinguished Special Needs Teacher

The teacher is the main guide of the teaching and learning process as the quality of his/her input elevates the educational process, especially with the new changes and the technological revolution that require teachers to keep up with in order to achieve the desired results in life and economy. The Sharjah Award for Educational Excellence acknowledges this category and requires participant teachers to underscore their distinguished performance, effective leadership, professional development, creativity and innovation in the job, and social responsibility. This category includes all teachers of all classes and disciplines.

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 Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.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.



### 1- A candidate must consider the following:

- The candidate from Dubai or the northern Emirates schools in UAE, must get an evaluation mark of 3 in the academic years 2021-2022 and 2022-2023.
- The candidate from Abu Dhabi, Al Ain and Al Dhafra, must get an evaluation mark of "meet expectations" in the academic years 2021-2022 and 2022-2023.
- Or their equivalent according to the annual performance evaluation system approved by the institution/school.
- The candidate shall attach a certificate from the school/institute prove their evaluation in the two academic years mentioned above.

2- The candidate should have at least three years of teaching experience.

3- The candidate is eligible to attend the personal interview or the field visit if he/she obtains a mark of 800 or more in the first judging stage.



# Main Standards of the Distinguished Special Needs Teacher



First Standard: Professional Achievement and Effective Leadership

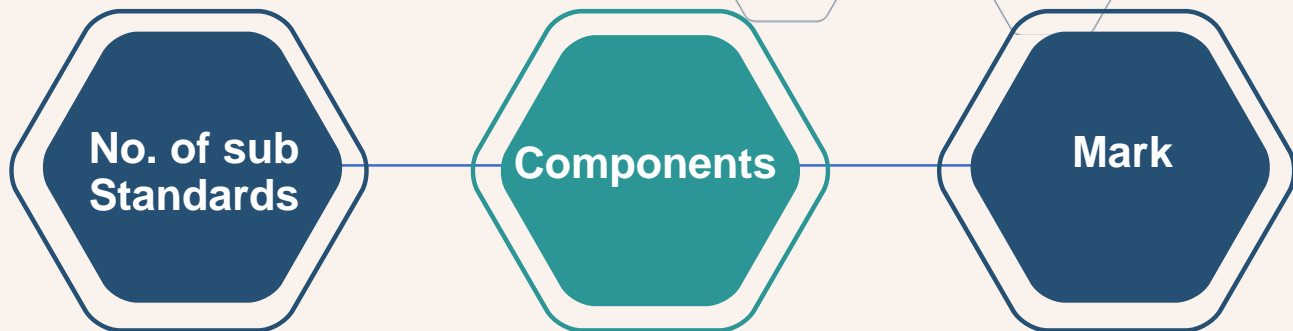
Second Standard: Professional Development and Sustainable Learning

Third Standard: Creativity and Innovation in the Job

Forth Standard: Social Responsibility



# Standards



First Standard: Professional Achievement and Effective Leadership	3	15	400
Second Standard: Professional Development and Sustainable Learning	2	11	250
Third Standard: Creativity and Innovation in the Job	2	9	200
Forth Standard: Social Responsibility	3	9	150
<b>Total</b>	<b>10</b>	<b>44</b>	<b>1000</b>



# Standard No. 1: Professional Achievement and Effective Leadership

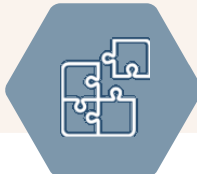


1.1: Effective Strategic Planning

1.2: Effective Instructional Performance (Leading Student Learning)

1.3: Curriculum Leadership





No.	Components	Mark	Results and Impact
-----	------------	------	--------------------

1.1.1	The availability of an integrated plan	20	- Percentage of integrated plans in any of the teacher's plans. (annual, semester, lesson, enriching and remedial plans).
1.1.2	Linking the teacher's plan to the institution's, his subject's or other subjects' plans	30	- The percentage of consistency between the teacher's plan and the institution/subject plan.
1.1.3	Activities and initiatives are included in the plans to achieve the desired goals and outputs	30	<ul style="list-style-type: none"> <li>- The percentage of achieving the goals set in the plan.</li> <li>- The number and quality of distinguished initiatives and events included in the plans.</li> </ul>
1.1.4	Evaluating and reviewing the plan according to developments	20	- The rate of modification and improvement of the plan according to the latest developments. (Clarification of the mechanism for evaluating plans, justifications for modification, and the impact of modification, and includes all types of plans)

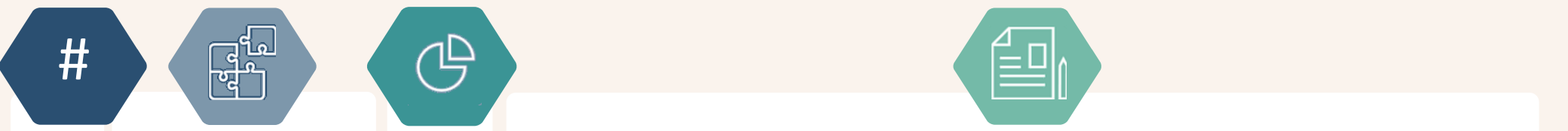




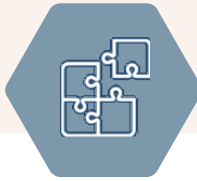


# Main Standard (1): Professional Achievement and Effective Leadership

## Sub-Standard (1.2): Effective Instructional Performance (Leading Student Learning)

Total Mark: 200



No.	Components	Mark	Results and Impact
1.2.1	Implementing innovative teaching methods	30	<ul style="list-style-type: none"> <li>- The effectiveness of the methods used to achieve the objectives of the subject matter and the learning outcomes.</li> <li>- Presenting modern and creative methods and indicators of their application, along with an explanation of employing them and their impact.</li> </ul>
1.2.2	Creating an attractive learning environment	30	<ul style="list-style-type: none"> <li>- The effectiveness of the environment in motivating and engaging students.</li> <li>- Procedures, systems and methods followed by the teacher to make the classroom environment attractive.</li> </ul>
1.2.3	Following up on students' progress in the subject related skills	40	<ul style="list-style-type: none"> <li>- The rate of student progress in subject related skills (Examples of different categories of students show their academic and skill progress with a description of the teacher's role).</li> </ul>
1.2.4	Employing effective assessment methods that achieve student progress	30	<ul style="list-style-type: none"> <li>- A variety of effective assessment methods (linked to learning outcomes, based on performance-based assessment, assessment for learning).</li> <li>- Demonstrating the evaluation tools that have been used, the recruitment mechanism and its results</li> </ul>
1.2.5	Analyzing test results	20	<ul style="list-style-type: none"> <li>- Test analysis forms by skills.</li> </ul>
1.2.6	Employing the results of the analysis to raise the level of students in the subject-related skills	30	<ul style="list-style-type: none"> <li>- The rate of adjustment of the subject plan based on the results of the tests and various evaluations.</li> <li>- The rate of classifying students by level taking into account differentiation in planning, implementation, evaluation and feedback.</li> </ul>
1.2.7	Communicating with partners to enhance students' progress in their learning	20	<ul style="list-style-type: none"> <li>- Joint plans with partners (parent/guardian, specialist, special needs teacher, support team) with explaining the effectiveness of this partnership and the role of the teacher in it.</li> </ul>

#			
No.	Components	Mark	Results and Impact
1.3.1	Analyzing the curriculum	20	<ul style="list-style-type: none"> <li>- The quality of the plans that are based on a deep understanding of the curriculum.</li> <li>- Examples of curriculum analysis (attaching analysis of the different plans).</li> </ul>
1.3.2	Contributing to the improvement of the curriculum	20	<ul style="list-style-type: none"> <li>- The quality of the provided remarks and feedback about the curriculum.</li> <li>- Collaborate with colleagues in writing notes to develop the curriculum.</li> <li>- providing comments to specialists that contribute to developing the curriculum.</li> </ul>
1.3.3	Designing activities (remedial /enriching) based on a deep understanding of the curriculum	30	<ul style="list-style-type: none"> <li>- The quality of remedial /enriching activities that are based on the curriculum standards.</li> <li>- Identifying the teacher's role in creating these distinct activities and the mechanism for creating them based on his understanding and analysis of the curriculum.</li> </ul>
1.3.4	Preparing studies/ action research about the curriculum (problems/ improvement)	30	<ul style="list-style-type: none"> <li>- The quality of the provided studies, research or research papers about the curriculum.</li> <li>- Contributions with the Curriculum Department on a methodological problem or aspect of developing or improving the curriculum.</li> </ul>



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






2.1: Improving Academic and Professional Achievement

2.2: Knowledge Sharing and Management



No.	Components	Mark	Results and Impact
2.1.1	Academic and professional qualifications	30	<ul style="list-style-type: none"> <li>- The academic and professional qualifications obtained by the teacher that contributed to raising his performance and job tasks.</li> </ul>
2.1.2	Self- and professional development to keep pace with developments and its impact on job performance	30	<ul style="list-style-type: none"> <li>- Self and professional development plan based on job needs and their impact on the individual and organizational performance.</li> <li>- The rate of implementation of the professional development plan, and its continuity.</li> <li>- Number, quality and continuity of programs and courses.</li> <li>- Follow-up guides on developments in specialization and their impact on career performance such as developing a project, launching an initiative or sharing it with colleagues.</li> <li>- Tools and strategies that have been used in self and professional development and have significantly contributed improving work in a clear and distinctive way.</li> <li>- Practices that have developed and enhanced his/her capabilities and performance - continuous learning.</li> </ul>
2.1.3	Readings related to his/her specialty	20	<ul style="list-style-type: none"> <li>- Sources of continuous learning.</li> <li>- Courses, programs, or reading in his specialty and following up on what is new, and how this is reflected in his professional performance, especially his students.</li> </ul>
2.1.4	Developing digital competences to raise performance	30	<ul style="list-style-type: none"> <li>- Digital qualifications certificate and specialized technical courses (e.g. Microsoft certificates).</li> </ul>
2.1.5	Receiving awards and supporting his/her students and colleagues to participate in the Sharjah Award for Educational Excellence	20	<ul style="list-style-type: none"> <li>- The awards he/she received, and evidence of supporting his/her students and colleagues to participate and obtain the Sharjah Award for Educational Excellence, such as: (the number of students and colleagues he/she supported, the number of participants, the number of winners, the type of support provided to them through the workshops he/she conducted to explain standards).</li> </ul>

#			
No.	Components	Mark	Results and Impact
2.2.1	Membership and participation in committees (local, international, global)	20	- Number and quality of memberships and participations in different committees (local, international, and global).
2.2.2	Applying the knowledge and skills he/she acquired from courses and programs in teaching and developing his/her students	30	- The degree of applying the programs and courses he/she attends in his/her teaching and the impact of such courses on his/her students ( classes, plans, programs....).
2.2.3	Sharing the knowledge and skills he/she possesses with others	30	- Training others (school colleagues, cluster , council...). - Spreading his knowledge in various means (channels, groups...)
2.2.4	Using modern technologies in knowledge sharing	20	- The level and methods of using technology to share knowledge with others (percentage and methods of using technology, number of beneficiaries, size of the benefits, evidence of the benefits).
2.2.5	Participating in local, international and global forums and conferences	10	- Number and quality of participants in local, international , and global forums and conferences.
2.2.6	Preparing and publishing of academic research and studies	10	- Publishing academic articles or research in journals or websites.

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



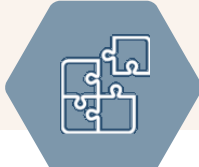


### 3.1: Creative and Innovative Ideas and Projects

### 3.2: Innovative Use of Technology in Job Performance



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

Sub-Standard (3.1): Creative and Innovative Ideas and Projects  
Total Mark: 50

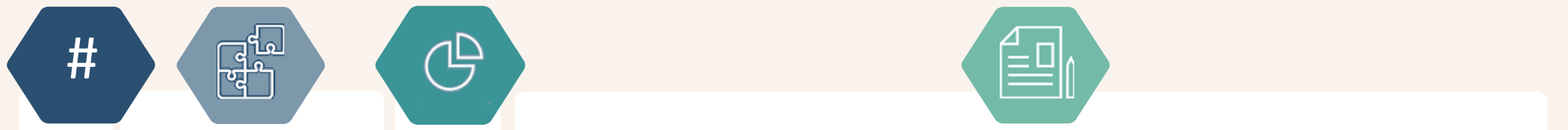
#			
No.	Components	Mark	Results and Impact
3.1.1	Providing innovative ideas and programs that support the learning process	20	<ul style="list-style-type: none"><li>- The number of proposed ideas, and the number of applied ideas.</li><li>- The size of beneficiaries.</li><li>- The impact of innovative ideas on the teacher and the beneficiaries.</li></ul>
3.1.2	Use innovative methods to solve problems in the work environment (teaching, students, methods)	20	<ul style="list-style-type: none"><li>- The percentage and type of problems that he/she solved in an innovative way.</li><li>- The number and quality of creative programs; the number of beneficiaries.</li></ul>
3.1.3	Encouraging his/her students to innovate	10	<ul style="list-style-type: none"><li>- Number of student innovations and the role of the teacher in them.</li></ul>



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

## Sub-Standard (3.2): Innovative Use of Technology in Job Performance

Total Mark: 150



No.	Components	Mark	Results and Impact
-----	------------	------	--------------------

3.2.1	Developing and applying innovative teaching methods using digital technology	20	- The rate of including lessons using digital technologies in the plan (self-learning /continuous learning, employing artificial intelligence...).
3.2.2	Using technology and digital tools to analyze and read data, and make informative decisions accordingly	20	- The extent to which digital technology is used, including programs, tools, and graphs, in analyzing student results, reading data, and making decisions accordingly, such as enrichment plans, modifying teaching methods, and other decisions.
3.2.3	Using digital technologies to track the progress of students' skill	20	- The extent to which digital technology is used to enhance students' progress in skills (activities, enriching programs digital remedial programs). - Digital programs that measure student progress in skills.
3.2.4	Encouraging students to think creatively using digital tools	30	- The percentage of digital innovations of students encouraged by the teacher. - Its role in encouraging students to use digital tools to enhance their creative and innovative thinking, such as digital projects and games.
3.2.5	Activating authorized educational platforms and creating digital content	40	- Percentage of using platforms and digital content industry.
3.2.6	Enhancing the quality of students' digital life	20	- The level and methods of raising students' awareness of cybersecurity laws. (Providing support, opening channels of communication with them in case they experience technical problems or online harassment).



## Standard No. 4: Social Responsibility

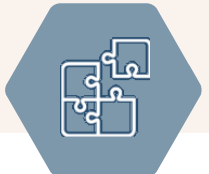
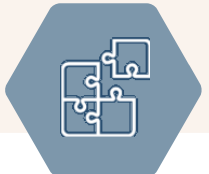



4.1: Volunteering and Community Service


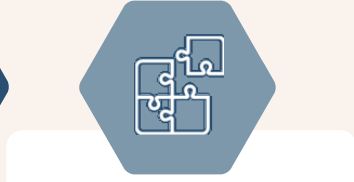


4.2: National Identity and Positive Citizenship




4.3: Community Partnerships



#			
No.	Components	Mark	Results and Impact
4.1.1	Participating in school and community volunteer programs	20	<ul style="list-style-type: none"><li>- Number and quality of participations in voluntary work.</li><li>- Number of beneficiaries of volunteer programs.</li><li>- The impact of volunteer programs on him/ her and others.</li><li>- The volunteer services he provided, the extent of their impact, and the beneficiaries.</li></ul>
4.1.2	Promoting volunteerism and community service among students and colleagues	10	<ul style="list-style-type: none"><li>- The extent to which school members are encouraged to volunteer and serve others through targeted programs and initiatives.</li></ul>
4.1.3	Leading and participating in different community and educational programs	20	<ul style="list-style-type: none"><li>- The quality of the charitable services to which he/she contributes.</li><li>- Number of beneficiaries of charitable programs.</li><li>- Number and quality of participants in different community and educational events.</li></ul>



			
No.	Components	Mark	Results and Impact
4.2.1	Participating in the implementation of programs that promote the national identity and positive citizenship	20	<ul style="list-style-type: none"> <li>- Number of programs and initiatives that aim to promote the national identity and their impact.</li> <li>- Number and quality of contributions to the national activities and events.</li> <li>- The impact of these programs in enhancing national identity and positive citizenship.</li> </ul>
4.2.2	Enhancing the national identity in the hearts of his/ her students and people around him/her	20	<ul style="list-style-type: none"> <li>- Positive publications, emails or papers.</li> <li>- Testimonies from colleagues and those around him/her that he/she has supported them.</li> <li>- Joint projects with colleagues.</li> </ul>
4.2.3	Contributing to enhancing students' wellbeing	20	<ul style="list-style-type: none"> <li>- His/her role in enhancing wellbeing of people in the school community through qualitative initiatives that promote positive social relationships; the impact of these initiatives on increasing the effectiveness and productivity of teams.</li> <li>- His/her role in promoting the digital wellbeing of the school community members (students and teachers).</li> </ul>
4.2.4	Effective positive communication with the beneficiaries to strengthen the national identity	20	<ul style="list-style-type: none"> <li>- Building joint projects between him and one of the beneficiaries (students, colleagues, parents, school leadership).</li> <li>- Specific initiatives that enhance positive social relations and their impact on increasing the effectiveness of work teams and productivity.</li> </ul>

#			
No.	Components	Mark	Results and Impact
4.3.1	Building effective and distinguished relationships with beneficiaries (parents, institution's administration, partners)	10	<ul style="list-style-type: none"><li>- The type, method, and percentage of positive communication with the parents, administration, and partners.</li><li>- The number, quality and impact of partnerships in the field of specialization.</li></ul>
4.3.2	Contributing to the establishment of community partnerships which aims at achieving the objectives of the operational plan in the field of specialization	10	<ul style="list-style-type: none"><li>- Contributing to establishing community partnerships to achieve the goals of its specialized plan.</li><li>- Providing suggestions for building relationships and partnerships that support the field of specialization.</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

# To contact Sharjah Award for Educational Excellence



[award@spea.shj.ae](mailto:award@spea.shj.ae)



<https://award-shj.ae>



+971 50 957 8598

