Sharjah Award for Educational Excellence

Sharjah Private Education Authority

Sharjah Award for Educational Excellence

30th Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Educational Leader "Middle 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.

General Nomination Conditions

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 Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.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

- 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 "Middle Leadership"

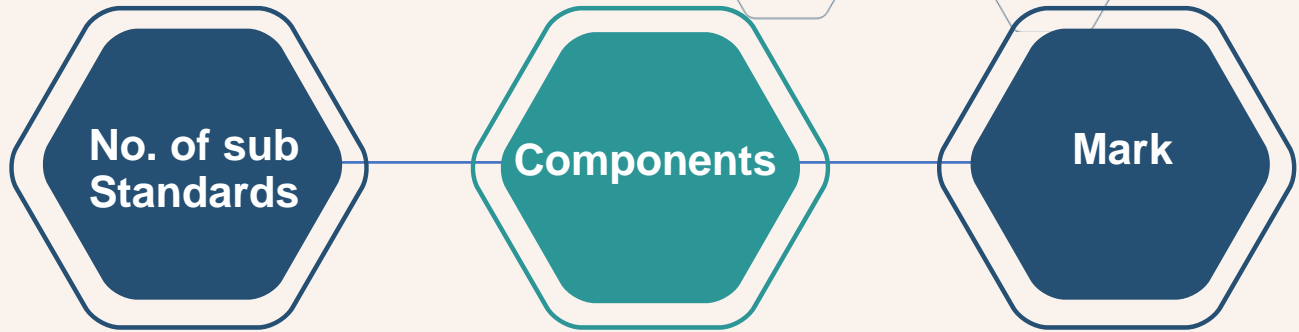First Standard: Professional Achievement and Effective Leadership

Second Standard: Professional Development and Sustainable Learning

Third Standard: Creativity and Innovation in the Job

Forth Standard: Social Responsibility

Standards	No. of sub Standards	Components	Mark
First Standard: Professional Achievement and Effective Leadership	4	16	400
Second Standard: Professional Development and Sustainable Learning	3	11	250
Third Standard: Creativity and Innovation in the Job	2	5	200
Forth Standard: Social Responsibility	3	9	150
Total	12	41	1000

Standard No. 1: Professional Achievement and Effective Leadership

This standard aims to highlight the active contribution of the middle leadership to strategic planning and achieving the desired goals and visions of education in the UAE as well as developing mechanisms and strategies to carry out his/her tasks effectively and efficiently and participating in leading a distinguished educational institution in all aspects.

1.1: Effective Leadership

1.2: Outstanding Professional Achievement

1.3: Proactivity and Flexibility in Driving Change

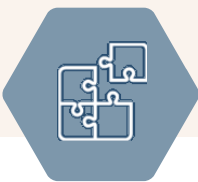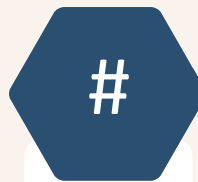1.4: Leading the Quality of Life and Well-being in the Educational Institution

Main Standard (1): Professional Achievement and Effective Leadership	Sub-Standard (1.1): Effective Leadership Total Mark: 150

Sub-Standard Explanation:

In this standard, the educational leader, middle leadership category focuses on his/her outstanding contribution to leading the educational institute in terms of strategic and operational planning. In addition to his contribution to the distinguished leadership of the teaching and learning process, which is the basis of any educational institution.

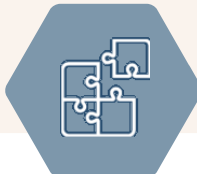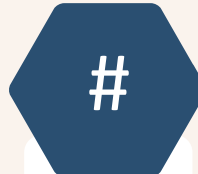| No.	Components	Mark	Results and Impact
1.1.1	Effective contribution to strategic and operational planning to translate visions and achieve goals	30	- The candidate's role in designing and implementing operational plans. - Initiatives and projects of the operational plans led and supervised by the candidate. - His/her role in the follow-up plans, monitoring, reports and tools for measuring the effectiveness of the programs. - Indicators of achieving strategic and operational plans, frameworks for following up on the implementation of strategic and operational plans, and reports for measuring the effectiveness of educational institution's programs and initiatives.
1.1.2	Contribution to leading the self-evaluation and organizational review	30	- The candidate's role in writing self-assessment reports and the organizational review. - Development and improvement plans for the educational institution; the role of the candidate in the improvement plans, and his/ her impact on implementing them.
1.1.3	Analyzing the reality of his/ her practices and job tasks, defining his/her vision and personal mission, and planning to perform and follow up on his/ her tasks	30	- Professional practices development plan, his/ her job description, and planning to perform his/her tasks, which improve of the educational institution's performance.
1.1.4	Effective contribution to leading teaching and learning	60	- The candidate's role in programs and initiatives related to raising the quality of the teaching and learning process. - The results of student achievement and academic progress, teachers' performance level, results of national and international exams, follow-up and observation plans for teachers, and performance improvement initiatives for the school staff. - Attach evidence of developing plans and strategies aims at improving student achievement and academic progress. Providing reports and statistics that reflect efficiency and excellence of performance.

Main Standard (1): Professional Achievement and Effective Leadership

Sub-Standard (1.2): Outstanding Professional Achievement
Total Mark: 125

Sub-Standard Explanation:

This standard aims to demonstrate the excellence of the educational leader in achieving his/her job tasks and carrying out his/her main work in a way that exceeds expectations and achieves added value 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/her excellence in his/her job.

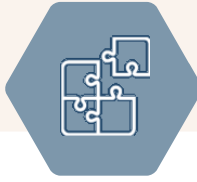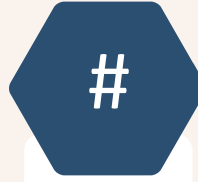| No.	Components	Mark	Results and Impact
1.2.1	Individual achievements, educational initiatives and projects and their impact on the students and the educational institution	50	- Individual achievements, educational initiatives and projects and their impact on the students and the institution. - Individual initiatives that support the teaching and learning process, such as supporting online learning process. - The impact of the educational initiatives and projects on the students and the institution, and their impact on the strategic objectives. - Ideas and proposals, at the school and in institution's level, that were submitted, adopted, and developed by the candidate, and their impact on the educational system.
1.2.2	Optimum utilization of the various available resources (human, financial and material resources)	20	- Examples of proper utilization of financial and material resources and his/her role in improving the school environment and educational practices. - Examples of initiatives that support effective utilization of human resources.
1.2.3	Effective Leadership of work teams and influencing others	35	- His/ Her role in the work teams that have been formed, the percentage of achievement and their impact. - His role in follow-up, achievement and motivation processes, his ability to measure the extent of individual and institutional achievement in the work team, and aspects of positive influence on others.
1.2.4	Winning educational awards and supporting the school community to participate in the Sharjah Award for Educational Excellence	20	- The number of educational awards he/she participated in and their results. - The number of participants in the Sharjah Award for Educational Excellence from the educational institution, and his/her role in encouraging and supporting participation in the award. - Initiatives to spread a culture of excellence.

Main Standard (1): Professional Achievement and Effective Leadership

Sub-Standard (1.3): Proactivity and Flexibility in Driving Change
Total Mark: 75

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 and improvement and creating an environment that is capable of dealing with risks and overcoming challenges to achieve remarkable successes.

No.	Components	Mark	Results and Impact
1.3.1	Future thinking and planning and making smart decisions	20	- Number of changes and developments based on the application of future foresight tools. - Ideas and applications that were implemented proactively in anticipation of a specific situation, such as online learning.
1.3.2	Leadership flexibility in facing challenges and risks, solving problems, and seizing opportunities to achieve the goals of the educational institution	25	- Percentage of simplification of procedures and reduction of complexities. (attach evidence) - Plans related to challenges and crisis resolution, and their implementation results and impact.
1.3.3	Adopting more agile work methodologies and leadership practices to manage change	20	- Work methodologies that have been developed to achieve organizational agility and their impact on managing change. - Initiatives that show agility in carrying out job tasks. - Examples of facing change, utilizing it and turning it into opportunities.
1.3.4	Instilling the concept of proactivity, quick response and implementation of the latest updates	10	- Effectiveness of meetings between leaders and employees in the institution to adopt ideas, changes and developments. - Examples of the impact of quick response to variables.

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	- The number of programs that have been implemented to support the wellbeing of students and school staff; their quality and impact on the beneficiaries. Mention outstanding examples of them. - The candidate's role in raising or improving students' satisfaction with the requitements of wellbeing provided by the educational environment. - Rate of the school staff satisfaction, the results of wellbeing surveys/the percentage of satisfaction with the candidate's performance, and testimonials for his/her positive interaction.
1.4.2	Encouraging outstanding achievements and motivating policies for all members of the educational community (student/teacher/ administrator)	10	- Methods of supporting and motivating students and encouraging them to participate in internal and external activities. For example, participation in competitions. - Adopting and implementing the ideas/ suggestions of the school community members in this field. Mention outstanding examples. - Achievements, competitions, and innovations, made by members of the school community that the candidate contributed to and supported. - Motivational initiatives and their impact.
1.4.3	Providing psychological and social care for students and supporting their personal development and enhance their positive behavior	10	- Practices for building confident students who can express their opinions and have a strong voice. - Examples of providing psychological and social support opportunities for students. - Wellbeing initiatives and programs, and their impact on the teachers and students. - Initiatives and programs that promote positive behavior among students, and the number of behaviors that have been changed among some students.
1.4.4	Enhancing the quality of digital life	20	- 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.

Standard No. 2: Professional Development and Sustainable Learning

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

2.1: Improving Academic and Professional Achievement

2.2: Effective Application of Acquired Knowledge and Skills
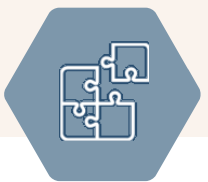
2.3: Knowledge Sharing and Management

Sub-Standard Explanation: In this substandard, the Distinguished Leader highlights his/her efforts in developing his/her skills and knowledge. In addition, he/she focuses on showing how employing his/her skills to boost his/her excellence in performing his/her duties, thus distinguishing the educational institution that he/she leads.
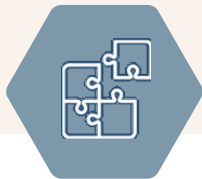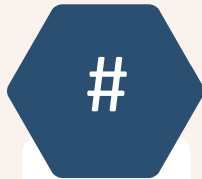
No.	Components	Mark	Results and Impact
2.1.1	Academic and professional qualifications	30	- The impact of academic and professional qualifications on improving job performance, excellence, and promotion. - The number, quality and sustainability of the programs and courses. - Examples of learning resources used to advance the candidate's professional and scientific achievement.
2.1.2	Self and professional development to keep pace with developments and their impact on job performance	30	- A self- and professional development plan based on the job needs. The impact of the plan on the individual and institution's performance. - Percentage of implementation of the individual professional development plan, and the extent of its sustainability. - Tools and strategies that were used in self and professional development and that contributed to the development of work in an efficient way. - Practices that have developed and enhanced his/her capabilities and performance – continuous learning resources.
2.1.3	Developing digital competencies to improve job performance	30	- Certificate of digital competencies and specialized technical courses (such as Microsoft certificates). - The extent to which technologies are employed in performing his/ her job tasks. - Ability to develop content and produce digital educational resources, mention examples such as a website, blog, YouTube channel, useful social media channel.

Main Standard (2): Professional Development and Sustainable Learning	Sub-Standard (2.2): Effective Application of Acquired Knowledge and Skills Total Mark: 70

Sub-Standard Explanation: In this substandard, the Educational Leader highlights his/her exceptional ability to apply the knowledge and skills he/she has gained to achieve an outstanding and effective job performance.

No.	Components	Mark	Results and Impact
2.2.1	Application of what has been acquired from courses and programs in his/her job duties	40	- The degree of applying attended courses and programs in developing his/her job duties. - Initiatives implemented as a result of the professional development and training programs.
2.2.2	Participation in the achievement of school's and institution's initiatives and projects	30	- Examples of sharing work development practices with colleagues and supporting them to raise their job performance. - The number and quality of participation in initiatives and projects and his/ her effective role, focusing on the initiatives that resulted from the development of his/her knowledge and skills. - The impact of these participations on the educational institution.

Sub-Standard Explanation:

A Distinguished Educational Leader is a distinguished sharer of knowledge who knows how to disseminate and share his/her knowledge with others and supports their learning.

No.	Components	Mark	Results and Impact
2.3.1	Active participation in leading learning and professional development	30	- His/ her role in leading the learning institution with the senior leadership in the institution. - The number of workshops and training courses he/she has delivered to others.
2.3.2	Membership in an association or institution, or participation in committees (local, international, global)	10	- The results achieved due to his/her membership in an institution or association in the field of his specialization… such as improvement of job performance. Mention the membership, his /her role and contributions. - The effective results of participating in committees and transferring knowledge to the educational institution.
2.3.3	Sharing the skills and knowledge he or she has acquired with others	20	- Training others (colleagues, the cluster, the council) through participating as a trainer in the activities and events. - Publishing articles or scientific research in magazines or websites. - Number and quality of participation in seminars and specialized conferences. - Samples of specialized educational publications dedicated for beneficiaries. - Specialized sites in which he/she publishes or a member of. - The size and number of beneficiaries of his/her specialized publications.
2.3.4	Participation in local, national and international forums and conferences	10	- The number and quality of participation in local, international, and global forums and conferences.
2.3.5	Using modern technologies to share knowledge	10	- Designing and publishing digital awareness brochures and magazines and producing and publishing digital content. - The blogs he/she created, a website, a YouTube channel, or a social media channel to share knowledge, commitment to developing specific skills, and the size of the beneficiaries. - A list of books, references, specialized websites that he/she reads or participates in, open resources, educational platforms and digital workshops. - The sites in which he is an active member, where he /she shares his /her knowledge and experiences with others.
2.3.6	Conducting and publishing scientific research and studies	10	- Publishing a research or participating in writing a research and publishing it in periodicals or recognized journals.

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: Creative and Innovative Ideas and Projects

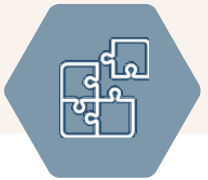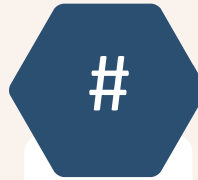### 3.2: Innovative Use of Technology in Job Performance

Sub-Standard Explanation:

This Sub-standard focuses on the creative and innovative ideas and projects presented by the educational leader in his/her field, and his/her efforts in applying, developing, and measuring their impact on the school community. In addition to the candidate's efforts in using innovative methods to solving problems and challenges in the work environment and his/her effective approach to leading the organizational innovation.

No.	Components	Mark	Results and Impact
3.1.1	Implementing creative programs and ideas that improve individual and institution's job performance	40	- The number of innovations and pioneering initiatives that have been implemented in the field of specialization / implementation of tasks and the positive outcomes that resulted from that. - Innovations that have been recorded and documented. - Implementing innovations and ideas, their impact on improving the field of work and organizational performance. - Number of proposed ideas, number of implemented ones, the size of the beneficiaries, and their impact on the beneficiaries. (attach evidence) - Problems and challenges that were solved through innovative ideas. - The number and quality of creative programs and the number of beneficiaries. - Programs and initiatives that encourage innovation and its quality.
3.1.2	Active participation in leading organizational innovation	40	- The number and impact of innovations achieved by students and teachers that the candidate encouraged and contributed to, and their impact. - The candidate's role in leading organizational innovation with the senior leadership. - Participation in activities and events that support and enhance the culture of innovation in the institution. - Participation in programs and initiatives related to innovation in the school and community.

Main Standard (3): Creativity and Innovation in the Job	Sub-Standard (3.2): Innovative Use of Technology in Job Performance Total Mark: 120

No.	Components	Mark	Results and Impact
3.2.1	Active participation in the digital transformation of the educational institution	40	- His/ her roles and impact on the digital transformation of the educational institution. - Employing digital questionnaires and analyzing their results; measuring the satisfaction of beneficiaries and the quality of services provided to them. - Development of digital educational materials.
3.2.2	The effectiveness of using digital programs in performing job tasks	40	- Percentage of applying digital tools in his/her work. - Employing technologies to perform job tasks faster, with high quality and an innovative way. - Results from employing digital tools to measure the impact of work, completed reports, and solutions applied in the work environment. - The results and impact of employing techniques in the processes of documenting, analyzing data, and summarizing the results. - Results and impact of employing techniques to follow-up of job tasks smartly.
3.2.3	Creativity and innovation in the digital field	40	- The number of digital innovations, the number of beneficiaries, and the impact of these innovations on beneficiaries. - Production and dissemination of innovative digital content in the educational institution. - The results of employing technologies in increasing the effectiveness of communication with the beneficiaries. - Designing and publishing awareness and digital newsletters and magazines. - The quality of educational and informational materials and their impact on improving the performance of the beneficiaries. Effective use of social media and YouTube channels.

Standard No. 4: Social Responsibility

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

4.1: Volunteering and Community Service

4.2: National Identity and Positive Citizenship
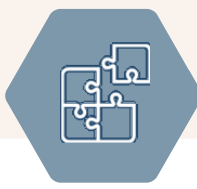
4.3: Community Partnerships

Main Standard (4): Social Responsibility	Sub-Standard (4.1): Volunteering and Community Service
	Total Mark: 50

No.	Components	Mark	Results and Impact
4.1.1	Participation in school and community volunteer programs	20	- The number and quality of participation in volunteer programs. - The impact of volunteer programs on him/her and others. - The quality of charitable services to which he/she contributes. - Number of beneficiaries of charitable programs. - Distinguished achievements and initiatives in the field of volunteering and community service.
4.1.2	Participation in promoting the ideology of volunteering and community service among all members of the school community	10	- His/her role in the voluntary initiatives and programs adopted by the educational institution. The impact of these programs on the members of the school community. - The extent to which members of the school community are encouraged to volunteer and serve others through targeted programs and initiatives. - The existence of an integrated operational plan for volunteering and community service in the educational institution and his/her role in its implementation. - Evidence of achieving the operational plan. The positive impact of the plan on the concept of volunteering and community service. - The number of volunteer initiatives that have been implemented by students and school staff and to which he/she have contributed. Attach prominent examples that have an impact. - Participate in promoting the idea of volunteering and community service among all members of the school community.
4.1.3	Participation in different community and educational programs	20	- The number and quality of participations in various community and educational activities.

Main Standard (4): Social Responsibility	Sub-Standard (4.2): National Identity and Positive Citizenship
	Total Mark: 60

Sub-Standard Explanation: This substandard focuses on the efforts of the educational leader with the senior leadership to enhance the members of the educational institution's understanding of the of the value of loyalty and belonging to the nation by adopting a range of initiatives and programs that promote positive citizenship practices.
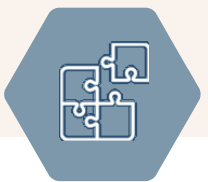
No.	Components	Mark	Results and Impact
4.2.1	Participation in the implementation of programs that promote the national identity and positive citizenship	20	- Number and quality of contributions to the national activities and events such as the National Day, Flag Day, The Commemoration Day, and government initiatives. - Number of programs and initiatives that enhance the national identity and its impact.
4.2.2	Establishing a culture of diversity and inclusion in the school community	10	- His/her role in promoting a culture of positive thinking, diversity and inclusion through qualitative initiatives that enhance positive social relations. His/her impact on increasing the effectiveness and productivity of work teams. - Tolerance initiatives and the promotion of virtuous values and morals, and their impact on promoting positive behaviors and reducing negative ones among students. - Decrease in the rate of bullying and negative behaviors among students.
4.2.3	Promoting best values and ethics at individual and institutional levels	10	- Testimonies from colleagues and those around him/her that he/she empowered and supported them. - Joint projects with colleagues in the area of national identity. - Examples of educational practices that enhance the national identity that the leadership of the educational institution focuses on.
4.2.4	Effective positive communication with the beneficiaries (students, colleagues, parents, partners)	20	- Positive brochures , emails, papers, or digital content. - His/her role in enhancing the wellbeing of the school community members (students and teachers). - The percentage of students' participation in diverse activities that enhance their national identity.

Main Standard (4): Social Responsibility

Sub-Standard (4.3): Community Partnerships
Total Mark: 40

Sub-Standard Explanation: This sub standard focuses on the ability of the Educational Leader to create relationships and partnerships with parents and community in institutions for mutual interest which leads to building sustainable relationships based on trust, openness, and mutual respect.

No.	Components	Mark	Results and Impact
4.3.1	Building effective and distinguished relationships with beneficiaries (parents, the concerned department in the educational institution, partners)	20	- Building an effective relationship with parents and activating the roles of the Parent Council. - Strategies and initiatives that activate the roles of parents in the educational process and their impact. - Communication strategies, tools, and their effectiveness. - Rate of parents' satisfaction and their interaction with the school's activities and events. Attach examples for parents' roles. - Positive communication with beneficiaries from the community.
4.3.2	Contributing to the establishment of community partnerships aimed at achieving the objectives of the institution's operational plan	20	- The number of partnerships with community institutions, their quality, the type of cooperation with them, and their impact on achieving the educational institution's goals. - Assessing of the educational institution's status in terms of community partnerships. - Number of targeted initiatives implemented in cooperation with partners, their results and impact on the students and school staff. - Providing suggestions for building relationships and partnerships , which in turn develop the work. Mention examples of a relationship/partnership that has been built by the candidate. - Measuring the quality of services provided in the field of organizational partnership programs.

Evidence Documentation Guidelines

- 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 للتفوق والتميز 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**

🌐 **https://award-shj.ae**

☏ **+971 50 957 8598**