



جائزة الشارقة للتميز التربوي  
Sharjah Award for Educational Excellence



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# Sharjah Award for Educational Excellence

30<sup>th</sup> Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Parent/Guardian



## Description of the Distinguished Parent/Guardian

The family is the first building block in society, and the country protects its entity to achieve societal progress and well-being. The Sharjah Award for Educational Excellence has paid attention to this category and supported parents/guardians to participate and provide evidence of their care for their children and follow-up on their academic achievement. Furthermore, it highlights parents' efforts to strengthen their children's national identities, enhance citizenship values, and support voluntary community initiatives. The award targets parents of public and private school students; who have demonstrated outstanding efforts in raising distinguished children.

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 Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.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

- The guardian (father, mother, guardian of a student should be a legal sponsor of the student). Guardians other than the father / mother must attach a legal decision.
- Applicant must be a guardian of a student enrolled in a public or private school or continuing education center.
- The number of children enrolled in schools shall not be less than two.
- All family members, not only specific members, must demonstrate participation.

# Main Standards of the Distinguished Parent/Guardian



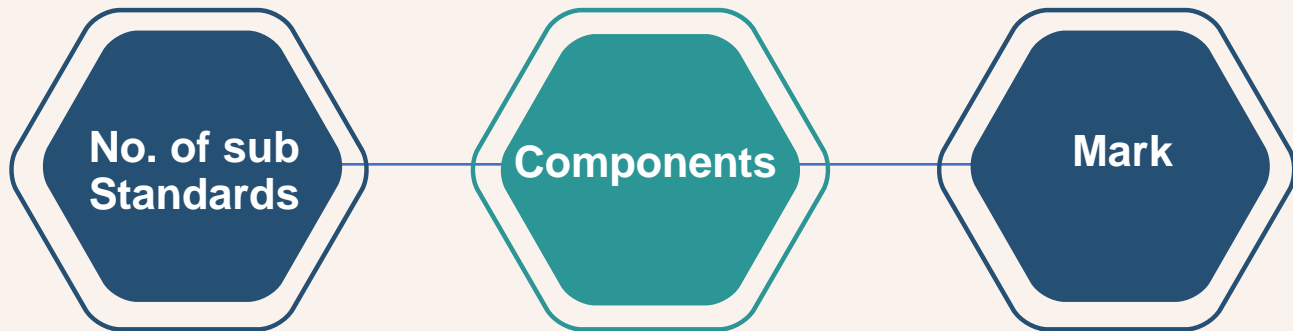
First Standard: Achievements and Effective Contribution

Second Standard: Development and Learning

Third Standard: Social Responsibility



# Standards



First Standard: Achievements and Effective Contribution

4

10

400

Second Standard: Development and Learning

3

9

300

Third Standard: Social Responsibility

2

6

300

Total

9

25

1000



## Standard No. 1: Achievements and Effective Contribution



What most important thing that distinguishes the guardian is his efforts to care for and support the learning of his children and follow up on their academic progress and encourage them to participate, which in turn develops their skills and their personalities. This includes his cooperation and relationship with the school and the impact of this on building a positive relationship that affects the progress of children in the school. The guardian seeks to ensure the quality of life requirements for his children, which reflects positively on their personalities and educational attainment.

1.1: Academic Excellence of Children

1.2: Distinguished Contributions of Children

1.3: Effective Communication with the School

1.4: Quality of Life and Well-Being of Children



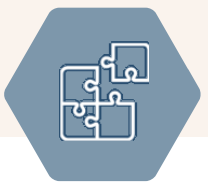
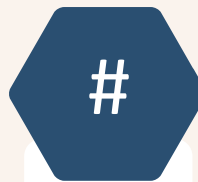
# Main Standard (1): Achievements and Effective Contribution

## Sub-Standard (1.1): Academic Excellence of Children Total Mark: 100



### Sub-Standard Explanation:

It focuses on the efforts of the guardian to care for and follow up on the learning of his children and the impact of this on raising their educational level and their commitment to school attendance and their disciplined behavior and positive morals that appear in their actions at school and are witnessed by their teachers and classmates.



No.	Components	Mark	Results and Impact
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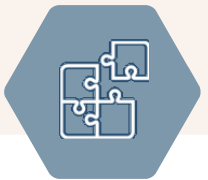
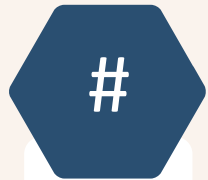
1.1.1	Raising the academic level of the children and following up on their academic progress	40	<ul style="list-style-type: none"> <li>- Attach evidence of the academic care he provided to the children and the methods he supported their learning, whether within the family or in cooperation with other parties.</li> <li>- Certificates of appreciation and excellence for children, for two consecutive years, 2022-2023 and 2023-2024. (Two children only)</li> <li>- The rate of academic progress. (May be the academic progress of children other than those whose certificates of excellence have been submitted, but have achieved academic progress as well)</li> </ul>
1.1.2	Promoting children's commitment to attend school as well as their ethical commitment	30	<ul style="list-style-type: none"> <li>- The rate of children's school attendance.</li> <li>- The opinion of teachers/school administration/children's classmates and certificates of recommendation, which attest to his good behavior and active participation in the classroom and the school in general.</li> <li>- Behavior reports from the school proving that they have not committed any behavior or violations according to the school's behavior regulations.</li> </ul>
1.1.3	Supporting children to conduct the national and international exams (if any). Item grades are distributed over the other two items if not applicable	30	<ul style="list-style-type: none"> <li>- Excellent achievement in the national and international exams (if any), strategies used to support children to pass tests.</li> <li>- IMSAT test grades and excellent achievement for a 12th-grader (if any) and the effort he made to achieve his children's high achievements.</li> </ul>





Sub-Standard Explanation:

Children's participation in various events, activities and competitions supports the development of their interests and knowledge as well as the building of confident personalities. This can only be achieved through the support and encouragement of the guardian, who understands the importance of this and its impact on his children.



No.	Components	Mark	Results and Impact
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1.2.1

Supporting participants in activities and competitions at the school, local, and international levels

50

- Number of participations in competitions and their positive results. Attach certificates of participation in competitions. (a maximum of 10 prominent, recent and sustained participations for all children)  
- Number of participations in school events and activities, or participations at the local and international level. Attach qualitative examples of different participations for the children at different academic stages. Do not focus on a particular child.

1.2.2

Helping children provide educational activities and resources to support classroom practices in different subjects

50

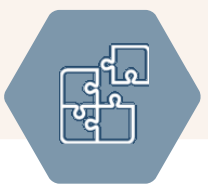
- Specific examples of educational resources and activities provided by children to support classroom and extracurricular practices, which support the educational process for him and his colleagues, such as scientific experiments, educational models and panels, educational videos, presentations, etc., (Attach 10 examples and consider the diversity of the examples provided in different subjects)





Sub-Standard Explanation:

This sub-standard is about the nature of the guardian's /parent's relationship with the school and the type of cooperation he offers.

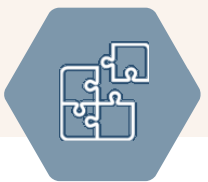


No.	Components	Mark	Results and Impact
1.3.1	Continuous follow-up with the school on the academic level of the children and their commitment to ethics	50	<ul style="list-style-type: none"> <li>- Follow-up reports in the school records.</li> <li>- Reports of children's attendance, commitment and behavior, as well as the absence of behavioral violations according to the Code of Conduct for the Children.</li> <li>- Visiting subject teachers and reports on his children's performance, or any other means that he finds important in proving his communication with the school.</li> <li>- The impact and role of the parent on following-up on children's progress and building their personalities.</li> </ul>
1.3.2	Communication and effective cooperation with the school in different events and activities	50	<ul style="list-style-type: none"> <li>- Parent participation and effective cooperation with the school, such as his participation in the Parents Council and his role in it.</li> <li>- The number of the parent's/ guardian's participations in the school's activities and events, the number of participations in sports competitions and school trips. Attach different samples of participations.</li> <li>- Types of material and moral support for the school, and its role in improving the school environment.</li> <li>- Number of suggestions and ideas submitted to the school, at least two proposals that were implemented and their impact on the improvement of the school.</li> </ul>



Sub-Standard Explanation:

A stable family, wherein parents are keen to provide health and psychological care for the children and meet their necessary needs, leads to the proper development of children.



No.	Components	Mark	Results and Impact
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1.4.1	Providing health and psychological care to build confident and psychologically stable personalities	40	<ul style="list-style-type: none"> <li>- The personal level of children, the level of their self-confidence and linguistic fluency, for example through the participation of children in presenting school programs and school broadcast. Provide recordings and their participation in occasions and events.</li> <li>- Providing healthy habits and permanent health care not only in case of illness, but also as dental care habits, regular comprehensive tests, healthy food, paying attention to their fitness and exercise, and more.</li> <li>- The personal traits of children, from the perspectives of their teachers, peers and relatives.</li> </ul>
1.4.2	Providing the right family environment for a proper personal growth of children	30	<ul style="list-style-type: none"> <li>- Family practices that promote personality building, such as family discussions, family trips, encouragement of worship, and humanitarian attitudes.</li> <li>- His care for his children and the impact of this care on their personalities and education, through, for example, their winning in a competition related to a specific talent, or participating in an event to highlight their talents, such as a drawing exhibition, etc.</li> </ul>
1.4.3	Identifying specific needs of children and determining the necessary response	30	<ul style="list-style-type: none"> <li>- Methods of identifying specific needs of children such as excellence in certain aspects and how to promote them, the needs of children of determination, or the needs of children with special difficulties and how to address them and encouraging and motivating ordinary children to excel.</li> <li>- Strategies for identifying the psychological, social and educational needs of children, and how to provide the necessary support.</li> </ul>

## Standard No. 2: Development and Learning



This standard addresses the efforts of the guardian to achieve self-development, professional development and continuous learning practices, and his efforts to instill the concept of sustainable learning in the hearts of his children and encourage and develop self-learning practices for them.

2.1: Parents' Self Development

2.2: Development of Children's Abilities

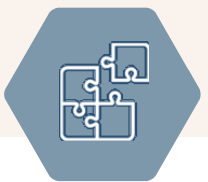
2.3: Children's Digital Competencies





Sub-Standard Explanation:

The candidate presents his efforts in his professional and academic development. He highlights his ability to adopt the idea of sustainable learning and instill it in the hearts of his children, and to transfer his knowledge and experiences and share them with the school community.



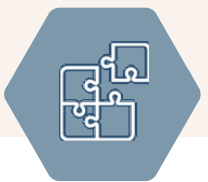
No.	Components	Mark	Results and Impact
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2.1.1	Raising the academic and professional level of the parent/ guardian	40	<ul style="list-style-type: none"> <li>- Certificates and academic qualifications of the parent/ guardian.</li> <li>- Career promotion and career excellence certificates in the case that he or she is an employee or his successes in business.</li> <li>- Courses he enrolled in whether to develop his skills or advance his career.</li> </ul>
2.1.2	Offering a role model for his/her children as a life-long learner	40	<ul style="list-style-type: none"> <li>- Practices of self-learning and continuous development and their impact on the upbringing of children, for example, daily reading, visits to libraries and museum, attending online courses, continuous access to the Internet and learning.</li> <li>- The impact of self-development on the education of the children and the development of their academic and practical skills, such as the impact of the courses related to education and growth of children on the way the parent/ guardian upbrings his/her children.</li> <li>- The impact of these practices on the upbringing of his children and his efforts to encourage them to these practices and the extent to which it affected them.</li> </ul>
2.1.3	Collaborating with the school to share knowledge and experience	20	<ul style="list-style-type: none"> <li>- Number of participations in educating other parents, sharing experiences with teachers, students and parents, such as training workshops, meetings with students, and parent councils and their impact.</li> <li>- The existence of blogs, a website, and social communication channels to disseminate useful knowledge.</li> </ul>



Sub-Standard Explanation:

It focuses on the efforts of the parents to develop the abilities of children, not only their academic attainment in the school, but also their skills and abilities to become lifelong learners.



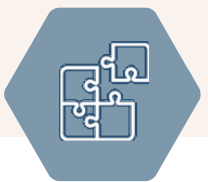
No.	Components	Mark	Results and Impact
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2.2.1	Identifying the abilities of children and ways to develop them	20	<ul style="list-style-type: none"> <li>- The skills and abilities that distinguish his children, and how these skills were enhanced and directed correctly in the interest of the child and society. (May provide two examples of children)</li> <li>- Analyzing children’s levels and abilities by specialist.</li> <li>- Attach a needs analysis form that identifies children’s needs such as the need for support, development or treatment with the help of the family or in cooperation with a third party.</li> </ul>
2.2.2	Supporting children's learning and self-development skills	40	<ul style="list-style-type: none"> <li>- Methods and strategies to support children's self-learning such as providing a home library, educational resources, home laboratory, or encouraging daily reading, visiting libraries and educational places, internet access and research, useful use of available educational platforms and social media channels. 5 practices that have an impact on children’s daily practices can be attached.</li> </ul>
2.2.3	Developing children's talents and hobbies	40	<ul style="list-style-type: none"> <li>- Examples of children's practices in developing their own abilities (number of books they read, joining educational clubs, etc.).</li> <li>- Examples of children’s different and creative achievements in the field of talents and hobbies. Attach examples of the children participation and competitions related to this aspect, such as art, music, etc., and attach evidence of his role in developing them and encouraging them to participate.</li> </ul>



Sub-Standard Explanation:

This sub standard focuses on raising children’s digital competencies and demonstrating the efforts made in developing their digital skills, in addition to raising security and ethical awareness in dealing with the information revolution.



No.	Components	Mark	Results and Impact
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2.3.1	Developing the digital competences of the children	50	<ul style="list-style-type: none"> <li>- Analysis of children’s level of digital competencies (e.g. programming, research, different digital works, etc.).</li> <li>- Methods of supporting and raising the digital efficiency of the children such as training courses in programming or digital design.</li> </ul>
2.3.2	Raising awareness of cybersecurity and the ethics of the virtual world	25	<ul style="list-style-type: none"> <li>- Methods of enhancing awareness of digital security and their impact on the safe use of technologies and the virtual world.</li> <li>Directing children towards good practices, how to deal with fraud or electronic violation, and how the child can deal with different situations in the virtual world.</li> </ul>
2.3.3	Utilizing technologies in self-learning and developing skills and abilities	25	<ul style="list-style-type: none"> <li>- Digital achievements for children such as developing websites, YouTube channels or social media channels to share educational content.</li> <li>- Examples of using educational technologies and sources in self-learning and developing children's skills or talents.</li> <li>- Using technology and social media to demonstrate their talents and hobbies.</li> </ul>

## Standard No. 3: Social Responsibility






Distinguished guardians are keen to have social and voluntary contributions, and a high sense of patriotism.

3.1: National Identity and Positive Citizenship

3.2: Volunteering and Community Partnership





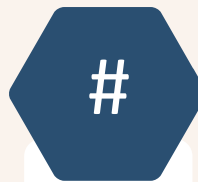
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No.	Components	Mark	Results and Impact
3.1.1	Embodying the values of the national identity and supporting participation in national events	50	<ul style="list-style-type: none"> <li>- The number and quality of participations in the national events with organizations outside the school, such as The National Day, the Commemoration Day, the Flag Day. Attach evidence of prominent participations.</li> <li>- The methods he used to enhance the values of national identity among children by highlighting their distinguished contributions.</li> <li>- Efforts made to enhance the sense of patriotism, belonging and loyalty to the country.</li> </ul>
3.1.2	Promoting the concepts of positive citizenship and the principles of tolerance and coexistence	50	<ul style="list-style-type: none"> <li>- Examples of the guardian /parent and children’s positive citizenship practices that promote the good values and enhance the nation’s image in daily life’s actions and practices through the good behavior.</li> <li>- Promoting the values of tolerance and coexistence among the guardian and children by mentioning evidence of the children’s behavior and participation in this field.</li> <li>- Evidence of children's positive behavior at school and their cooperation with the community members.</li> <li>- Efforts made to strengthen the system of moral values among children, identifying these values and ways to develop them.</li> </ul>
3.1.3	Adopting positive thought and instilling it in children	50	<ul style="list-style-type: none"> <li>- Examples of challenges and problems that have been positively dealt with and resolved:</li> <li>*Practices and examples of enhancing a sense of patriotism, belonging and loyalty to the homeland.</li> <li>*Examples for strengthening the system of moral values among children, identifying these values and ways to develop and follow them up.</li> </ul>





Sub-Standard Explanation:

The UAE is one of the countries that are most interested in volunteering and supporting volunteer work, so anyone must have a sense of social responsibility and participate in volunteer work that impacts the development of the society and the promotion of solidarity among its members.



No.	Components	Mark	Results and Impact
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3.2.1	Serving as a role model of volunteering and charity work	50	<ul style="list-style-type: none"> <li>- Examples of voluntary and charity work and its impact on the upbringing of children. Methods of involving children in voluntary and charity work.</li> <li>- Examples of voluntary participation of the children with the support of the guardian (two examples are sufficient, with a focus on the quality of participation).</li> </ul>
3.2.2	Participation in community and educational activities and events	50	<ul style="list-style-type: none"> <li>- Participation in community activities and events, the quality of participation and the role of the guardian and children in it such as sports, and artistic and cultural events, and others.</li> </ul>
3.2.3	Contributions and initiatives to support the educational process	50	<ul style="list-style-type: none"> <li>- The quality of contributions and initiatives that support the educational process, for example, cooperation with educational organizations such as private education, establishing blogs and educational channels, initiatives that support online education, etc.</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.



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