Sharjah Award for Educational Excellence

30th Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Support Jobs

Description and Nomination Condition of the Distinguished Support Jobs

This category targets all employees of support jobs in the public and private sectors; including laboratory specialists, learning resource specialists, special education specialists, academic advisors, social workers, psychologists, nurses, behavior officers, security and safety officers, and secretaries. The candidate must have worked in one of the supporting jobs for a period of no less than two continuous years related to the year of candidacy.

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 Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.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

Main Standards of the Distinguished Support Jobs
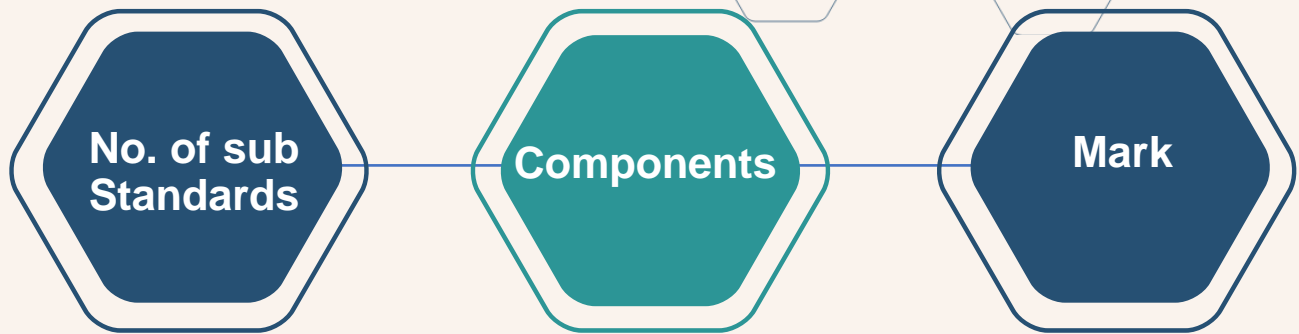
First Standard: Career and Professional Achievement

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: Career and Professional Achievement	3	12	350
Second Standard: Professional Development and Sustainable Learning	3	12	250
Third Standard: Creativity and Innovation in the Job	2	6	250
Forth Standard: Social Responsibility	3	7	150
Total	11	37	1000

Standard No. 1: Career and Professional Achievement

This standard aims to demonstrate the candidate's ability to plan for professional tasks in the field of his specialization, and to carry out the tasks assigned to him in a distinguished and professional way.

1.1: Career and Professional Planning

1.2: Executing Tasks Efficiently and Distinctly

1.3: Positive Role in Supporting the Educational Process

Sub-Standard Explanation: It focuses on the employee's ability to plan related to job tasks and in accordance with the job description, and global goals. His ability to apply measurement and evaluation tools at work, measure the impact of preparing reports, and prepare a follow-up plan for his findings, which contributes to achieving career development in the long term.

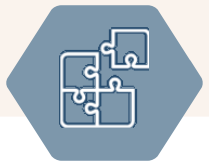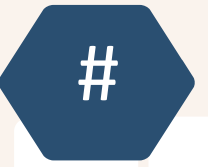| No.	Components	Mark	Results and Impact
1.1.1	Analyzing the reality of his/her practices and duties and identifying his/ her personal vision and mission	20	- Analysis of the reality of his/ her job through collecting data within the scope of his/her job, identifying opportunities and challenges, and identifying results and areas of strength and weakness. - The ability to formulate his vision, objectives and future goals and how he serves his community and country. - The clarity of his/her vision and career mission and its association with the vision and mission of the establishment. - His ability to inventory data on beneficiaries and data on the scope of his work. - His ability to analyze the collected data, explaining the statistical mechanisms used and graphs.
1.1.2	preparing an operational plan for his/her job tasks	30	- The ability to formulate an operational plan to carry out his/her duties. - The extent to which the plan is integrated (identifying programs, activities, visits, implementation mechanisms, achievement indicators and implementation schedule). - Accuracy of data analysis (documentation of the job data, graphs, data-based results, identification of needs and requirements). - The extent to which the plan is linked to the results of data analysis. Using results and data to develop the plan. - Discussing the operational plan with the relevant authorities. - Using the results of the indicators of the analysis of the data that have been collected to develop and activate the operational plan.
1.1.3	Applying measuring and assessment tools in his/her work and applying impact measuring tools	30	- Using appropriate measuring tools to measure the degree of achieving the plan. - Analyzing results. - Designing innovative tools to measure beneficiaries' satisfaction from functional and professional processes. - Developing a mechanism for managing complaints and suggestions to invest the opinions of beneficiaries in developing functional services. - Evaluating the integrity of the plan (setting the goal, programs, activities, visits, implementation mechanisms, indicators of achievement, and implementation timetable). - Measuring the impact of initiatives and projects in achieving the objectives of the operational plan and addressing problems and achieving benefit for the beneficiaries.
1.1.4	Preparing reports about his/ her work	20	- Examples of innovative reports that serve job's objective and its development. - Documenting his work in an achievement file and preparing a clear, comprehensive and innovative final report.

Sub-Standard Explanation:

This substandard is meant to demonstrate the employee's ability to carry out his or her duties in a distinguished way by putting the beneficiaries in teams, investing in the work environments effectively and accomplishing individual and collective achievements.

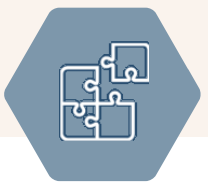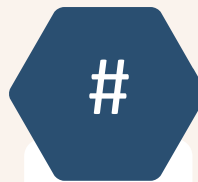| No.	Components	Mark	Results and Impact
1.2.1	Carrying out his /her career tasks in excellent ways and strategies that show his/her professional competence	40	- Evidence of the efficiency and diversity of strategies employed in carrying out tasks. - Certificates of career excellence and job performance evaluation. - Samples of tasks implemented in innovative ways.
1.2.2	Preparing plans to follow up on the implementation of the job tasks in accordance with the prepared implementation plan and monitoring of the results	30	- Samples of follow-up plans and evaluation of the implementation of the tasks and prepared plans. - A copy of the executive plan outlining strategies and methods of implementation.
1.2.3	Continuous updating of data according to the new developments	30	- The extent to which beneficiary data is updated.
1.2.4	Individual excellence in group work	30	- Evidence of individual excellence in his/her duties with the team. - Compatibility between the tasks performed and the plan prepared. - The distinguished initiatives, activities and programs implemented by the candidate, and their impact on the work environment.
1.2.5	Winning awards and certificates of appreciation and supporting others to apply for Sharjah Award of Educational Excellence	20	- Awards and certificates of appreciation in the field of specialization. - Evidence of supporting others in nomination for excellence awards. - Evidence of his support for his colleagues in participating in the Sharjah Award for Educational Excellence.

Main Standard (1): Career and Professional Achievement

Sub-Standard (1.3): Positive Role in Supporting the Educational Process
Total Mark: 100

Sub-Standard Explanation:

The sub-standard focuses on the role of the distinguished employee in supporting the educational practices and utilizing his area of specialization to support the teaching and learning process and his ability in motivating beneficiaries either teachers or students.

No.	Components	Mark	Results and Impact
1.3.1	Implementation of initiatives and programs that support educational practices	50	- The quality of programs and initiatives that support the teaching and learning processes. - His role in supporting colleagues and providing the necessary sources for classroom practices. - Sharing educational newsletters and guided readings that support the educational process. - Production of educational resources that serve the teaching and learning process.
1.3.2	Enhancing outstanding performance and providing feedback to beneficiaries	25	- Identifying beneficiaries' areas of distinction (list of beneficiaries and aspects of their excellence). - Employing positive motivational strategies and statements. - Developing remedial programs to improve performance. - Quality of programs provided to beneficiaries.
1.3.3	Encourage cooperation and positive competition among beneficiaries	25	- Strategies to motivate beneficiaries through educational meetings and publications. - Conducting competitions and competitive activities among students. The number and quality of competitions, their results and impact. - Encouraging teachers to use available resources. - Holding cooperative sessions between beneficiaries to solve the problems they face and to exchange experiences, such as brainstorming sessions. - The employee's ability to empower beneficiaries with mechanisms and methods for completing tasks through cooperative work teams and forming work teams to accomplish specific tasks.

Standard No. 2: Professional Development and Sustainable Learning

An individual is distinguished by his keenness to learn continuously and develop his knowledge on a regular basis In addition to transferring his knowledge to others, and contributing to the leadership of the school to become an educated unit that seeks to provide professional development for all members of the school community. The Distinguished Employee focuses on the effective utilization of the knowledge and acquired skills to carry out his duties efficiently and distinctly.

2.1: Improving Academic and Professional Achievement

2.2: Effective Application of Acquired Knowledge and Skills

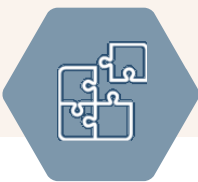2.3: Knowledge Sharing and Management

Main Standard (2): Professional Development and Sustainable Learning	Sub-Standard (2.1): Improving Academic and Professional Achievement Total Mark: 80

Sub-Standard Explanation: It focuses on the employee's efforts to develop and employ his skills and knowledge to excel in performing his job duties. His ability to continuously educate and reflect it on the educational institution to achieve the desired goals. It also highlights his efforts to develop his technical skills and employ technologies in performing his job tasks.

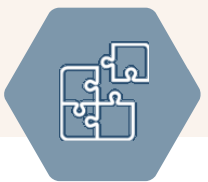| No.	Components	Mark	Results and Impact
2.1.1	Academic and professional qualifications	20	- Academic and professional certificates. - The impact of academic and professional qualifications on improving job performance. - Using qualifications and training courses to adopt new initiatives and their impact on improving the school environment.
2.1.2	Self and professional development to keep pace with developments and its impact on job performance	20	- 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. - The number, quality and sustainability of the programs and courses. - Practices that have developed and enhanced his/her capabilities and performance – continuous learning.
2.1.3	Up-to-date readings related to his/her specialty	20	- Evidence of following up on developments in the field of specialization and their impact on job performance, such as developing a project, launching an initiative, or sharing it with colleagues. - Tools and strategies that were used in self and professional development and that contributed to the development of work in an efficient way such as learning platforms and online courses. - Continuous learning resources.
2.1.4	Developing digital competences to boost job performance	20	- Certificate of digital competencies and specialized technical courses (such as Microsoft certificates). - Using technology to create educational content and awareness newsletters. - Technical skills to boost job performance.

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: The employee demonstrates his outstanding abilities in applying the knowledge and skills he has gained to achieve outstanding and effective job performance.

No.	Components	Mark	Results and Impact
2.2.1	Applying the knowledge and skills he/she has acquired from courses and programs he/she has attended in his career	30	- The extent to which the knowledge and skills gained from programs and courses are applied to improve his/her job duties and make a distinctive addition.
2.2.2	Collaboration with colleagues to improve work in his/her field of specialization	20	- Examples of collaboration with colleagues to improve work through training workshops, dissemination of educational content designed by the candidate, communication channels, sharing experiences in the learning communities, etc. - Examples of supporting colleagues in improving the resources available to the candidate.
2.2.3	Participating in achieving school and organizational initiatives and projects	20	- The number and quality of participations in initiatives and projects and his/her role therein. His/her role in making distinctive additions and introducing modern approaches as a result of his/her professional development.

Main Standard (2): Professional Development and Sustainable Learning	Sub-Standard (2.3): Knowledge Sharing and Management Total Mark: 100

Sub-Standard Explanation: The distinguished candidate shares his knowledge with others and disseminates it. He also supports the learning process of others.

No.	Components	Mark	Results and Impact
2.3.1	Membership in an association or an organization or participating in committees in the field of his/her specialization (local, national, global)	20	- obtaining membership in an organization or association in his field of specialization and its impact on developing job performance on him and on others. - Effective role in participating in committees and transferring knowledge to the educational organization.
2.3.2	Sharing the skills and knowledge he/she gains with of others (dissemination of knowledge)	20	- Participating with others in transferring knowledge, such as: participating in a conference or training and transferring what he has learned to members of the school community. - The number of workshops and training courses he/she has delivered to others. - The strategies he used and their impact on his job performance. - The number of publications he wrote and published, such as articles on specialized websites or educational magazines. - Designing and publishing electronic awareness leaflets and magazines, the size of its beneficiaries, and its use to spread knowledge.
2.3.3	Participating in local, international , and global meetings and conferences	20	- Number and quality of participations in local, international and global meetings and conferences.
2.3.4	Using modern technologies to share knowledge	20	- Blogs, websites. Social media channels, the YouTube channel he created, the size of beneficiaries, and using them to spread knowledge. - Specialized sites in which he /she publishes or is a member.
2.3.5	Preparing and publishing of academic research and studies	20	- Publishing academic articles or research in magazines or websites. - A list of books, references and specialized sites which he/she reads or contributes to. - Writing, participating in, or publishing academic research in recognized periodicals and magazines.

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: 100

Sub-Standard Explanation:

This sub-standard focuses on the "creative and innovative ideas and projects" presented by the candidate in his field of specialization. His efforts to apply and develop them and measure their impact on the school community. In addition to the candidate's efforts in using innovative methods to solve problems and challenges in the work environment and leading the organizational innovation effectively. It also emphases on his distinctive role in creating an environment that stimulates creativity and innovation among members of the school community, and encouraging inspiring ideas that aim to develop the educational institution and raise the efficiency of the outcomes of the educational process.

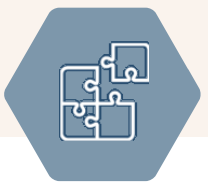| No.	Components	Mark	Results and Impact
3.1.1	Applying creative programs and ideas that improve individual and institutional performance	40	- Number of innovations and entrepreneurial initiatives implemented in the field of specialization/implementation of tasks and the positive results. - Rerecorded and documented innovations and the impact of innovations on improving the field of work. - The number of proposed ideas, the number of implemented ones, the size of its beneficiaries, and its impact on its beneficiaries.
3.1.2	Using innovative methods to solve the problems and challenges he/she faces in the work environment	40	- Problems and challenges solved using innovative methods.
3.1.3	Encouraging others (students, school staff) to innovate	20	- Participation in programs and initiatives that promote innovation in the educational institution. - The number and quality of creative programs and the number of beneficiaries. - The number of innovations by students and teachers in the candidate's field of specialization and their impact.

Main Standard (3): Creativity and Innovation in the Job	Sub-Standard (3.2): Innovative Use of Technology in Job Performance
	Total Mark: 150

Sub-Standard Explanation:

It is the ability to employ digital technologies, tools and applications in job performance in an innovative way and their impact on performing job tasks faster and with high quality. The ability to demonstrate his creative abilities to create active communication channels with targeted members of the school community to implement his job duties. The ability to highlighting his digital capabilities and competencies that he developed to reach an advanced stage of creativity in using them.

No.	Components	Mark	Results and Impact
3.2.1	Effective use of software in performing job tasks	50	- The percentage of employing technology in performing job tasks faster, with high quality and in an innovative way. - Results of use of digital tools to measure the impact of work; completed reports and solutions applied in the work environment. - Results and impact of technology use on the process of documenting, updating, and analyzing data, summarizing results and challenges and developing solutions. - Results and impact of the use of technologies in the digital follow-up of the job tasks. - Employing electronic questionnaires and their results in measuring the satisfaction of beneficiaries and the quality of services provided to them.
3.2.2	Achieving active digital interaction such as effective communication and production of digital educational and media materials	50	- Developing digital educational materials. - Designing and publishing digital awareness leaflets and magazines. - The quality of educational and information materials and their impact on improving the performance of the beneficiaries. - Using social media channels and YouTube channels. - Results of the use of technologies in increasing the effectiveness of communication with the beneficiaries.
3.2.3	Creativity and innovation in the digital field	50	- The number of digital innovations, the size of the beneficiaries, and their impact on them. - His capabilities in producing innovative digital content and publishing it in the educational institution.

Standard No. 4: Social Responsibility

The distinguished candidates are keen to make community and voluntary contributions and demonstrate a high sense of patriotism.

4.1: Volunteering and Community Service
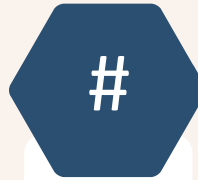
4.2: National Identity and Positive Citizenship

4.3: Community Partnerships

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

Sub-Standard Explanation: The UAE is one of the most countries of the world that show interest in volunteering, supporting volunteer work and encouraging community services. So, everyone must have a sense of social responsibility and make effective contribution to the development of society and promote cohesion among its members.

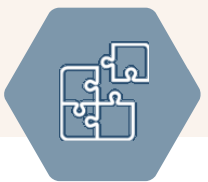| No.	Components	Mark	Results and Impact
4.1.1	Participating in school and community volunteer programs	30	- Number and quality of participations in voluntary work. - Number of beneficiaries in volunteer programs. - Outstanding achievements and initiatives in the field of volunteering and community service. - The impact of volunteer programs on him/ her and others. - The quality of the charitable services to which he/she contributes. - Number of beneficiaries in charitable programs.
4.1.2	Promoting volunteerism and community service among the members of the school community	20	- His/her role in the voluntary initiatives and programs adopted by the educational institution and their impact on members of the school community. - The extent to which school members are encouraged to volunteer and serve others through targeted programs and initiatives. - Number and quality of participants in different community and educational events such as sports, artistic, and cultural events.

Sub-Standard Explanation: The employee demonstrates his keenness to represent and enhance national identity and citizenship in the hearts of others. It also focuses on the initiatives and programs he adopted or contributed to at the school level to enhance national identity and positive citizenship and activate communication channels based on the principle of equality and mutual respect.
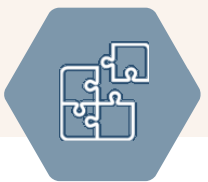
No.	Components	Mark	Results and Impact
4.2.1	Participating in the implementation of programs that promote the national identity and positive citizenship	20	- Joint projects with colleagues in the area of national identity. - Positive brochures, emails, papers, or digital content such as video aimed at promoting positive identity and citizenship. - The percentage of students' participation in diverse activities that enhance their national identity. - Examples of educational practices that enhance the national identity that the leadership of the educational institution focusses on. - Number of programs and initiatives that aim to promote the national identity and their impact. - Number and quality of contributions to the national activities and events such as the National Day, Flag Day, The Commemoration Day, and government initiatives and directions.
4.2.2	Contributing to enhancing the quality of life in the school environment	20	- His/her role in enhancing the wellbeing of the school community members (students and teachers) through quality initiatives that enhance positive social relationships. His/her impact on increasing the productivity and effectiveness of the work teams. - His role in enhancing the quality of digital life for members of the school community (students and teachers).
4.2.3	Effective positive communication with beneficiaries to promote the national identity	20	- Testimonies from colleagues and those around him / her that he/she empowered and supported them in the field of strengthening national identity. - Joint national projects with colleagues, promoting exchange and cooperation. - Effective positive communication with beneficiaries to enhance national identity.

Main Standard (4): Social Responsibility	Sub-Standard (4.3): Community Partnerships Total Mark: 40

Sub-Standard Explanation: It deals with the candidate's ability to build relationships and partnerships with parents and community institutions to achieve mutual benefit and to form sustainable relationships based on trust and mutual respect. The extent of communication with them as well as involving them in educational and community projects and programs and their impact on the school community.

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 and cooperation with parents and activating the roles of the Parents' Council to support his/her career. - Number of parents' participations in related activities carried out by the candidate (learning resources specialist, lab assistant, and other support jobs). - Positive communication with beneficiaries from the community.
4.3.2	Contributing to the establishment of community partnerships aimed at achieving the objectives of the operational plan related to the field of his specialization	20	- Number, quality and impact of partnerships in the field of his/her specialization. - Make suggestions in building relationships and partnerships that serve the field of his/her specialization, and how to benefit from them. - Positive communication with beneficiaries from the community. - Number of initiatives implemented in cooperation with partners, their results and impact on the students and school staff. - Strategies, tools and effectiveness of communicating with beneficiaries.

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.

To contact Sharjah Award for Educational Excellence

✉ **award@spea.shj.ae**

🌐 **https://award-shj.ae**

📞 **+971 50 957 8598**