Sharjah Award for Educational Excellence

30th Cycle

Year 2024

Explanatory Guide

Distinguished Individuals

Distinguished Student

Description of the Distinguished Student

This category is the main focus of the award since its launch in its first session, all students from grade 3-12 or year 4 to 13* in UAE public and private schools and in applied technology high schools are entitled to apply for the award to demonstrate evidence of academic excellence, talents, hobbies, digital competencies, innovation and creativity, and social responsibility.

*For schools that follow the British curriculum

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 Application or/ and winning will be withdrawn in the case that evidence or the presented documents have been proven to be incorrect.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

Nomination Conditions of the Distinguished Student

- All students from grade 3-12 or year 4 to 13 in public and private and in applied technology high schools in the country are eligible to apply for the award.

- Attach evidence of academic excellence, obtaining 85% or more, or an average of B+ in the descriptive reports or their equivalent for each of the three years preceding the year of nomination (2021-2022\2022-2023\2023-2024), taking into consideration that it should be approved by the school and the educational authority, and that it follows the historical sequence starting with the most recent. The year 2023-2024 is approved as a reference point for calculating the student's grade, so a third grader or year 4 student, not a second grader or year 3 student in the year 2023-2024, is accepted. This applies to all grades.

- The student is nominated for an interview if he/she obtains a score of (800) or above at the central arbitration.

Main Standards of the Distinguished Student

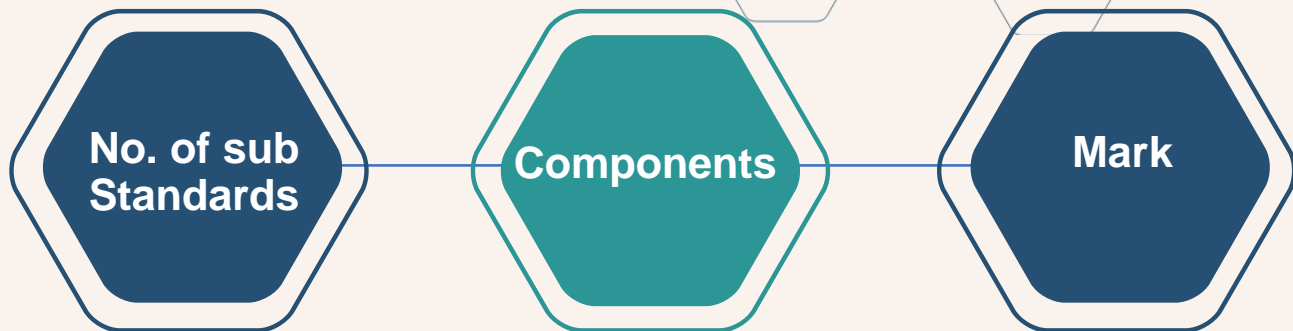First Standard: Academic Achievement and Progress

Second Standard: Personal and Skill Development

Third Standard: Creativity and Innovation

Forth Standard: Social Responsibility

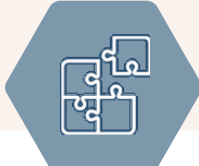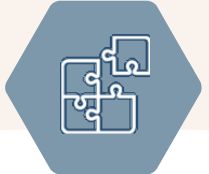| Standards	No. of sub Standards	Components	Mark
First Standard: Academic Achievement and Progress	2	5	300
Second Standard: Personal and Skill Development	3	11	350
Third Standard: Creativity and Innovation	1	2	200
Forth Standard: Social Responsibility	3	7	150
Total	9	25	1000

Standard No. 1: Academic Achievement and Progress

1.1: Excellence and Academic Progress

1.2: Achievement and Active Participation

Main Standard (1): Academic Achievement and Progress	Sub-Standard (1.1): Excellence and Academic Progress Total Mark: 100

No.	Components	Mark	Results and Impact
1.1.1	Achieving an attainment level of no less than 85% for three consecutive years	70	- Academic certificates for three consecutive years indicating that the student has obtained 85% or more, and that indicates his distinction. - The number and quality of certificates of appreciation for academic excellence at the level of the school/organization /country/world.
1.1.2	Rate of academic progress throughout the three years	30	- The percentage of academic progress in the three years. (Attach evidence that the student's grades has progressed from one year to another or from one semester to another, or evidence of his/her progress in the skills in different subjects from semester to another or year to year...)

Main Standard (1): Academic Achievement and Progress	Sub-Standard (1.2): Achievement and Active Participation Total Mark: 200

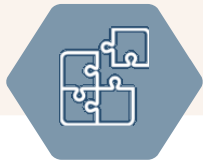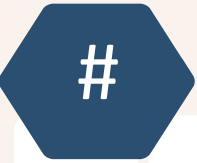| No.	Components	Mark	Results and Impact
1.2.1	Active participation in competitions at the school, organization, country, and world level	100	- Certificates of appreciation/win in competitions at the level of the school/organization/country/world. - The number of participations (wins/participations), not less than 3 participations/wins at the school level and two participations or two wins at the level of the organization, country or world (average of 5 participations/wins). - Considering the type of participation in competitions: whether the student won or just participated. - Diversity of areas (sports, scientific, cultural, social ....) - The impact of the participation on the student / those around him.
1.2.2	Active participation in various activities and events at the School, organization, country, and world level	50	- The number of participations in activities, not less than 3 participations at the school level and two participations at the level of the organization, country or world (average of 5 participations). - Considering the type of participation in activities and his role in them. - Diversity of areas (national, cultural, social ....) - The impact of the participation on the student / those around him.
1.2.3	Distinguished contributions to the learning process	50	- The percentage, amount, size and quality of student participation in the learning process (giving presentations, preparing scientific experiments, collecting information)

Standard No. 2: Personal and Skill Development

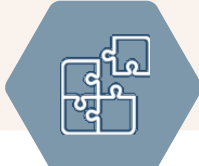## 2.1: Personal and Leadership Traits

2.2: Development of Abilities

2.3: Digital Competencies

Main Standard (2): Personal and Skill Development	Sub-Standard (2.1): Personal and Leadership Traits Total Mark: 100

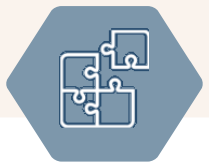| No.	Components	Mark	Results and Impact
2.1.1	The ability to lead different teams at the school, organization, country, and world level	20	- The number of participations and different situations that highlight the leadership traits of the student. (The teams he/she led. How many were there?) - The type of participation and its fields (level / field) (i.e., were these teams that he/she led at the level of the school / organization / country / world). - Areas of leadership. - How he influenced and was influenced by his leadership.
2.1.2	Future planning (a self-plan that clarifies the student's goals and future aspirations)	20	- A clear self-plan for future goals and how to achieve them.
2.1.3	The ability to communicate effectively with others	20	- The extent and type of communication, the number of beneficiaries , and its impact on the student and others. (What is the student's role in the communication process? Is he/she a recipient or a good communicator....? With whom does he/she communicate? Colleagues, teachers, school community, local community, global...)
2.1.4	Language fluency in different situations	20	- Different situations that shows the student's fluency and his/her use of the language.
2.1.5	The ability to self-learn (the responsibility of the student for his/ he own learning)	20	- Indicators and evidences present student self-learning and his/her ability of self learning (learning outcomes, presentations, projects)

Main Standard (2): Personal and Skill Development	Sub-Standard (2.2): Development of Abilities
	Total Mark: 100

No.	Components	Mark	Results and Impact
2.2.1	Possessing talents or hobbies that have an impact on the students and on others	30	- Grade 3 and 4 students identifies a talent or hobby and mentions two effects on him and those around him. Grade 5 to 12 students identify two talents or hobbies and mention two effects for each talent or hobby on them and those around them. - Indicate the impact of a hobby or talent on others. State the sustainability of hobby or talent. - Outcomes of the talent or the hobby on him/her and those around them.
2.2.2	The ability to develop talents and hobbies in exceptional ways	70	- Grade 3 and 4 students mention a method for developing his talent or hobby, and how he employs it. Grade 5 to 12 students mention a method for development, and two ways for employing them or their outcomes. - Methods of developing the talent or hobby (appropriate, varied, with a clear impact on developing the talent or hobby, distinctive and innovative employment, with a clear impact).

Sub-Standard Explanation:

Digital competence is the information technology skills that the student acquires through his practice of various digital learning methods, and his use of various digital programs and platforms according to an integrated methodology that ensures that he can use technology tools in the fields of research, inquiry, thinking, design and programming based on solving the problems he faces in innovative ways that show his technological capabilities.

No.	Components	Mark	Results and Impact
2.3.1	Distinguished use of digital tools, artificial intelligence, learning resources, and educational platforms in his/ her learning	40	- Search tools and digital resources for browsing, sorting, and creating information. - A student of grade 3 or 4 provides one method or one evidence of his/her outstanding use of the digital tools and one benefit resulting from his/ her use of these tools. Grade 5 to 12 students describe two methods or two evidences of his / her distinguished use of the digital tools, and two benefits for each method. - The extent to which different platforms are used distinctly, and the progress in using them to acquire skills and knowledge. - Diversity in digital research tools, learning resources, educational platforms, and artificial intelligence.
2.3.2	Communicate and collaborate with others to spread digital knowledge	30	- Blogs he/she created, and the number of their users. - Sites in which he /she is an active member, and through which he/ she shares his/her knowledge and experiences with others. - The digital networks he/she has built with learners from different backgrounds and cultures, and the extent to which he/she shares them in ways that help increase mutual understanding and learning. Note: For grade 3 or 4 students, it is enough to mention methods of using digital tools at the school level, only one tool and one method. Grade 5 to 12 students should use digital tools at the school level / local community, at least 2 tools with explanation of how he/she uses them).
2.3.3	Awareness of the digital safety policy and spreading the culture of safe use of the Internet among his/her colleagues in the school, his community and the world	30	- Invest his knowledge and awareness of digital safety principles to convey an honorable image to others. - Demonstrates his commitment to the policies and laws of Internet use that he knows and his means of disseminating this knowledge to others in the school community and the world. - The impact of this knowledge in preserving the student's digital identity and reputation in Emirati society and conveying an honorable image of him. (grade 3 and 4 students write one position, explaining its impact on strengthening digital identity, while grade 5 to 12 students write two positions, explaining the impact of each on preserving digital identity and reputation)
2.3.4	Creativity and innovation in the digital field	50	-Design or create digital tools and digital content through programming games or designing virtual environments, creating digital programs and games that support his learning and the learning of his colleagues, and forming learning communities that invest in digital opportunities in an innovative manner. - The number of digital innovations, the size of the beneficiaries, and their impact on the beneficiaries. (Grade 3 and 4 students provide one program and two results for it, while grade 5 to 12 students provide two programs and two results for each program)

3.1: Creative and Innovative Ideas and Projects

Main Standard (3): Creativity and Innovation			Sub-Standard (3.1): Creative and Innovative Ideas and Projects Total Mark: 200
No.	**Components**	**Mark**	**Results and Impact**
3.1.1	Introducing ideas, programs and projects that contribute to the development of the school community	50	- The number of ideas presented and implemented, the impact of these ideas, the type of ideas in terms of novelty and usefulness.
3.1.2	Planning and implementing an innovative or creative project according to clear steps and a clear scientific methodology	150	- The student presents an applied project or just one idea that is characterized by excellence and creativity. He writes his idea, a summary of it, its importance, and an implementation plan. - Clarity of the project plan and steps. - The quality and distinction of the innovative project. - The number of beneficiaries of the project. - The impact of the project on the student and its beneficiaries. - The use of scientific method in planning and implementing the project.

Standard No. 4: Social Responsibility
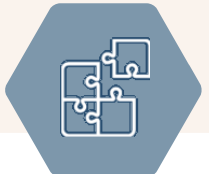
4.1: Volunteering and Community Service

4.2: National Identity

4.3: Positive Spirit

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	Contributions to school and community volunteering programs	25	- attach 4 activities, considering the following: • Number of volunteering opportunities. • The impact of volunteering programs on the student and others. • The quality of the community services to which he/she contributes. • Number of beneficiaries of the community programs.
4.1.2	Contributing to spreading the culture of volunteering at the local, national, and global levels	25	- Evidence for spreading the culture of volunteering (brochures, advertisements, awareness programs...).

Main Standard (4): Social Responsibility	Sub-Standard (4.2): National Identity Total Mark: 50

No.	Components	Mark	Results and Impact
4.2.1	Awareness of the importance of presenting an honorable image of the student and the United Arab Emirates	15	- Providing all evidence that shows respect for the country, its regulations and laws, and preserving its properties. (awareness behavior, service practices....) - Certificates of recognition or appreciation indicating his positive patriotic behavior.
4.2.2	Strengthening the Emirati national identity in others	10	- Publications, e-mails, paperwork or implementing programs that indicate strengthening the Emirati national identity in others. - Concentrating on the quality of programs and publications provided and the number of beneficiaries.
4.2.3	Contributions to the national activities	25	- A statement of the role he/she played in the national activities and the impact of these contributions on him/her and those around him/her. - Concentrating on the quality of activities contributing in, its diversity and level of participation.

No.	Components	Mark	Results and Impact
4.3.1	Spread the spirit of positivity in those around him/her	25	- Positive leaflets, emails or paper messages. - Situations that show that s/he spreads a positive spirit among those around him
4.3.2	Support the development of his colleagues and those around him/her	25	- Testimonies from colleagues and those around him/her that he/she strengthened and supported them. - situations that show his/her support for their colleagues and those around them.

Main Standard (4): Social Responsibility

Sub-Standard (4.3): Positive Spirit
Total Mark: 50

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.
- Ensure compliance with the required number of evidence for each main standard, substandard, and component by referring to the explanatory guide.
- Ensure that the number of attachments or video duration is not exceeded.
- Commitment to the specified formatting, font, and size as specified in the guidelines.

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Sharjah Award for Educational Excellence

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SHARJAH PRIVATE EDUCATION AUTHORITY

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