مؤسسة حمدان بن راشد آل مكتوم
للعلوم الطبية والتربوية

**Hamdan Bin Rashid Al Maktoum Foundation
for Medical and Educational Sciences**

# Participation Guide

# Distinguished School Award

Our Vision

**"A Pioneering Foundation Fostering Excellence"**

www.ha.ae

@foundationhbr

# Table of Contents

## About the Foundation

The Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance was established in 1998 in Dubai. The Award included various categories of academic performance and recognizing creative people. In April 2017, the Award became an independent Foundation per a decree issued by His Highness Sheikh Mohammed bin Rashid Al Maktoum - Ruler of Dubai. The Foundation aims to promote distinguished educational experiences that enhance the continuation of developing the educational systems and educational ideas based on sound philosophical origins, sustainable development plans and global competitiveness. The ultimate objective being the preparation of knowledgeable generations equipped with various skills and abilities, familiar with modern curricula, able to compete and deal with the rapid global change. The award was initiated and fully supported by the Late Sheikh Hamdan bin Rashid Al Maktoum, who paid special attention to education, realizing its power as a driving force of humanity. H.H. Sheikh Hamdan believed that education brings harmony between high human values, free movement towards knowledge and science, human development, and subsequently leading to a culture of professional knowledge. The Foundation 's educational strategy focuses on applying the best international standards in the preparation, guidance and performance evaluation of educators and learners. The Foundation recognizes the importance of educational quality in creating a common world of excellence and advancement.

## The Strategic Framework of the Foundation

### Vision

A Pioneering Foundation Fostering Excellence

### Mission

Designing and implementing distinguished awards and programs that empower achievements in medicine and education, while nurturing the giftedness of individuals

### Values

Pioneering - Integrity  -  Excellence  -  Innovation  -  Corporate Agility

### Strategic Goals

- Pioneering education excellence support.
- Pioneering medical excellence support.
- Pioneering the field of giftedness and innovation.
- An agile and leading foundation.

## Definition of Distinguished School Award

A distinguished school is an educational institution where the students achieve distinguished academic and behavioral results at the local and international levels beyond the expectations of the stakeholders due to applying an efficient and effective corporate governance system. The distinguished school is being managed according to the best practices and innovative methods, and focuses on achieving distinguished key performance results. It adopts modern and innovative technologies and methods and manages its technical and smart services effectively and progressively.

## Scope of the Award

- **The United Arab Emirates.**

All governmental and private schools, partnership schools, applied technology institutes, and other institutions that provide educational services at various schooling stages and supervised by the Ministry of Education, Emirates Schools Establishments, educational authorities, educational councils, or any official bodies in the country.

- **Gulf Cooperation Council (GCC) countries:**

Governmental schools covering all educational stages within the country and governed by the Ministry of Education in the following countries: Kingdom of Saudi Arabia, Kingdom of Bahrain, Kuwait, Qatar, Sultanate of Oman.

## Application Conditions

- A school is eligible to apply for the Award if it receives a grade of "Good" (Meets Expectations) or higher by the official school evaluation authorities.
- The school may apply for the award annually, but previous winners are not eligible to reapply.
- The application shall be submitted in the school's name, not its administrative body.
- A multi-stage school may apply for the award, provided that it is housed in a unified premesis and managed by a unified administration.
- A multi-cycle school may apply for the award representing only one educational cycle if it has a separate premesis and separate administration.
- A school is eligible to apply for the award provided that it had been established no less than four years ago, including the year of application.

- An eligible school shall file its Award application within the dates preset by the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

**Special conditions for GCC Countries schools, (in addition to the general conditions):**

- The candidate school must be governmental and supervised by the Ministry of Education in the participating country.

**Special conditions for private schools in the United Arab Emirates, (in addition to the general conditions):**

- Multi-Campus private schools carrying the same name may submit "independent" applications provided that the name of the particular campus is specified.

## Incentives and Rewards

- The winning school will be awarded a financial prize of AED 100,000, along with a certificate of appreciation, an excellence trophy, and attendance at the award ceremony. Additionally, they will have the opportunity to participate in a training program.
- The prize will be distributed equally, with 50% allocated to the school fund and 50% to the members of the team who prepared the winning school's files.

## Applicant's Journey

**First Stage:** Attending the training workshops designated by the Foundation.

The applicant shall attend the training workshops related to the award category he or she is applying for as will be determined by the Foundation.

**Second stage:** The applicant shall apply for the award via the Foundation website.

The applicant shall fill in the **e-application** form and upload all supporting evidence within the timeframe specified by the Foundation.

**Third Stage: Arbitration**

- Theoretical arbitration (document assessment)
- Field arbitration (personal interviews)

**Fourth Stage: Result Announcement.**

The competition results are announced through the Foundation's official channels.

## Criteria of Excellence of the Distinguished School Award



**First Criterion: Planning and Administrative Organization (300 points)**

The leadership of the distinguished school shall be able to achieve leading strategic results due to periodic update and evaluation of its strategic plan and the effective and efficient application of programs, projects and policies. The distinguished school should be keen on updating and adapting its organizational structure and main operations with the strategic plan, manages its main tasks, administrative systems and services in a controlled and innovative manner in accordance with best practices that ensure its continuous excellence and leadership.

**This criterion includes the following dimensions and elements:**

| Dimensions | Elements |
|---|---|
| 1.1 | 1.  Contribing to the preparation of the school's strategic plan |

| Dimensions | Elements |
|---|---|
| **Strategic Plan** (30 points) | 2. Publication and awareness of the plan<br>3. Implementing a system to measure, review and develop the school's performance |
| 1.2 **Operational plan** (45 points) | 1. Developing an operational plan which includes initiatives, projects and programs closely related to the strategic plan.<br>2. Developing an action plan to manage the initiatives, projects and programs of the operational plan, which shall cover the stages of planning, implementation and evaluation.<br>3. Coordinating with partners to design initiatives, projects and the operational plan program of a common nature and interest, clearly indicating the role played by the partners in the implementation and evaluation stages.<br>4. Implementing the operational plan by the school.<br>5. Developing and applying corrective measures to address the negative aspects of implementing the operational plan. |
| 1.3 **Working Systems** (45 points) | 1. Identify and classify the school operations needed to implement the strategic plan and achieve the objectives, arranging such operations in order of priority.<br>2. Contribute to developing clear and comprehensive manuals for operations, and disseminate them among the stakeholders, with periodic review, evaluation, and update.<br>3. Apply the best methods in developing and managing the operations in accordance with best practices. |
| 1.4 **Governance and Risk Management System** (45 points) | 1. Complying with the internal and external evaluation and audit reports issued by the concerned authorities such as, Internal Audit Office, Supreme Audit Institution (SAI).<br>2. Classifying the potential risks and their impact on work and services (financial risks: having a financial deficit).<br>3. Developing a risk management plan that includes procedures and scenarios to be followed and implemented. |
| 1.5 **Resource and Property** | 1. Making the optimal use of the property, the facilities and the equipment.<br>2. Adopting a clear policy for preparing, reviewing and evaluating the annual budget.<br>3. Generating special programs to develop financial and asset resources. |

| Dimensions | Elements |
|---|---|
| **Management System** (45 points) | 4. Developing special programs to rationalize expenditures.<br><br>5. Complying with the laws, rules and regulations related to the financial fields, and benefiting from the recommendations and remarks of the financial control authorities. |
| 1.6 **Service Management** (45 points) | 1. Identifying and classifying the services necessary to the implementation of the strategic plan and arranging these services in order of priority as part of the school's administrative system.<br><br>2. Designing and providing value-added services to the customers through adopting innovative solutions based on the customers' needs and current and future expectations, in which all stakeholders shall take part.<br><br>3. Applying the best methods in managing and developing the services in accordance with best practices.<br><br>4. Converting to electronic/smart services in providing and developing government unit services, continuously monitoring their performance, and maximizing their benefits. |
| 1.7 **Innovation Management** (45 points) | 1. Designing and providing value-added services using innovative solutions and ideas<br><br>2. Executing projects, initiatives, and programs in an innovative and distinguished manner.<br><br>3. Improving and developing operations related to the school using innovative solutions and ideas.<br><br>4. Adopting programs to develop the learners' creative thinking skills |

**Second Criterion: Quality of Life of the School Community and Partners (80 points)**

A school is a 'conrerstone' of a community, and the distinguished school contributes to achieving societal progress and prosperity goals and objectives sought after by all stakeholders and partners and seeks to enhance their quality of life in a sustainable way by empowering human resources and investing partnerships and school resources to providing sustainable added value and reach the highest levels of life quality.

**This criterion includes the following dimensions and elements:**

| Dimensions: | Elements |
|---|---|
| **2.1**<br>**Administrative, Academic and Technical Staff**<br>(40 points) | 1. Planning the school's current and future needs by the administrative, academic, and technical staff.<br>2. Developing documented "job descriptions" for all job categories in the school.<br>3. Developing a technical system for the management of human resources in the school.<br>4. Developing the performance of the academic, administrative, and technical staff.<br>5. Evaluating the performance of the academic, administrative, and technical staff for improvement.<br>6. Enhancing the performance of the academic, administrative, and technical staff.<br>7. Adopting an effective grievance system. |
| **2.2**<br>**Families of the Learners**<br>(20 points) | 1. The school plan shall provide programs and activities to serve the learners' families according to their needs.<br>2. Engaging the families of the learners in the school's programs and activities on a periodic basis.<br>3. Implementing effective communication channels with the learners' families that facilitates their interaction with the school.<br>4. Providing the learners' parents/legal guardians with comprehensive reports on their children's performance and development progress reports.<br>5. Providing the Parents' Council with 'real' and tanginle support so that they may effectively contribute to achieving the school's goals and show appreciation of their contribution. |

| Dimensions: | Elements |
|---|---|
|  |  |
| 2.3<br>**Interaction with the local and international community**<br>(20 points) | 1. Implementing joint projects with educational authorities which serve society and enable the school to provide services.<br>2. Implementing joint educational projects and programs with local and international societal institutions and figures.<br>3. Sharing and exchanging experiences with local and international educational institutions.<br>4. Participating in community and international events. |

**Third Criterion: Leading and Caring for Learners (220 points)**

The Distinguished School is keen to provide added value that meets the learners' aspirations and needs. It manages to "go the extra mile" by engaging learners and providing the best services in an environment that helps in achieving the results efficiently and effectively with constant measure of the quality of its outcomes using reliable data, and keeping pace with technological developments that result in achieving distinguished results on a continuous basis.

**This criterion includes the following dimensions and elements:**

| Dimensions: | Elements |
|---|---|
| 3.1 **Teaching and Learning Processes** (60 points) | 1. Adopting innovative methods by the teachers to increase learners' motivation towards learning. <br> 2. Adopting modern, environment context-appropriate teaching strategies. <br> 3. Providing the teachers with feedback about their teaching skills in practicing these strategies. <br> 4. Conducting enrichment activities that support the curriculum. <br> 5. Providing a suitable environment for the school for the application of modern teaching strategies. <br> 6. Adopting initiatives developed by teachers and learners that facilitate an attractive environment which serves the educational process. |
| 3.2 **Academic Achievement** (50 points) | 1. The school plan shall include specific programs to raise the the student's level of academic achievement. <br> 2. Implementing these programs and measuring their effectiveness in raising the students' level of academic achievement. <br> 3. Measuring and analyzing the progress of the learners' academic achievement periodically. <br> 4. Applying performance skills evaluation tools and analyzing their results. <br> 5. Comparing the learners' level of achievement with the level of achievement of other schools (local or international) and taking the necessary measures to raise its learners' level of achievement. |
| 3.3 **Caring for Superior, Talented and Low-Achieving Learners** (60 points) | 1. Identifying "Superior" students, place them in classifications through the application of standardized (national and international) tests, and provide them with apporpriate academic, professional, and personal care by the implementation of programs and activities that enhance their superiority. <br> 2. Reinforcing the efforts and achievements made by the superior students. |

| Dimensions: | Elements |
|---|---|
| | 3. Identifying "Talented" students, place them in classifications through the application of standardized (national and international) tests, and provide them with apporopriate academic, professional, and personal care by the implementation of programs and activities that enhance their talents. |
| | 4. Reinforcing the efforts and achievements made by talented students. |
| | 5. Identifying "Low Achiever" students, place them in classifications through the application of standardized (national and international) tests, and provide them with specialized remedial programs to raise their level of academic proficiency. |
| | 6. Training teachers on innovative teaching strategies that target remedial teaching/learning. |
| | 7. Reviewing and evaluating the school's efforts to care for the low achieving students and drawing up a future conceptual plan for continuous and sustainable care. |
| | 8. Embracing "students of determination," classify their individual disabilities, work toward integrating them with "mainstream" students and provide them with specialized remedial programs to raise their level of academic proficiency. |
| 3.4<br>**Behavioral Values**<br>(35 points) | 1. Developing an internal code of conduct and publishing it among the learners and their families.<br>2. Managing students' behavior in compliance with the code of conduct.<br>3. Setting up guidance and counseling programs for the implementation and compliance with behavioral values.<br>4. Developing a future vision for the behavioral values in the school community. |
| 3.5<br>**School Activities**<br>(15 points) | 1. Taking interest in the students' hobbies, and engaging them in the school, community, and voluntary activities.<br>2. Preparing and enabling the students to compete and make achievements in local and international competitions. |

## Fourth Criterion: Results (400 points)

The Distinguished School uses appropriate and reliable performance indicators for all enablers and adopts logical targets for these indicators. The distinguished school seeks to achieve its goals, analyze data periodically, connect the results with the underlying methodologies, determine improvement and development opportunities, and conduct benchmarking comparisons with similar and distinguished schools locally and globally.

**This criterion includes the following dimensions and elements:**

| Dimensions: | Elements |
|---|---|
| **1- Outcomes of Administrative Planning and Organization (150 points)** | |
| 4.1.1 **Outcomes of the Strategic and Operational Plan** (45 points) | 1. Achieving operational indicators related to the project/initiative/program within the operational action plan. <br> 2. The number of achievements and tangible results attained by the project/initiative/program. <br><br> **Outcomes of Opinion Metrics:** <br> 3. Opinion metrics associated with stakeholders (internal and external) regarding the design, implementation, and evaluation of the project/initiative/program. |
| 4.1.2 **Work Systems Results** (20 points) | 1. Efficiency of operations execution (e.g., reduction ratio in operation costs, increase ratio in outputs while maintaining the same inputs). <br> 2. Percentage of operations developed and enhanced compared to the total number of operations in the school. |
| 4.1.3 **Governance and Risk Management System** (25 points) | 1. The number of observations in audit and assessment reports, categorized by importance. <br> 2. The percentage of closed observations out of the total number of observations in audit reports, closed within the specified timeframe. <br> 3. The number of injuries resulting from school activities, including health-related injuries. |
| 4.1.4 **Result of Resource and** | 1. Budget compliance ratio <br> 2. Ratio of revenues increase. <br> 3. Increaed ratio of expenditure cutback. |

| Dimensions: | Elements |
|---|---|
| **Property Management** (20 points) | 4. Efficiency of maintenance operations for assets (buildings and facilities) conducted by the school to support the educational process |
| 4.1.5 **Service Management Results** (20 points) | 1. Performance indicator results related to services compared to approved targets.<br>2. Time required to execute a service compared to specified timeframes.<br>3. The percentage of services improved compared to the total number of services in the school.<br>4. Number of alternative solutions applied in service management and implementation of projects and programs from the approved alternative solutions plan.<br>5. Percentage of usage of electronic/smart services.<br><br>**Outcomes of Opinion Metrics:**<br>6. Beneficiaries' and stakeholders' satisfaction metrics with the school's services.<br>7. Partners' opinion metrics on service delivery.<br>8. Stakeholders' opinion metrics on electronic/smart service usage. |
| 4.1.6 **Innovation Management Results** (20 points) | 1. Number of creative ideas and innovative methods applied by the school, based on the analysis and review of performance results and best practices used in modern teaching strategies.<br>2. Budget percentage allocated for innovation out of the school budget.<br>3. Percentage of innovative students compared to total student number.<br>4. Percentage of innovative administrative and teaching staff compared to total employee number.<br>5. Percentage of students and administrative and teaching staff who have received training on innovation.<br>6. A number of services developed as a result of innovative ideas.<br>7. A number of operations developed as a result of innovative ideas. |

| Dimensions: | Elements |
|---|---|
| **2- Results of the School Community's and Partners' Quality Assurance (80 points)** | |
| 4.2.1 **Results of Administrative, Academic and Technical Staff** (40 points) | 1. Employee turnover rate. <br> 2. Absenteeism rate. <br> 3. Sick leave rate. <br> 4. Number of training hours. <br> 5. Academic staff performance results. <br> 6. Average voluntary hours for administrators and teachers. <br><br> **Results of Measuring the Views of Administrative, Academic, and Technical Staff:** <br> 7. Their impressions of school leadership. <br> 8. Their impressions of the work environment. <br> 9. Their impressions of job training and development. |
| 4.2.2 **Results of the Learners' Families** (20 points) | 1. Number of initiatives and activities in which the parents participate. <br><br> **Parents' impressions results:** <br> 2. Parent satisfaction with the school's support provided to students. <br> 3. Parent satisfaction with their children's performance. <br> 4. Parent satisfaction with the school's management. <br> 5. Parent satisfaction with the academic staff's interaction with them. <br> 6. Parent satisfaction with communication channels with the school. |
| 4.2.3 **Results of the Local and International Community and Key Figures** (20 points) | 1. Number of community initiatives. <br> 2. Volume of resources allocated for community service. <br><br> **Results of Society's impressions:** <br> 3. Community satisfaction with the school's initiatives. <br> 4. Community satisfaction with the school's participation in local and international events. |

| Dimensions: | Elements |
|---|---|
| **3- Results of Directing and mentoring Learners (150 points)** ||
| 4.3.1 **Results of Teaching and Learning processes** (40 points) | 1. Percentage of modern teaching strategies implemented in the school over the last three years.<br>2. Percentage of modern technologies employed by the school in the teaching processes over the three years.<br>3. Percentage of enrichment activities supporting the curriculum implemented by teachers over the last three years.<br>4. Percentage of innovative methods used by teachers to increase students' motivation towards learning over the last three years.<br>5. Number of initiatives by teachers and students adopted by the school to provide an engaging environment for the educational process over the last three years. |
| 4.3.2 **Academic Achievement Results** (50 points) | 1. Student graduation rates over the last three years.<br>2. Learners' success rates over the last three years.<br>3. External assessment results of student achievement over the last three years.<br>4. Number of learners who achieved a low grade within the expected achievement levels in the implemented instructional curriculum.<br>5. Number of learners who achieved an excellent grade within the expected achievement levels in the curriculum.<br>6. Number of learners who achieved an excellent grade compared to national and international standards.<br>7. Internal assessment results of student achievement over the last three years.<br>8. Learners' attendance rates over the last three years.<br>9. Number of programs implemented by the school to enhance learners' academic performance in instructional subjects.<br><br>**Student Perceptions Measurement Results over the last three years:**<br>10. Learners' satisfaction with their academic results. |

| Dimensions: | Elements |
|---|---|
| | 11. Learners' satisfaction with the school environment and the level of attention received from teachers and administrators. |
| | 12. Learners' satisfaction with the teaching and learning processes at the school. |
| | 13. Learners' satisfaction with the school's use of modern technologies to provide added value to learners. |
| | 14. Learners' satisfaction with the effectiveness and efficiency of various communication channels used in the school. |
| | 15. Learners' satisfaction with the school's transformation to innovate and advance its performance. |
| | 16. Learners' satisfaction with the programs implemented by the school to enhance academic performance in instructional subjects. |
| 4.3.3 **Results of Mentoring the High Achievers, the Talented, the Low-Acievers, & Students of Inclusion** (15 points) | 1. The percentage of learners who reached the outstanding benchmark over the last three years.<br><br>2. The percentage of gifted learners in the school according to the endorsed identification pertinent to the type of talent over the last three years.<br><br>3. The percentage of gifted learners who received ~~care~~ mentoring and support out of the total number of gifted learners.<br><br>4. The percentage of improvement in the performance results of learners with low academic achievement as a result of applying remedial instructional programs ~~to~~ for them.<br><br>5. The success rate of learners of inclusion in relation to their overall numbers in the school.<br><br>**Results of measuring students' and parents' views during the last three years:**<br><br>6. Survey results of high-achieving learners' views regarding the programs and activities implemented by the school for mentoring them during the last three years.<br><br>7. Survey results of gifted learners' views regarding the programs and activities implemented by the school for mentoring them during the last three years. |

| Dimensions: | Elements |
|---|---|
| | 8. Results of survey measuring the views of parents of learners of determination regarding the programs and activities executed by the school for mentoring them.<br><br>9. Survey results of low achieing learners' views regarding the school remedial Instructional programs to improve their learning. |
| **4.3.4**<br>**Results of Behavioral Values**<br>(15 Points) | 1. Number of programs implemented by the school for training the teachers and families of learners on how to deal with behavior correction and reinforcement programs inside and outside the school.<br><br>2. Number of positive and negative behavioral practices of learners registered by the school.<br><br>3. Number of programs and procedures implemented by the school to promote positive behavior.<br><br>4. Number of programs and procedures implemented by the school to correct negative behavior.<br><br>5. Number of learners who responded to programs designated to treat negative behaviors. |
| **4.3.5**<br>**School Activities Results**<br>(15 points) | 1. Number of learners participating in educational competitions and awards.<br><br>2. Numbers of learners participating in both school and voluntary programs and activities.<br><br>3. Number of programs and activities implemented by the school aimed at developing learners' hobbies.<br><br>4. Number of awards received by the school or its affiliated staff and learners as a result of participation in local and international school competitions over the last three years.<br><br>**Results of measuring students' views regarding school activities during the last three years:**<br><br>5. Learners' satisfaction with the programs and activities implemented by the school aimed at developing their hobbies.<br><br>6. Learners' satisfaction with the facilities provided by the school necessary for effective participation in school activities. |

**Submission of the Application**

- The Applicant school shall register electronically via the following link: https://tahkeem.ha.ae
- The applicant school shall make sure that it meets the requirements for participation in the award prior to proceeding with the application process.
- The applicant school shall submit the nomination application online within the pre-set dates, after which no application may be accepted. For any inquiries related to the electronic system, please contact the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.
- The applicant school shall fill in the application for the award in accordance with the prescribed conditions in terms of the number of words, number of attachments and quality of printed and audio-video evidence, as shown for each criterion and sub-criteria withing the e-application form.
- The applicant school's answers and attachments in relation to each criterion shall meet the requirements of the evidence evaluation tools shown in the e-application form.
- The applicant school shall attach supplementary documents (declaration, avowal, letters of recommendation) as required by the nomination form.

**Proofs and attachments**

- All submitted works, documents and proofs shall be the property of the Foundation's management.
- The Foundation has the right to publish the contents of the successful application after the announcement of the result to promote the "best educational practices" in the educational community.
- The applicant school shall, in the best of its ability, seek to meet the criteria of excellence based on the elements specified in the application form. Further, the applicant school may support its application with evidence it deems appropriate, provided that it complies with the set conditions.
- The significance of the evidence provided is determined by its strong indication of the intended purpose and its compliance with the set criteria, and which will score higher.
- Photos are not strong proofs of an activity unless they are supported by text evidence proving their authenticity.
- The proof and documents shall be restricted to the last three years plus the year of submission.
- Electronic links are NOT accepted as proof.
- The applicant school shall retain the attachments which size or number exceeds the set limit to be submitted at the request of the arbitration committees.
- The applicant school shall ensure that all documents and proofs are dated, stamped, and attested by the concerned authority.

- The more varied (level, local, international) the evidence issuing authorities are, the higher the score would be.
- The more the attached proofs are innovative and creative, the higher the score would be.
- No more than one proof may be attached per page. If two or multiple proofs are attached on the same page or if the proofs are illegible, they will not be credited scores; only evidence that comply with legibility conditions will be considered by the arbitration committee.

## Guidelines for the applying school

- The applicant school shall provide a brief explanation, not exceeding (150) words, for each dimension indicating the most prominent elements of the standard and provide the supporting documents at the correct place on the application form. (The applicant school may provide types of supporting evidence as it deems appropriate for the criterion and/or the dimensions).
- The number of proofs and attachments does not exceed 3 proofs for each element of the dimensions.
- The applicant school shall attach an (organizational structure) chart showing the names and positions of its staff.
- The attached documents shall be in pdf format, each proof shall consist of a single page, except for the (strategic, operational, and other) plans.
- Video proofs shall have a maximum length of 3 minutes.
- No more than five videos may be submitted for all aspects and dimensions of excellence.

## Terminology and Definitions

| Sr. | Term | Definitions |
|---|---|---|
| 1 | **Orientation, focus and adaption with quality of life.** | The school shall give priority to the quality of life of the learners, the stakeholders and the community. In addition, the school shall ensure adapting its vision, mission, strategies, all programs, policies, legislations and services to the goals of quality of life, and it shall adopt principles of quality of life as a means to reach its ultimate goal: i.e., community happiness. |
| 2 | **Applications of the quality of life** | The school shall put the principles of quality of life into action, adopting them as a daily routine, building institutional capacities, training and empowering the talented and human resources, and building the knowledge necessary to effectively manage and raise the levels of quality of life. |

| Sr. | Term | Definitions |
|---|---|---|
| 3 | Interdependence, integration and partnership to achieve comprehensive quality of life | Ensuring coordination of efforts to achieve the quality of life in the society by adopting an integrated institutional system that includes all authorities, sectors, geographical regions, and different stakeholders, as the quality of life represents an effective platform for integration, coordination, and constructive partnership between public and private schools and the community members and institutions. |
| 4 | Risk assessment and adaptation | The school's ability to manage risks, challenges, and transformations to ensure robust and flexible strategies, policies, and legislations. Robustness refers to the school's ability to continue performing its duties efficiently and effectively in cases of instability. While flexibility refers to the school's ability to adapt itself effectively and positively to changes through continuous evaluation and review, and the use of robustness testing and risk management tools to determine how its policies, legislations and strategies are appropriate in light of the surrounding changes and how the school is able to update them to face these changes efficiently. |
| 5 | Predictions and analyses | Studying and analyzing data to identify the potential opportunities, challenges, and risks; study future trends and their effects, and predict expected possibilities, using advanced statistical and analytical tools that support decision-making and enable the school to develop proactive strategies, initiatives and policies based on correct analysis. |
| 6 | Scenarios | Developing scenarios and alternatives based on the available data and analysis that support the decision-making process and incorporating the potential scenarios into the school's strategy. Scenarios play an important role in foreseeing the future; as these scenarios are mainly based on assumptions that cover several possibilities and the expected drives of change in the surrounding environment, thus it enhances the school's ability to consider a wide range of potential and logical alternatives to enhance its readiness for the future. |
| 7 | Strategic Planning | A systematic process that ensures building a future vision by identifying vision, mission, strategies and specific goals and ways to achieve them based on the status quo; or introducing the necessary vision, mission, strategies in response to new requirements or introducing fundamental improvements to the existing situation. |

| Sr. | Term | Definitions |
|---|---|---|
| 8 | **Strategic Plan** | A long-term plan that illustrates the methodologies with which the school would achieve its strategic objectives. |
| 9 | **Strategies** | The set of procedures provides an integrated framework that covers all stages of planning, implementation, follow-up, evaluation, and impact measurement. This framework ensures agreement and harmony of strategies with the long-term vision and national agenda set by the school or the ministry. It also focuses on priorities and proactive initiatives based on data and facts that ensure the school's readiness for the future, while it fullfils coordination and integration with all plans. The framework enables continuous monitoring of implementation, periodic impact assessment, and regular updates. |
| 10 | **Management of initiatives and plans** | A process that ensures the implementation of quality strategies and policies within the specified timeframe through the optimal exploitation of resources and tools, while ensuring flexibility of implementation, engagement of various stakeholders, and the incorpopration of effective mechanisms for feedback starting from initial implementation to decision-making, thus enabling the school to continuously review and improve. |
| 11 | **General Policies** | They form the school's principal rules embodied in a general framework which guide the school's leadership through making decisions related to all work aspects. |
| 12 | **Policies, laws, and regulations** | Designing and developing policies, laws and legislations that contribute to achieving the strategic goals and executing the school's main tasks and ensuring effective and continuous cooperation with strategic partners to determine the roles and responsibilities of the concerned parties through all stages of development, implementation and review of policies, laws, and legislation. These policies, laws and legislations must be updated and reviewed on a regular basis to ensure their suitability and effectiveness, and to check wether new policies and regulations are needed and/or update existing ones. |
| 13 | **Organizational structures and responsibilities** | Developing the organizational structure that enables the school to perform its tasks efficiently and effectively and enhances its ability to cooperate effectively with other parties and measure its ability to develop a flexible organizational structure in accordance with effective |

| Sr. | Term | Definitions |
|---|---|---|
| | | criteria that help clearly identify responsibilities and optimal utilization of available resources. |
| 14 | Governance | Developing an integrated and effective framework that ensures integrity, transparency, accountability and compliance with laws and regulations, and enhances trustworthiness with human resources, main customers (students, parents, teachers), stakeholders, and the society. The governance framework determines the rules and procedures necessary for making rational decisions related to the operation of the school, and determines the mechanisms of reviewing evaluation results, studies, reports of internal and external audits implemented by the relevant authorities, as well as corporate risk management plans that identify all types of risks, crises and potential disasters, assessing their probability, effects, and ways to dealing with them, in addition to developing plans and alternative scenarios to face any possible changes to ensure sound business continuity. |
| 15 | Methodology: | A certified method that determines the operational procedures ensuring consistent completion of operations and the provision of the targeted services. |
| 16 | Application | The extent to which the methodology is applied to all targeted groups, fields and levels as planned. |
| 17 | Results: | This criterion includes measures that monitor the main outputs and reflect efficiency, effectiveness, and performance excellence, which contribute to achieving competitiveness and have a positive impact on the quality of life. |
| 18 | Work Model | identifying and organizing appropriate operations to achieve the strategy and carry out the main tasks of the school, and identify the roles and responsibilities associated with such operations, and regular review of the general framework of operations and determine how it is effective for achieving the required outputs and for continuous improvement. The work model includes a comprehensive map that details the roles and relationships with all stakeholders and ensures the application of the most appropriate operating model to support the continuity of school operations. |

| Sr. | Term | Definitions |
|---|---|---|
| 19 | Goals | They represent the school's sought after future position or the desired level of performance, and these goals may be short or long-term. Setting and achieving goals help determine how successful the school is, and subsequently, strengthen teamwork and the spirit of the unity of aspirations of the whole school community. |
| 20 | Action plan | It identifies the actions and activities set to achieve the short-term and long-term strategic objectives. The plan details the available resources and the timetable for the implementation of projects. |
| 21 | Nurturing the talented and superior students | The school shall ensure enabling the talented and superior learners who have model behavioral skills, including the innovators who seek to adopt positive change and utilize their talents. |
| 22 | People of determination | Persons who are afflicted with permanent or temporary physical, sensory, mental, communicative, educational, or psychological disability, in whole or in part. They are described as people of determination due to the great efforts they make to overcome daily challenges but manage to make remarkable achievements. |
| 23 | Creativity: | Developing new ideas and converting them into services, procedures, systems, or modes of social interaction. |
| 24 | Service | A series of activities or procedures performed by the school or its representatives to meet the needs of its beneficiaries. Or it is the product of the various operations and activities made by the school and received by the client. |
| 25 | Information Services | A set of services related to the transfer of information from the school to the beneficiaries (learners, academic or non-academic staff and parents). These services may be provided as an initiative by the school, such as training programs or awareness campaigns, or at the request of a client. |
| 26 | Digital Services | Designing comprehensive services and delivery channels of digital services in line with the beneficiaries' lifestyle, preferences, and expectations, while ensuring that all clients and stakeholders can access the service (for example, people of determination, the elderly, and so on). |
| 27 | "Face Value" | The distinguished value provided by the school is in the form of services provided to the customers. |

| Sr. | Term | Definitions |
|---|---|---|
| 28 | Beneficiaries' Opinions | Collecting and understanding the beneficiaries' opinions and observations, particularly those related to their level of satisfaction with the school and its services. |
| 29 | Stakeholders/Related Groups | Board of Directors, beneficiareis, suppliers, partners, community, business community, and school staff. |
| 30 | School Assets | All movable and immovable funds owned by the school include lands, buildings, technologies, devices, equipment, machinery, public utilities, inventory and miscillaneus assets. |
| 31 | Accordance | Coordination of plans, operations, information, decisions, and materials to achieve the goals set by the school. Accordance and conformity require a general and common understanding of the school's goals, and use of certain standards and information available in planning, monitoring, analysis and development at the school level, its organizational sectors, and operations. |
| 32 | Organizational Sectors | Refers to the departments or divisions outlined in the school's organizational structure. |
| 33 | Performance Measures | Quantitative and qualitative information describing the outputs and performance of operations in the school. |
| 34 | Self-Evaluation | A series of systematic and planned reviews of the practices, operations and results implemented by the school based on excellence standards, and upon which an integrated plan of development and improvement is implemented. |
| 35 | Leadership - Excellence | Positive, unique, and superior performance, practices, and services. It is an advanced stage of proficiency and efficient and effective performance based on leading administrative concepts that focus on performance, results, customer service, effective leadership, management, operations development, human resources involvement, continuous improvement, innovation and building successful partnerships. |
| 36 | Benchmarking | Comparing performance and outcomes with other distinguished schools in specific fields to identify best practices at the local, regional, or international level within the same work context to benefit from their experiences. |
| 37 | Initiative | A set of interrelated activities related to an innovative or unprecedented idea outside the scope of daily operational activities that aim at assisting |

| Sr. | Term | Definitions |
|---|---|---|
| | | the school to achieve the targeted levels of institutional performance in each field. |
| 38. | Partnership | A relationship between two parties who participate in achieving a strategic goal/nation level indicator, providing a service, implementing a program/project using and integrating the different capabilities and skills of the partners. |
| 39 | Internal Partnerships | Developing a network of intra-department relationships to ensure flexibility and responsiveness, rapid exchange of information and experiences, and continuous improvement. |
| 40 | External Partnerships | Partnerships with the school clientelle, suppliers, government and community agencies, legislative authorities, local community groups, research centers and universities that have a direct relationship with the school's work. |
| 41 | Transparency | Giving all stakeholders sufficient opportunities to familiarize themselves with the information and decisions of their concern, and the underlying reasons, the responsible parties, and the consequences thereof. |
| 42 | Complaints | Written or verbal communication submitted by the clietnelle expressing their dissatisfaction with a product or a service or with their quality, quantity, timing, etch. |
| 43 | Operations | A series of procedures and steps for which various (material, human, information) resources are allocated to ensure the provision of a service or product or the completion of a certain task. |
| 44 | Main Operations | Completion of tasks, activities, and services that are most important and have an impact on the school's results and operations. |
| 45 | Effectiveness | How performance and/or achievements correspond to the goals set in relation to the related period. The effectiveness is measured by the extent to which these goals are accomplished. |
| 46 | Efficiency | The ratio of the resources planned to be used compared to the resources that are used for the completion of a task during a given period. |
| 47 | Capabilities | All the means and methods used by the school to achieve its strategic goals which may include operations, services, policies, programs, projects, etc. |

| Sr. | Term | Definitions |
|---|---|---|
| 48 | School Values | The general principle and behaviors of the employees and the students, and the prevailing customs and beliefs upon which work relationships are based, which reflect and reinforce a certain institutional culture. |
| 49 | Subjeqent Targets | All individuals and/or organizations that indirectly benefit from the school's activities and services. |
| 50 | The Clientelle | Everyone who has a direct contact with the school to receive service or product. |
| 51 | Continuous Improvement | A management method to achieve leadership by introducing partial or minor adjustments to operations and performance standards to upgrade them to better levels. |
| 52 | Job Grievance | Submitting a complaint or observation by an employee, usually about the actions taken against him/her or as a result of unfair treatment due to lack of application of the laws and regulations or due to the practiced actions. |
| 53 | Empowerment | Giving school staff, academic or non-academic, the powers and responsibilities to make decisions related to their duties and providing them with the skills and knowledge necessary to do their jobs well. |
| 54 | Resource Management | The methodology used in planning, organizing, controlling, directing, and procuring all available financial or human resources, property or information in order to achieve the desired goals. |
| 55 | Analysis | Examining the collected facts and data to make rational and effective decisions, including studying relationships and finding out the reasons for any shortcomings. The analysis provides evidence and guidance for the school management to achieve good results. |
| 56 | Institutional Learning | Collecting information, acquiring knowledge, and applying practices that lead to improvement or change for the better, including benchmarking, review, internal and external evaluation, studying best practice, review of the best experiences. |
| 57 | Modern Technologies | Practical applications resulting from research in various fields, including advanced means, tools, mechanisms, and equipment that help complete tasks in an effective and efficient manner. |
| 58 | Electronic/Smart School | It is a generic description that refers to the school's commitment to conducting its work, communicating, and providing its services through modern technology means (tablets, smartphones, internet, robots, etc.) |

| Sr. | Term | Definitions |
|---|---|---|
|  |  | to ensure continuous provision of services through distant settings (online). |
| 59 | Employing Advanced Technology (Artificial Intelligence, Digital Transactions...) | Developing and investing partnership opportunities between the school and public and private sectors, especially with research and development institutes, to find out, identify and use advanced technology, current and future to enhance service delivery and provide added value to stakeholders. |
| 60 | Digital Infrastructure | Enhancing the utilization of the available digital infrastructure and seek to efficiently use technology in all relevant aspects of work. |
| 61 | Job Turnover | Extent of the change (departure) of the academic and non-academic staff in the school population. The rate can be determined by dividing the number of employees who leave school by the total number within any given period. |
| 62 | Revenue Generation | Providing additional sources of income. |
| 63 | Innovation | Seeking, by the school, its staff, and learners, to generate innovative ideas and develop new products, services and processes that raise the quality of life in order to improve efficiency, effectiveness and competitive advantages, adding value to the school and its stakeholders. |
| 64 | Performance | The set of achievements and outcomes achieved by individuals, work teams, or organizational units in the school. |
| 65 | Performance Measures | Quantitative and/or qualitative information describing the outputs and performance of operations by the school. |
| 66 | Change Management | Coordinating, communicating, and monitoring change in the school practices |
| 67 | Work Systems | A set of regulations, laws, decisions, orders, instructions, and policies that sets the procedures and steps to be taken for achieving a specific goal. |
| 68 | Continuity of relationship | Building positive, effective, and long-term partnerships with the partners, and maintaining such partnerships by providing opportunities to create new ideas, creativity and innovation, and ensuring success and benefit for all partnership parties. |
| 69 | Exchange of Experiences and Practices | Developing and implementing a clear methodology for exchanging knowledge acquired by the academic and non-academic staff through their experience, successes and dealing with challenges, and building institutional capacities for knowledge exchange and support programs |

| Sr. | Term | Definitions |
|---|---|---|
|  |  | and initiatives and promote the exchange of experiences and successful practices at the local and global levels. Providing distinguished services in close cooperation with research institutions, universities, entrepreneurs, and all concerned to exchange experiences and successful practices. |
| 70 | **Property Preservation** | Planning, managing, optimizing, and maintaining the school's property in an effective and efficient manner to support the implementation of strategies, while meeting sustainability requirements, observing environmental specifications in procurements and ensuring the use of environmentally friendly materials and systems. |
| 71 | **Entity Data** | Developing effective systems, solutions, and platforms to collect, update and protect the school data, which shall be correct, suitable and available on time to support decision-making processes at various levels in the school. In addition, to monitoring, maintaining, and updating the specific data within its responsibilities, and providing and exchanging data and information with the concerned authorities, while observing the policies relating to information privacy and security. |
| 72 | **Human Resources Management** | Providing high quality human resources services in accordance with human resources laws, policies, and regulations to ensure justice, equal opportunities, and transparency, and providing a healthy, positive, and stimulating work environment that raises levels of productivity and creativity. Developing institutional plans for management of human resources, including determining the behavioral, social, administrative, and academic staff competencies required to implement the strategies and tasks, identifying training needs, developing, and implementing training and professional development plans to ensure that human resources obtain the necessary competencies, skills and information. It also includes developing and implementing an effective system for managing individual performance that provides accurate and timely information on the employee's performance levels, linking it to reward and motivation mechanisms. |
| 73 | **Quality of Life in the Work Environment** | Building an ideal work environment which provides the right resources and appropriate levels of support, observes the quality and safety of the physical environment, instills values, enhances trust and positive relationships among employees and with the stakeholders. The school seeks to achieve happiness and quality of life for employees, as it believes that happy employees are the best role models for other co-workers and |

| Sr. | Term | Definitions |
|---|---|---|
| | | can create a culture of satisfaction and cooperation in the workplace. They also play a vital role in improving outputs and performance results and raising the levels of happiness and quality of life for the community. |
| 74 | **Human Capital** | Caring for the human capital, mainly the school's employees who implement initiatives, projects and services related to their field of work. Human capital is inclusive of staff employed in accordance with the civil service law, contracts, and daily wage contract, whether they are full-time, part-time, or temporary employees. |
| 75 | **Lifelong Learning** | Providing educational opportunities that enable the individuals to develop themselves and improve their skills and abilities continuously by employing new and non-traditional practices that contribute to enhancing the efficiency and effectiveness of the school's outputs and performance results. |
| 76 | **Empowering the Talent** | Empowering any individuals (students and staff) who enjoy having real talents, who have the best competencies and the highest levels of behavioral skills, including innovators who seek to adopt positive change and contribute to improving the clientelle experiences. In addition, they seek to building effective partnership relationships to implement the concept of the interconnected school to highten its "added value" and enhance happiness and quality of life. |

- **Excellence Criteria:** Requirements for educational excellence.
- **Dimensions:** The sub-criteria under each main criterion of excellence.
- **Award Cycle:** The period from the application submission up to the announcement of results.
- **Introductory Summary:** The written transcript where the applicant school describes, explains, and justifies why its performance, activities, scope of work and accomplishments are to be considered distinguished in accordance with the criteria and dimensions of excellence set by the Foundation.
- **Letters of Recommendation:** Letters authored by the applicant school's reference authority in its support and in confirmation of its eligible candidacy for this prestigious award.
- **Application for Nomination:** The application form available on the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance website, which shall be filled out by the school applying for the award accompanied by the required supporting documents.
- **Theoretical Arbitration:** The initial stage of the application evaluation process which includes a theoretical arbitration of the introductory summaries of all criteria and dimensions and of their supporting proofs.
- **Field Arbitration:** The second stage of the application evaluation process which includes holding interviews and/or conducting field visits, during which the applicant school's overall documentation is scrutinized.

# Best Wishes for Continuous Excellence and Innovation