

مؤسسة حمدان بن راشد آل مكتوم
للعلم والطبية والتربوية
Hamdan Bin Rashid Al Maktoum Foundation
for Medical and Educational Sciences



Participation Guide

Distinguished Teacher Award

Our Vision

“A Pioneering Foundation Fostering Excellence”



www.ha.ae



@foundationhbr

Table of Contents

Subject	Page
ABOUT THE FOUNDATION	3
DEFINITION OF THE DISTINGUISHED TEACHER AWARD	5
ELIGIBLE APPLICANTS	5
APPLICATION CONDITIONS	5
INCENTIVES AND REWARDS	8
APPLICANT'S JOURNEY	ERROR! BOOKMARK NOT DEFINED.
EXCELLENCE CRITERIA OF THE DISTINGUISHED TEACHER AWARD	9
FIRST CRITERION: SELF AND LEADERSHIP EFFICIENCY (250 POINTS)	10
SECOND CRITERION: COGNITIVE AND PROFESSIONAL EFFICIENCY (450 POINTS)	13
THIRD CRITERION: COMMUNICATIVE EFFICIENCY AND QUALITY OF LIFE (150 POINTS)	18
FOURTH CRITERION: EFFICIENCY IN NATIONAL AND COMMUNAL COMMITMENT (150 POINTS)	21
RECOMMENDATION	23
GUIDELINES	6
DEFINITIONS AND TERMINOLOGY	23

About the Foundation

Initiated by the late Sheikh Hamdan bin Rashid Al Maktoum, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance was established in 1998, followed by the establishment of Sheikh Hamdan Bin Rashid Al Maktoum Award for Medical Sciences in 1999. The aim was to strengthen excellence in the educational and medical sectors, foster innovation, and support high-quality initiatives. These Awards were designed to identify, nurture, and encourage talent while advancing scientific research in these crucial fields.

Within a few years, the scope of services and partnerships of both Awards expanded from the local framework to regional and international levels, especially with prestigious international and regional organizations such as the UNESCO, ICESCO, ALECSO, Arab Bureau of Education for the Gulf States, Fab Lab Organization, World Council for Gifted and Talented Children, International Research Association for Talent Development and Excellence, as well as reputable medical entities like specialized universities and international hospitals. This posed more challenges for the Awards that required an advanced administrative structure and additional resources .

In 2018, a law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance, giving the educational initiative its own institutional identity. In 2023, another law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. This law facilitated the transfer of the educational and medical initiative legacies into a single foundation that now possesses a rich portfolio of ongoing programs and projects, along with a solid springboard for further innovation aimed at enhancing governmental and societal efforts in highlighting the importance of the education and medical sectors. The foundation works towards spreading a culture of talent, innovation, excellence, and quality, contributing to the enhancement of quality and performance levels, and fostering creativity in educational and medical institutions at both local and international levels. This includes related elements and components in line with global best practices. Additionally, the foundation contributes to the establishment and support of innovation, talent, and scientific research centers and programs.

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 the Distinguished Teacher Award

The Distinguished Teacher Award is an award presented to a teacher whose performance exceeds basic specialization and profession competencies to achieving higher, unique and impressive competencies.

Eligible Applicants

Teachers in the following domains may participate in the award:

- The United Arab Emirates.
- Gulf Cooperation Council (GCC) Countries, including: Kingdom of Saudi Arabia, Kingdom of Bahrain, Kuwait, Qatar, Sultanate of Oman.

Application Conditions

Applicants for the award must meet the following conditions:

- The applicant should have an instructional position and practice teaching in one of the government or private schools during the nomination period for the award.
- Teachers may apply for the award annually, but previous winners are not eligible to reapply.
- The award applicant must have obtained a rating that exceeds expectation (Outstanding) in the annual performance evaluation in one of the three required years for nomination, and not less than a grade of "Very Good" or meeting the required expectations in the remaining two years.
- The applicant must represent a single school.
- If the teacher works in a private school, they must attach an official letter from the school administration confirming their full-time employment.
- The teacher must submit a recent video clip of a complete lesson lasting for 45 minutes or a similar duration, depending on the educational level. The video should clearly state the date and time at the beginning of the class; the recorded lesson must be conducted during the same year of application.
- The teacher's experience in the teaching field must be no less than three years.
- Attending the orientation workshop organized by Hamdan Foundation.
- Commitment to the submission deadlines set by the Hamdan Foundation.
- Submission of recommendation letters from the school principal and a colleague teacher.

Special conditions for applicants from GCC countries: In addition to the above-mentioned conditions, the applicant must:

- The teacher must be a citizen of the country from which they are applying within the country
- The teacher must have either received one of the distinction awards in the teacher category at the regional or ministerial level, or has obtained a certificate from the Ministry of Education confirming their excellence and eligibility for nomination for the award.

Guidelines

General Instructions

Submission of the Application

- The Applicant shall register electronically via the following link: <https://tahkeem.ha.ae/general>
- The applicant shall make sure that he/she meets the requirements for participation in the award prior to proceeding with the application process.
- The applicant 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 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 its dimensions withing the e-application form.
- The applicant'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 shall attach supplementary documents (declaration, avowal, letters of recommendation) as required by the nomination form.

Proofs and attachments

- The applicant shall, in the best of his/her ability, seek to meet the criteria of excellence based on the elements specified in the application form. Further, the applicant may support his/her application with evidence he/she 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 ; such evidence will score higher.
- Photos are not strong proofs of an activity unless they are supported by text evidence proving their authenticity.

- The proofs and documents shall be restricted to the last three years plus the year of submission.
- Electronic links are NOT accepted as proofs.
- The lesson video shall be recorded during the same year of application, filmed continuously without editing or montage, and clearly demonstrate the lesson introduction, instructional/learning situation, conclusion, and teacher–student interaction.
- The applicant shall retain the attachments which size or number exceeds the set limit to be submitted at the request of the arbitration committees.
- The applicant shall ensure that all documents and proofs are dated, stamped and attested by the concerned authority, and clearly display the school's official letterhead.
- 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.
- All submitted works, documents and proofs shall be the property of the Foundation's management.
- The Foundation may publish the contents of the successful application after the announcement of the result in order to promote the “best educational practices” in the educational community.

Special Instructions:

- The applicant shall provide an introductory summary for each of the main criteria and their dimensions. The maximum total word count of the summary should be as follows: 1- First Criterion: Self and leadership efficiency (1000 words); 2- The second Criterion: Cognitive and professional efficiency (1800 words); 3- The Third Criterion: Communicative efficiency and quality of life (800 words); 4- Fourth Criterion: Efficiency in National and Communal Commitment (600 words).
- The applicant should adhere to set attachment size, number of proofs required for each dimension (up to 5 attachments per dimension – 2 proofs per attachment). If the attachment is unclear, no points would be awarded.

Incentives and Rewards

- The winning teacher receives a cash reward of AED 60,000, an “Excellence Trophy,” attends the Honoring Ceremony, and is eligible to be enrolled in a training program.

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 Or field visits)



Fourth Stage: Result Announcement.

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

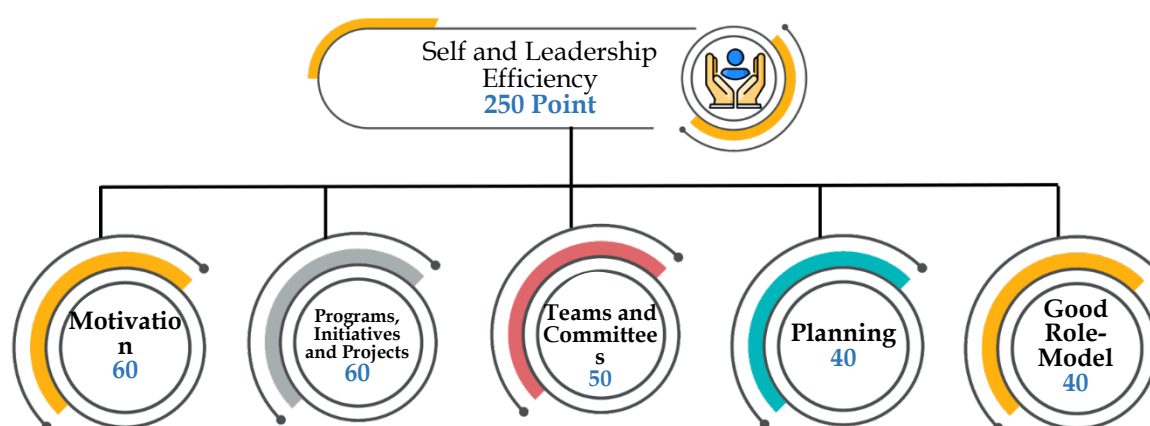
Excellence Criteria of the Distinguished Teacher Award



First Criterion: Self and Leadership Efficiency (250 points)

The distinguished teacher shall have a clear vision, mission, and values; being highly efficient in purposeful planning in a manner that contributes to accomplishing distinguished initiatives, projects and programs, which have an effective impact on the performance of the students and the school. The teacher shall have high leadership skills, which indicates that he plays an effective and influential role in the various teams and committees related to education. The teacher shall be a positive person, who has made influential and motivating contributions to others in the surrounding environment.

This criterion includes the following dimensions:



Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
1.1 Good Role-Model (40 points)	The applicant possesses a character and does deeds that are considered an example to be followed. Others are encouraged to follow in her/his footsteps, exerting more effort to achieve higher performance.	<ul style="list-style-type: none">• A personal perspective of the teacher regarding exemplary behavior.• Professional deeds towards colleagues, students, parents, and school administration.• Events and activities aimed at promoting exemplary behavior.• Surveys regarding the impact of the teacher as a role model within the school community.

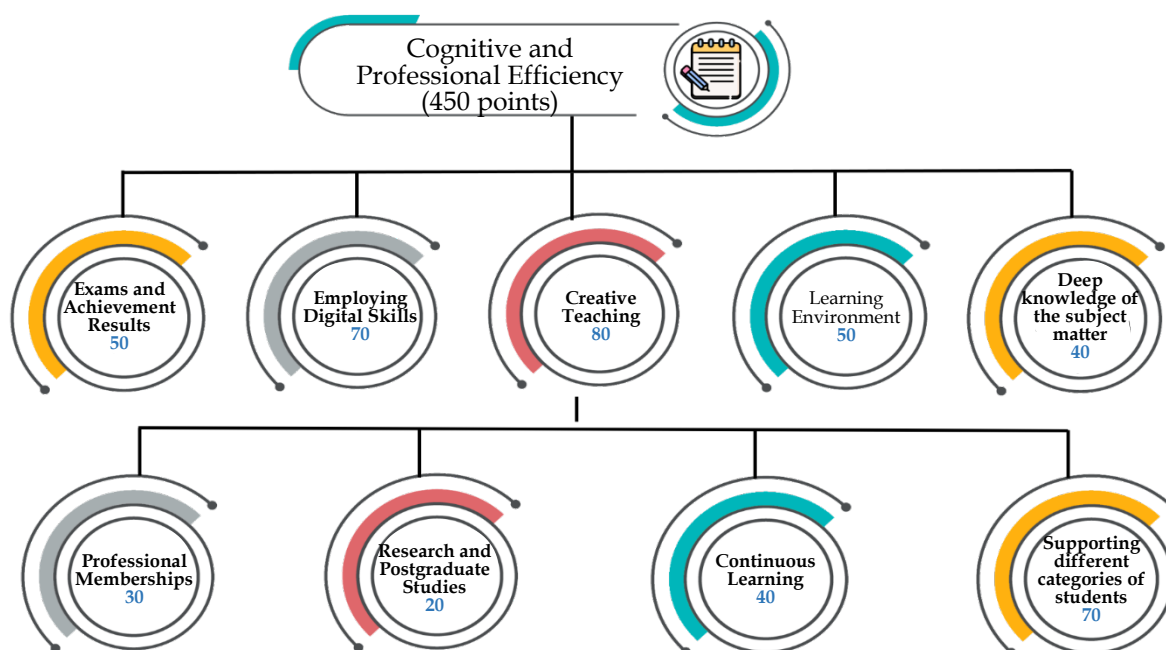
Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
1.2 Planning (40 points)	A comprehensive preconception of all dimensions and components of the education process and observing the interrelationships between such dimensions and organizing these components together in an elaborate manner that contributes to achieving the educational goals.	<ul style="list-style-type: none"> The teacher's vision, mission and values and their relationship to the Ministry's vision, mission and values. Examples of comprehensive and integrated plans designed by the teacher individually or in collaboration with colleagues (annual plan, instructional plan, student care mentoring plans, etc.).
1.3 Teams and Committees (50 points)	A group of individuals who perform a specific work together based on an official assignment, during which they demonstrate skills such as leadership, teamwork, positive communication, etc.	<ul style="list-style-type: none"> Administrative decisions and circulars indicating the teacher's participation in teams and committees. Prepare a list of the teams and committees led by the teacher or in which he/she participated. Highlight the roles played by the teacher in leading and participating in teams and committees at the school level and beyond. Present the outcomes and objectives achieved as a result of the teacher's leading and participating in teams and committees using proper measurement tools such as opinion polls, questionnaires, etc.
1.4 Programs, Initiatives and Projects (60 points)	Organized and purposeful activities, events and projects that aim to achieve educational visions and goals at the individual and institutional levels, which shall be novel, proactive and innovative.	<ul style="list-style-type: none"> Prepare a list of programs, initiatives and projects implemented by the teacher, or in which he/she participated. Highlight the teacher's leadership roles in sustainable innovative programs, initiatives and projects. Present the results and objectives achieved as a result of leading and

Dimension	Interpretation	Sample supporting evidence. (examples but not limited to)
		participating in programs, initiatives and projects using proper measurement tools such as opinion polls, questionnaires, etc.
1.5 Motivation (60 points)	Efforts of encouragement made by individuals and/or institutions to enhancing existing capabilities and generating more potentials.	<ul style="list-style-type: none"> • A motivational plan that includes mechanisms for the inspiration of the self, colleagues, and students, along with the consequent outcomes. • • Proof and examples of the teacher's participation, the co-workers' and the students in various competitions and activities. • Presenting results showing a remarkable increase in the rates of achievement, performance, and development, while highlighting the role played by the teacher in accomplishing those results. • Providing proofs of winning awards and competitions at school and higher levels.

Second Criterion: Cognitive and Professional Efficiency (450 points)

The distinguished teacher demonstrates a deep knowledge of the subject matter he/she teaches, is fully committed to performing duties in a manner that positively affects the students' performance due to adopting distinguished teaching strategies and methods. The teacher shall be highly proficient in employing his/her digital skills in the learning environment using the educational platforms and modern technological programs that show creative and innovative educational practices, which contributes to raising the level of digital awareness among the students. The teacher shall have unique contributions that result in improving the student's levels of performance and skills, while observing their different needs. The teacher shall develop him/herself in his/her area of specialization for the benefit of the students and co-workers.

This criterion includes the following dimensions:



Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
2.1 Deep knowledge of the subject matter (40 points)	Mastering his/her subject of specialization in a way that reflects the teacher's ability to understand the subject matter in detail, and have the skills to presenting and teaching it in a manner which contributes to enhancing the cognitive efficiency of students and deepening colleagues' knowledge.	<ul style="list-style-type: none"> • Evidence of Teacher/Instruction evaluation by the principal, head of academic department and colleagues. • Subject matter enrichment mechanisms (curriculum analysis, scholarly workshops, specialized training, websites and blogs, etc.). • Certificates of appreciation that highlight the teacher's deep knowledge of his/her subject. • The teacher's professional license.
2.2 Learning Environment (50 points)	The physical and psychological settings of the classroom where the learning process takes place, and which play a key role in creating a supportive learning environment characterized by excitement, joy, and positive interaction.	<ul style="list-style-type: none"> • Photos and videos that show the attractive and interesting classroom environment. • Innovative models and mechanisms of classroom management. • Models and initiatives that make the classroom a learning community. • Videos that show the mechanisms utilized to create cooperative learning in the learning environment. • Questionnaires and opinion polls on the effectiveness of the classroom environment as a supportive environment for active learning.
2.3 Creative Teaching (80 points)	Having the knowledge and ability to teach in a non-traditional way that ensures an educational environment that fosters active and meaningful teaching and demonstrates the teacher's creativity and state-of-the-art teaching.	<ul style="list-style-type: none"> • Preparing a list of the strategies and creative teaching methods adopted by the teacher. • Videos that show the teacher's creative teaching and its impact on elevating the learners' motivation towards learning. • Questionnaires and opinion polls on the effectiveness and efficiency of the teacher's creative teaching methods from the point of view of specialists and experts. • Proofs that the teacher is able to transfer her/his creative teaching methods to co-workers, and the effects of such transfer.
2.4	Smart and effective use of information technology in the learning environments to achieve high-quality interactive digital learning that	<ul style="list-style-type: none"> • Preparing a list of the digital platforms, programs and applications used by the teacher.

Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
Employing Digital Skills (70 points)	contributes to raising the level of electronic awareness of the learners and opens up opportunities of development and innovation.	<ul style="list-style-type: none"> • Videos showing the use of smart learning tools by the teacher and students. • Proofs of the innovative electronic programs designed by the teacher. • Listing the impacts of using the digital skills on raising the level of electronic awareness of learners. • Proofs that the teacher transfers her/his innovative digital experiences within the school and outside. • Evidence of the teacher's use of artificial intelligence in supporting smart learning and enhancing learning outcomes.
2.5 Exams and Achievement Results (50 points)	Results of standardized tools of evaluation and measurement to identify the learner's knowledge, abilities, readiness, and competence to determine his/her level of learning.	<ul style="list-style-type: none"> • Samples of the different evaluation tools applied by the teacher per modern scientific methods. • Certified samples of analyses of students' academic achievement results attained through the various evaluation tools applied by the teacher. • Comparing the students' achievement results in two different periods to identify the students' level of improvement. • Highlighting the teacher's efforts in improving learners' academic achievement levels and developing the educational process by analyzing the results of the evaluation tools.
2.6 Support to Students of Different Categories (70 points)	Efforts made to identify various student groups within the school community and the provided support and mentoring to elevate the level of groups' members and refine their academic and creative skills through comprehensive programs, and meaningful activities and events.	<ul style="list-style-type: none"> • Proofs of the mechanisms, methods and means used by the teacher to identify students' learning differences and classify them into different categories (the gifted - the superior - the low achievers and others) based on modern scientific approaches. • Preparing and designing an integrated program for the care of the gifted, which shall provide for clear objectives, implementation procedures, means, methods and activities, program scheduling, performance indicators, evaluation methods...), providing proofs that

Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
		<p>explain the methods of discovery and care, a list of the talented students and their talents, the teacher's role in nurturing and employing their talents inside and outside the school, and the results achieved from implementing the program (such as the participation and winning in competitions and various activities).</p> <ul style="list-style-type: none"> • Preparing and designing an integrated program for the care of superior students, preparing a list of their names and achievement levels before and after implementing the program, while highlighting the teacher's role in caring for these students, evidence relating the effects and results achieved to the implementation of the program. • Preparing and designing an integrated program to care for students with learning difficulties, preparing a list of their names and achievement levels before and after implementing the program, while highlighting the teacher's role in caring for these students, evidence relating the effects and results achieved to the implementation of the program.
<p>2.7</p> <p>Continuous Learning</p> <p>(40 points)</p>	<p>Continuous learning through a variety of formal and informal learning activities and channels in order to gain knowledge and keep pace with developments in the profession, or to pursue research in topics of personal interest.</p>	<ul style="list-style-type: none"> • Proof of the teacher's professional self-development efforts through attending training courses and specialized scientific and educational workshops and educational conferences, as well as the engagement in educational trips. • Identifying the effects of attending such courses, workshops, and scientific trips on raising the teacher's efficiency and professional abilities, and the subsequent impact on the development of the students.
2.8	Academic experiences that reveal the teacher's aspects of excellence and	<ul style="list-style-type: none"> • A complete copy of the specialized procedural research conducted by the teacher based on

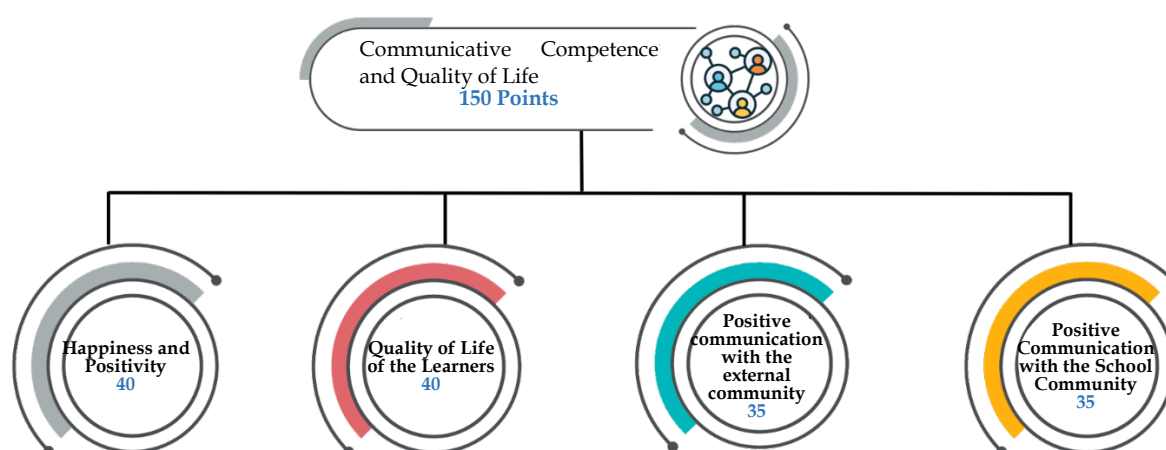
Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
Research and Postgraduate Studies (20 points)	help refine his/her academic experiences and professional practices.	the school's needs, while indicating the scientific approach adopted by the research and the implementation of its recommendations and findings in the educational field. <ul style="list-style-type: none"> • Certified proofs that the teacher pursued or is pursuing postgraduate studies.
2.9 Professional Memberships (30 points)	Joining licensed, specialized, professional or societal (local or international) associations.	<ul style="list-style-type: none"> • Valid and certified copies of the teacher's membership in local and international professional bodies and organizations, highlighting the roles played by the teacher with those bodies and organizations, and the effects achieved from joining those bodies, and its positive impact on the development of the performance of the teacher and the students.

Third Criterion: Communicative Efficiency and Quality of Life (150 points)

A distinguished teacher shall be highly efficient in exhibiting positive communication with the school community (school administration, co-workers, students, parents, etc.) through various communication channels, educational platforms and smart learning tools. In addition, the distinguished teacher shall have exceptional skills of persuasion and influence on others and relevant institutions as an indication of powerful communication. The distinguished teacher shall have unique contributions and practices in improving the quality of life of the students, the co-workers and the whole school environment, and plays an active role in spreading happiness and positivity.

Communicative Competence and Quality of Life

This criterion includes the following dimensions:



Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
3.1 Positive Communication with the School Community (35 points)	The ability to open positive channels of communication with the school's various community components through a variety of innovative media to consolidate the relationships among them and improve the academic and educational processes within the school.	<ul style="list-style-type: none"> Minutes of meetings providing evidence of the teacher's positive communication with participants. Listing the means and mechanisms used in positive communication with the school community. Presenting humanitarian deeds that demonstrate positive interaction with the school community. Presenting positive results achieved by the teacher's positive communication with the school community and represent their effectiveness through questionnaires and opinion polls.

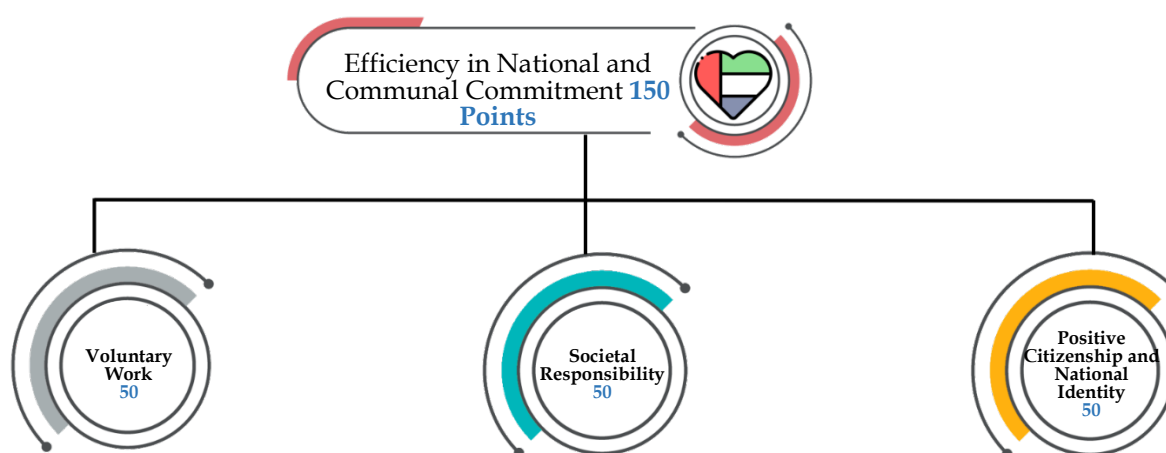
Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
<p>3.2</p> <p>Positive communication with the external community</p> <p>(35 points)</p>	<p>The teacher's ability to open positive channels of communication with accredited community and professional (local and international) institutions through different innovative media that contribute to exchanging positive ideas, transferring experiences, enhance self-development, and familiarize him/her with the best practices.</p>	<ul style="list-style-type: none"> • Listing events and activities carried out by the teacher with local community institutions to transfer experiences and self-development practices (holding workshops, delivering lectures, implementing programs and competitions in cooperation with local institutions, attending conferences and forums, presenting research papers, holding exhibitions, distributing bulletins ... etc. • Listing events and activities conducted by the teacher with the external community institutions, as well as those carried out online through various communication channels to exchange positive ideas, transfer experiences, self-development practices, and becoming familiar with the best practices (implementation of ideas, programs and competitions in cooperation with international institutions, participation in holding training courses and workshops, attending international conferences and forums, virtual forums, presenting workpapers in international conferences and forums...). • Certificates of appreciation indicating the teacher's communication with local and external community institutions. • Indicating, with proof, the positive effects of such participations on developing the teacher's and the students' performance.
<p>3.3</p> <p>Learners' Quality of life</p> <p>(40 points)</p>	<p>Quality of Life is a concept that enhances positive education and builds students' positive characters as well as their academic and future career skills. This concept focuses on the student's recognition of how happy and satisfied with own life.</p>	<ul style="list-style-type: none"> • Examples and proofs on effective activities and programs implemented by the teacher to balance between the student's physical health, psychological stability, social and cultural needs (joining the Positive Schools Network within the National Program for Happiness and Quality of Life, and activating the "Lentahaddath - Let's Talk" initiative, which is based on student support groups that aim to enhance the students' sense of reinforcement from their surroundings and peers, solidify positive societal behaviors, build and develop capacities, enrich individuals' culture of dialogue and thinking skills, enable them to adopt practices of the fine quality of life, support of each other and enjoy team work and collective thinking. • Conducting competitions about the quality of life (such as the positive class and the positive student). • Holding workshops to provide the students with skills needed to lead to a healthy lifestyle,

Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
		<p>instill motivation skills and develop a sense of personal achievement and positivity, and activate the skills related to the school social activities and teamwork.</p> <ul style="list-style-type: none"> • Observing positive and leading role models, developing social and emotional skills to help improve the welfare of all students with an eye on protection by providing a safe and inclusive learning environment free from harm and abuse [Welfare and Protection Manual] in collaboration with the student counselor and the social worker and psychologist. • Activating programs of student digital quality of life. • Positively interacting with the student's family to spread awareness of quality of life skills for the student and his family. • Strengthening positive relations between students and teachers, and among the students themselves and combating bullying. • Conducting surveys and opinion polls to measure indicators of the students' quality of life before and after the implementation of programs. • Presenting proofs on observing individual differences and providing equal educational opportunities for all learners at all levels.
<p>3.4 Happiness and Positivity (40 points)</p>	<p>Feelings and psychological aspects that achieve reassurance, satisfaction and positivity and enable the individual to adapt to the realities around him/her and better them, and encourage him/her to exert more effort with all tasks and duties in general.</p>	<ul style="list-style-type: none"> • Determining the school's population needs related to happiness and positivity through opinion polls, questionnaires, discussion panels, brainstorming, etc. • Preparing and designing an integrated program to achieve happiness and positivity in the school community (which shall include: objectives, implementation procedures, methods, activities, events, time scheduling, evaluation methods, performance indicators and, etc. • Proofs on the results achieved by the implemented programs.

Fourth Criterion: Efficiency in National and Communal Commitment (150 points)

The distinguished teacher has a high degree of positive citizenship and works to promote it in the school community, taking into account the values of tolerance and cultural diversity. The distinguished teacher shows a high societal responsibility in implementing and organizing voluntary work inside and outside the school.

This criterion includes the following dimensions:



Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
<p>4.1</p> <p>Positive Citizenship and National Identity</p> <p>(50 points)</p>	<p>A set of principles, ethics, customs and behaviors that govern the citizen's relationship with his homeland and promote the values of belonging, loyalty, pride and love for the homeland and leadership.</p>	<ul style="list-style-type: none"> Preparing an attested list of the teacher's active participation in activities and events related to the national identity, positive citizenship, and tolerance inside and outside the school (such as celebrations of the National Day, the International Day for Tolerance...) Designing and preparing initiatives, events and competitions that promote the national values and tolerance among students. Presenting the positive results and effects of those initiatives and events that support the concept of positive citizenship and national identity. Measuring the impact of the implemented programs on the students through opinion polls, interviews, and appreciation letters.

Dimensions:	Interpretation	Sample supporting evidence (examples but not limited to)
<p>4.2</p> <p>Societal Responsibility</p> <p>(50 points)</p>	<p>A societal value that reflects an individual's positive efforts in adopting societal issues, showing him/her as a morally responsible person who is working for the sake of the community's interest and welfare.</p>	<ul style="list-style-type: none"> Preparing a list of societal issues supported by the teacher, highlighting his/her role in such issues, and how he/she engages the students and their parents in the implementation of their roles. Presenting proofs and examples of the teacher's participation in community issues. Conducting surveys, questionnaires and opinion polls to measure the impact of the societal issues implemented by the teacher on the school community and the outside society. Manifesting the results achieved by implementing the programs that support community issues inside and outside the school.
<p>4.3</p> <p>Voluntary Work</p> <p>(50 points)</p>	<p>A civilized behavior that encourages people to spend time and money, exert effort and employ own experience for the benefit and happiness of people pro bono.</p>	<ul style="list-style-type: none"> Listing the voluntary programs implemented by the teacher or in which he participates in cooperation with the students and the school staff and the outside community, highlighting his/her roles and efforts. Providing proofs of the implementation of the volunteer programs stated by the teacher. Highlighting the impact of such programs on deepening the positive impact of voluntary work inside and outside the school community using the appropriate evaluation tools. Presenting proofs of the results achieved by the implemented voluntary programs such as awards and advanced positions at the school level, the community and abroad.

Recommendation

The applicant shall provide the names and details (job title, email, contact number) of three educators (principal + two fellow teachers) in order for the Foundation to send them an electronic letter of recommendation form to fill out and send back directly to the Foundation.

Definitions and Terminology

- **Excellence:** It is unique performance that exceeds the ordinary and standard. Therefore, the distinguished teacher is the one who exceeds basic specialty and profession competencies to achieving higher levels of unique and outstanding efficiencies.
- **Excellence Journey:** An extended journey that is based on a clear vision and a solid plan to achieve smart goals, whereby the distinguished teacher and his/her students progress from one stage to the next going through innovative programs, initiatives and activities. In the course of such journey, the teacher is equipped with the appropriate scientific and professional competencies and modern technologies, while committing to specific standards, to reach impressive results and pioneering achievements till he/she climbs up award winning stages.
- **Excellence Document:** A digital descriptive document whereby the candidate explains the aspects of excellence of his/her performance through the four criteria of excellence in a sequential and coherent manner, provided that the candidate presents strong supporting proofs.
- **Efficiency:** The optimal and effective use of the individual's scientific and practical capabilities in order to achieve an effective and impressive level of performance in the work environment.
- **Creativity:** The teacher's ability to generate new, unexpected or unfamiliar ideas that contribute to making the education process more effective and interesting and making the educational setting a meaningful learning experience for students.
- **Results:** The outcomes that the distinguished teacher seeks to achieve by measuring the effectiveness and efficiency of the quality of the programs, projects and initiatives he/she offered, and their impact on the quality of life of the students and the school community, all supported by appropriate data and evidence.
- **Innovation** A systematic process whereby the distinguished teacher develops ideas or methods of working in better and more accessible ways, which help to create new solutions to the challenges he/she faces and contributes to improving the education process.

- **Quality of life:** The efforts made by the distinguished teacher to achieve balance between the health, psychological, social and cultural needs of students while ensuring equal educational opportunities for them at all levels.
- **Electronic Awareness:** The teacher's use of information technology in smart and purposeful ways to raise the students' awareness of the importance of using technology and encouraging them to understand, apply, analyze and evaluate their duties by themselves, which will subsequently result in developing their digital skills, class interaction and academic achievement.

Terms relating to the stages of application and arbitration

- **Excellence Criteria:** Requirements for educational excellence.
- **Dimensions:** The sub-criteria under each main criterion of excellence.
- **Award Cycle:** The period of time from the application submission up to the announcement of results.
- **Introductory Summary:** The written transcript where the applicant describes, explains and justifies why his/her 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's employer and co-workers in his/her support and in confirmation of his/her 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 teacher 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's overall documentation is scrutinized.

Best Wishes for Continuous Excellence and Innovation