

مؤسسة الملك عبدالعزيز ورجاله للموهبة والإبداع
King Abdulaziz & his Companions Foundation for Giftedness & Creativity



MAWHIBA SCHOOLS PARTNERSHIP

A HANDBOOK FOR

Outstanding Mawhiba Teacher Award (OMTA)
&
Outstanding Leadership Mawhiba Teacher Award (OLMTA)

MSPI 2010 - 2011

Mawhiba and the King Abdulaziz and His Companions Foundation for Giftedness and Creativity offers educators a unique opportunity for personal development and professional support. Schools within the Mawhiba Schools Partnership programme will have:-

- Continuous professional support from international experts for Principals and Lead Professionals including bespoke structured professional courses accredited towards a Masters Degree by the London University, Institute of Education.
- Specialised subject specific courses for teachers of science, mathematics, ICT and English by international experts
- Continuous in-school professional support for all staff and parents by skilled, highly qualified and thoroughly experienced Mawhiba City Co-ordinators (MCCs)
- Ongoing training and support for nurturing Giftedness and Creativity in the context of whole school improvement
- Outstanding Mawhiba Teacher Award (OMTA) and Outstanding Leadership Mawhiba Teacher Award (OLMTA)
- Training in the effective use of Advanced Supplementary Curriculum (ASC) authored by World Class Arena (WCA) international curriculum development experts
- Visit the Mawhiba portal for further details www.mawhiba.org

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Introduction

The Mawhiba Schools Partnership is a prestigious initiative designed to help schools become more effective at fostering giftedness and creativity so enabling their students to reach high levels of educational performance.

This handbook sets out how teachers at schools within the Mawhiba Schools Partnership may gain recognition for outstanding teaching and gain the prestigious status of Outstanding Mawhiba Teacher (OMT) or Outstanding Leadership Mawhiba Teacher (OLMT) . The process for achieving Outstanding Mawhiba Teacher Award (OMTA) involves formal assessment against the Outstanding Mawhiba Teacher Standards which are explained in this Handbook. Teachers reaching the required standard will be awarded this highly desirable status by Mawhiba and the King Abdulaziz and His Companions Foundation for Giftedness and Creativity.

The schools within the Mawhiba Schools Partnership are selected against criteria that are based on international research into the characteristics of effective schools and are deemed at entry into the initiative to be effective schools. This initiative aims to help them to improve further by focusing on the fostering of giftedness and creativity within students in the school. It is important to recognise that providing a world class education system leading to high performance for the most able students requires integrated provision for all students, not just a bespoke programme for a minority of students.

The Outstanding Mawhiba Teacher Standard defines what an individual teacher needs to do in order to achieve the world class standards of education which Mawhiba Schools aspire to achieve.

Individual teachers applying for Outstanding Mawhiba Teacher Award (OMTA) will not be working in isolation.

They will be working in a school that has already made a commitment to work flexibly to improve still further and create the conditions that will foster giftedness and creativity. Schools and teachers need to have high expectations for all students. It is only where this climate exists that institutions will be successful in developing students with the high levels of performance required by the world's top universities. Senior school leaders and Mawhiba Lead Professionals will be working supportively with teachers to enable them to develop the successful learners, future leaders, innovative and creative entrepreneurs who will contribute to the Kingdom of Saudi Arabia in the future.

The purpose of this document is to provide you with all the information you need about the process of applying for Outstanding Mawhiba Teacher Award (OMTA). The document describes the process, makes clear the dates and deadlines you will need to meet, and it contains information about how the Outstanding Mawhiba Teacher Scheme Assessors will judge your achievements against the standards.

Background

Much research has been undertaken internationally into what makes a good teacher. The Outstanding Mawhiba Teacher Award are based on this significant body of research and in particular draw on the work of John Hattie (University of Auckland) and the UK Training and Development Agency for Schools (TDA). Hattie makes a clear distinction between expert teachers and merely 'experienced' teachers. John Hattie observes that expert teachers are better at relating lesson content to prior learning, linking what they plan to teach across school subjects and focusing on underlying principles and students interests. They also are more flexible and opportunistic in pursuing the learning needs of individual students. He goes on to make a distinction between 'expert' and 'outstanding' teachers saying that expert teachers work harder at collecting and analysing feedback on the effectiveness of their own teaching, and they make better decisions when planning lessons, developing general plans but allowing detail to be shaped by students' performances and reactions.

Outstanding teachers create classroom climates in which risks are encouraged and errors accepted. They are more able than merely 'experienced' teachers to deal with complex situations while maintaining a focus on student learning. In guiding learning they seek more information about students-their abilities, experiences and backgrounds-and want to know more about the contexts in which they will be teaching. Expert teachers are more adept at monitoring student problems and assessing students' levels of understanding and progress, and they provide more relevant, useful feedback to students. They more often develop and test hypotheses about individuals' learning difficulties and they have the ability to do all these things more or less automatically.

The picture that emerges from research into highly effective teachers is a picture of individuals who are passionate about teaching and learning, who respect students as learners and as people, and who demonstrate care and commitment. They are more inclined than 'experienced' teachers to establish closeness to students. Outstanding teachers also work to enhance students' self-concept and self-efficacy as learners. They set challenging goals and encourage a shared commitment to achieving those goals. And while both 'expert' and 'experienced' teachers are successful in promoting surface learning of facts and procedures, expert teachers are more successful in promoting deep understanding of concepts and principles.

While both 'expert' and 'experienced' teachers possess deep content knowledge of their subject areas, expert teachers have deeper understandings of how learning occurs and can be supported in a subject area (i.e., deeper pedagogical content knowledge). The UK TDA groups these types of teacher characteristics under specific headings related to professional attributes, professional knowledge and understanding, and professional skills.

Research on what makes a good teacher of the gifted (Eyre at al 2002 and Eyre and Fuller, 1993) indicates that teachers showing the above characteristics coupled with a relentless focus on high performance provide the more effective context for nurturing giftedness and creativity.

Further Reading

Eyre, D., Coates, D., Fitzpatrick, M., Higgins, C., McClure, L., Wilson, H. and Chamberlin, R. (2002) 'Effective teaching of able pupils in the primary school', Gifted Education International (16), 158 –169

Eyre, D., and Fuller, M., (1993). Year 6 teachers and more able children. Oxford: National Primary Centre

Hattie, J. (2003) Teachers Make a Difference: What is the research evidence? Australian Council for Educational Research, October 2003

Masters, G. (2004) What makes a good teacher? in Education Review, Vol 7, No 3

Training and Development Agency for Schools (2007) Professional Standards for Teachers: Why sit still in your career. epublication@tda.gov.uk

Eyre's Model - the basics

For a school to be good at nurturing giftedness and creativity it must:

1. Have good basic school structures, curriculum, learning and educational standards as these are the essential building blocks.
2. Understand that advanced learning opportunities need to be available in all 3 of these areas: in-class, cross-school and beyond school.
3. Recognise that every teacher therefore needs to be a teacher for giftedness and creativity and must acquire the professional toolkit that makes this possible.
4. Understand that giftedness and creativity can only be nurtured through a student-centred approach to teaching and learning where the student becomes an active participant in their learning.
5. Appreciate that for a school to become effective in nurturing giftedness and creativity the school structures, leadership and management arrangements must actively support and drive forward this initiative.

Professor Deborah Eyre

Accreditation and summary statement of the awards

Accreditation

The accreditation process is designed to be thorough, transparent, fair, secure and systematic.

The Outstanding Mawhiba Teacher Standards (OMTS) are divided into clear sections and exemplification is offered in the appendices in order to provide both teachers and assessors a shared understanding of what is being demanded in order to reach the standard.

The assessment process will judge a teacher as one of the following:

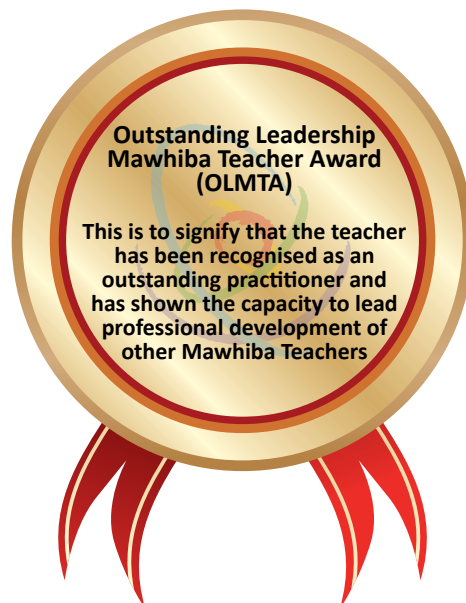
- Working towards Outstanding Mawhiba Teacher Award
- Have achieved the requirement for Outstanding Mawhiba Teacher Award
- Have achieved the requirements for Outstanding Leadership Mawhiba Teacher Award

Outstanding Mawhiba Teacher Award (OMTA)

The award of Outstanding Mawhiba Teacher Award signifies that a teacher has been recognised as an expert teacher within a Mawhiba school and has consistently fostered high levels of performance in students through use of a range of effective, contemporary teaching and learning approaches.

Outstanding Leadership Mawhiba Teacher Status (OLMTA)

The award of Outstanding Leadership Mawhiba Teacher Award signifies that a teacher has been recognised as an expert teacher, as outlined above, but has also shown skills and expertise in leading others - within and across schools - to develop their practice in fostering high performance through use of the most effective contemporary teaching and learning approaches.



The Outstanding Mawhiba Teacher Standards (OMTS)

Introduction to the Standards

The Mawhiba Teacher Standards are outcome statements which set out what an outstanding Mawhiba teacher must know and understand and be able to do in order to foster high performance in students.

The Standards are divided into two categories leading to two awards: Outstanding Mawhiba Teacher Award and Outstanding Leadership Mawhiba Teacher Award. Both categories describe outstanding qualities, attributes, knowledge, understanding and skills. Outstanding Leadership Mawhiba Teacher Award signifies that a teacher is capable of leading others and of taking the initiative in developing policy and practice in and beyond Mawhiba schools. It is expected that an Outstanding Leadership Mawhiba Teacher Award has accomplished all the Outstanding Mawhiba Teacher Standards as well as the additional Outstanding leadership standards.

The Standards are divided into three sections as follows:

I. Professional qualities and attributes - which capture the capacity of teachers to fulfil their roles and responsibilities and show commitment to underpinning values.

OPQA (Outstanding Professional Qualities and Attributes) 1-6

and OLPQA (Outstanding Leadership Professional Qualities and Attributes) 1-2

II. Professional knowledge and understanding - which capture the knowledge and understanding which underpins effective performance.

OPKU (Outstanding Professional Knowledge and Understanding) 1-8

and OLPKU (Outstanding Leadership Professional Knowledge and Understanding) 1-3

III. Professional skills - which encompass clear expectations about promotion of positive attitudes to learning and relate to the skills of teaching including planning, assessing, monitoring, giving feedback, team working and collaboration.

OPS (Outstanding Professional Skills) 1-8

and ALPS (Outstanding Leadership Professional Skills) 1-4

Section I: Professional qualities and attributes

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award should:

OPQA1

Have high expectations of students including a commitment to improving educational opportunities, outcomes and well being for all

OPQA2

Hold positive values and attitudes towards students including a commitment to establishing fair, respectful, trusting, supportive and constructive relationships with them

OPQA3

Hold positive values and attitudes towards nurturing giftedness and creativity in all students

OPQA4

Be aware of their professional duties and adopt high standards of professional behaviour

OPQA5

Be committed to their own professional learning and take responsibility for updating and developing their practice

OPQA6

Work with others (colleagues, parents and other members of the community) in a collaborative, constructive and evidence-based way to raise educational standards

Those teachers recommended for the Outstanding Leadership Award should meet the Standards APQA 1-6 and the following additional Standards and therefore they should:

OLPQA1

Be committed to seeking out and developing expertise in innovative curricular practices in order to inform their own practice and that of their colleagues within and beyond their own school

OLPQA2

Be willing to take a lead role in developing policies and practice and should take individual - and promote collective - responsibility for their implementation

Section II: Professional knowledge and understanding

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award should:

OPKU1

Have a secure knowledge and understanding of their subject expertise and what it means to develop subject expertise and high performance in students

OPKU2

Have extensive knowledge and understanding of what it means to nurture giftedness and creativity in the school and class context

OPKU3

Have a secure knowledge and understanding of what deep learning is and how to foster an effective learning environment

OPKU4

Have an extensive and deep understanding of the curriculum aims, context, processes and desired outcomes

OPKU5

Have a good up-to-date knowledge and understanding of contemporary approaches to teaching and learning

OPKU6

Have good knowledge and understanding of how to select, use and adapt strategies including how to personalise learning to provide opportunities for all learners to achieve their potential, including those with specific learning needs.

OPKU7

Know and understand the characteristics of effective assessment in order to maximise opportunities for high attainment

OPKU8

Have a good knowledge and understanding of new technology in advancing teaching and learning

Those teachers recommended for the Outstanding Leadership Award should meet the Standards OPKU 1-7 and the following additional Standards and therefore they should:

OLPKU1

Understand the need to deepen and extend their knowledge of effective contemporary teaching and learning approaches in order to inform their own practice and that of their colleagues within and beyond their own school

OLPKU2

Understand the need to deepen and extend their knowledge of subject expertise and developing high performance in students in order to inform their own practice and that of their colleagues within and beyond their own school

OLPKU3

Know and understand the characteristics of effective professional learning in order to lead others in developing their understanding and practice within and beyond their own school

Section III: Professional skills

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award should:

- OPS1** Plan for student progression, designing sequences of learning within and across series of lessons informed by secure subject or curriculum knowledge
- OPS2** Use a range of teaching and learning approaches that make best use of modern teaching techniques and new technologies and respond to contemporary theories of learning
- OPS3** Build on prior knowledge and understanding of those they teach in order that students meet learning objectives and make sustained progress
- OPS4** Manage and deploy motivating and engaging strategies that develop positive learning attitudes and behaviours in their students
- OPS5** Support and guide students to reflect on their learning and identify the progress they have made and identify their emerging learning needs
- OPS6** Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- OPS7** Monitor student progress through timely and appropriate summative assessment
- OPS8** Use and analyse data in supporting and shaping learning
- OPS8** Communicate effectively with students, colleagues and parents

Those teachers recommended for the Outstanding Leadership Award should meet the Standards OPS1-8 and the following additional Standards and therefore they should:

- OLPS1** Model and promote effective teaching and learning strategies for colleagues
- OLPS2** Analyse and use data with colleagues in order to support and shape learning
- OLPS3** Support colleagues in innovative and effective curriculum planning
- OLPS4** Create professional development opportunities for colleagues and lead them where appropriate

The Application and Assessment Process

There are 5 stages for a teacher in applying for Outstanding Mawhiba Teacher Award (OMTA) or Outstanding Leadership Mawhiba Teacher Award (OLMTA).

Stage 1: Expression of Interest

Teachers considering the possibility of achieving OMTA or OLMTA have an initial discussion with the Lead Professional and the Principal or their nominee. These discussions may be initiated by either party. If both parties agree that the teacher should proceed to the next stage, the teacher's name is formally recorded by the school in an Expression of Interest in OMTS log book.

Stage 2: OMTA Self-Evaluation

The teacher completes a self-evaluation form which has spaces for two types of comment in relation to each of the standards:

1. What evidence the teacher plans to assemble to demonstrate that they reach the standard
2. What further development they need to undertake in relation to the standard.

The developments needed are collated by the teacher into an action plan, for which there is a section on the form. The completed self-evaluation and action plan must be approved by the Lead Professional or the Principal and the External Assessor. Teachers with approved self-evaluations become candidates for OMTS assessment.

Stage 3: Collection of evidence

The teacher collects a portfolio of evidence demonstrating how they meet each standard. This must include a report of a lesson observed by the Lead Professional or other nominee determined by the Principal.

Some guidance on the evidence to be collected is set out at Appendices One and Two. This evidence is then submitted to Mawhiba using the forms that will be provided

Stage 4: Assessment

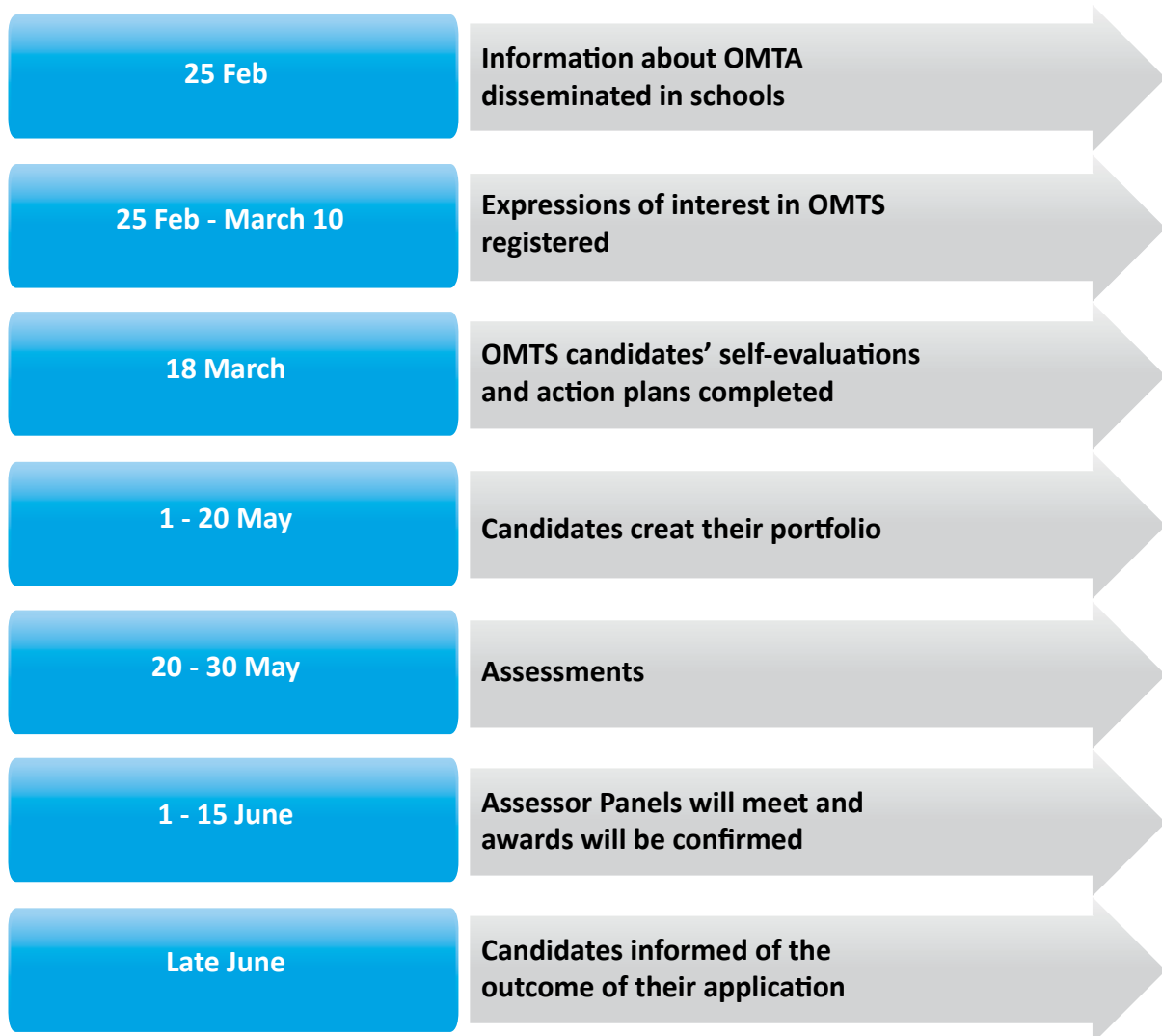
The statements made by the teacher in their portfolio will then be validated by an approved Mawhiba OMTS Assessor who will visit the school to meet the teacher, his or her colleagues and observe teaching. The assessment will be based on:

1. Lesson observation
2. The portfolio of evidence
3. An interview with the candidate
4. Discussions with the Lead Professional and other senior school staff as appropriate

Stage 5: Moderation and publication of results

A panel of approved OMTS Assessors will review the outcomes of the assessment and will formally determine which candidates will receive a Mawhiba Award be it at Outstanding Mawhiba Teacher Award level or Outstanding Leadership Mawhiba Teacher Award level.

The Schedule for Assessment towards June 2010



Appendix One: Guidance and exemplification of the Standards

Section I: Professional qualities and attributes

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award (OMTA) should:

OPQA1

Have high expectations of students including a commitment to improving educational opportunities, outcomes and well being for all

For example teachers are likely to

- Convey and share genuine enthusiasm for what students can achieve given the right support, opportunities and motivation.
- Communicate high expectations to their students in regular and meaningful ways through what they say and do
- Convey and share genuine enthusiasm for what students can achieve with other staff, parents and others in order to harness their support.

OPQA2

Hold positive values and attitudes towards students including a commitment to establishing fair, respectful, trusting, supportive and constructive relationships with them

For example teachers are likely to

- Use language and behaviour that conveys respect for students e.g. in handling debates and differences of opinion, in allowing students to take on responsibility for learning and showing equal respect for all students and an understanding that they may have yet to display their abilities to the full
- Show that they are willing and able to continue to develop these kind of constructive respectful relationships by acknowledging areas for improvement

OPQA3

Hold positive values and attitudes towards nurturing giftedness and creativity in all students

For example teachers are likely to

- Be able to describe and convey their positive commitment to nurturing giftedness and creativity in all students it in various and appropriate ways with students, , e.g. during lessons in the way they interact with students, in planning lessons,
- Be able to describe and convey their positive commitment to nurturing giftedness and creativity in all students it in various and appropriate ways with staff and parents, e.g. in their contributions to professional conversations or staff meetings, at parents' meetings.

OPQA4

Be aware of their professional duties and adopt high standards of professional behaviour

For example teachers are likely to

- Conduct themselves in dignified, respectable and respectful ways
- Show an understating and commitment to appropriate professional responsibilities

OPQA5

Be committed to their own professional learning and take responsibility for updating and developing their practice

For example teachers are likely to

- Seek out opportunities to extend their understanding of and repertoire for outstanding teaching and learning
- Identify areas for their professional development and ask for support and challenge in relation to these

OPQA6

Work with others (colleagues, parents and other members of the community) in a collaborative, constructive and evidence-based way to raise educational standards

For example teachers are likely to

- Be involved in coaching and mentoring opportunities throughout the school
- Use evidence and data when describing the work, behaviour or achievement of a particular student or class
- Convey the belief that they want to do what they can to improve teaching and learning for the sake of their students through communication and behaviour in class and throughout the school and in communications with parents and other stakeholders

Those teachers recommended for the Outstanding Leadership Mawhiba Teacher Award (OLMTA) should meet the Standards PQA 1-6 and the following additional Standards and therefore they should:

OLPQA1

Be committed to seeking out and developing expertise in innovative curricular practices in order to inform their own practice and that of their colleagues

For example teachers are likely to

- Seek out expertise within research or the wider educational community and make a habit of interrogating and engaging with this kind of evidence
- Develop practice in observing colleagues and developing shared and empowering means of analysing and improving practice

OLPQA2

Be willing to take a lead role in developing policies and practice and should take individual responsibility for their implementation as well aim to promote collective responsibility for innovations.

For example teachers are likely to

- Initiate whole school or departmental development with regard to what a practical commitment to high expectations would look like...
- Have structured and purposeful professional conversations with colleagues about ways of raising and communicating high expectations of all learners
- Lead professional learning in ways that encourage others that encourage to take on reasonable responsibilities

Section II: Professional knowledge and understanding

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award (OMTA) should:

OPKU1

Have a secure knowledge and understanding of their subject expertise and what it means to develop subject expertise and high performance in students

For example teachers are likely to

- Demonstrate their understanding of the theories and evidence related to high performance in their subjects and how to apply it throughout their teaching and planning

OPKU2

Have extensive knowledge and understanding of what it means to nurture giftedness and creativity in the school and class context

For example teachers are likely to

- Be able to articulate and demonstrate what it means to nurture giftedness and creativity for all students
- Demonstrate and justify how they provide opportunities and extra support for those who show particular motivation and capability in particular areas
- Explain what it means to nurture giftedness and creativity to students, staff and parents in powerful and clear ways

OPKU3

Have a secure knowledge and understanding of what deep learning is and how to foster an effective learning environment

For example teachers are likely to

- Explain what deep learning is to students and demonstrate their understanding of it through lesson planning and interactions within and throughout lessons

OPKU4

Have an extensive and deep understanding of the curriculum aims, context, processes and desired outcomes

For example teachers are likely to

- Be very clear about the aims and most effective approaches in achieving the best outcomes within their own area of the curriculum within the context of the whole Mawhiba curriculum

OPKU5

Have a good up-to-date knowledge and understanding of contemporary approaches to teaching and learning

For example teachers are likely to

- Show through what they say and do that they are aware of what constitutes the best and latest approaches to teaching and learning through planning and lesson interactions

OPKU6

Have good knowledge and understanding of how to select, use and adapt strategies including how to personalise learning to provide opportunities for all learners to achieve their potential, including those with specific learning needs.

For example teachers are likely to

- Be able to identify any particular educational needs and how they are being met of the students they teach
- Be able to explain the ways in which lessons are planned to take account of differences between students
- Be able to justify their provision of differentiated strategies, learning opportunities, resources and feedback

OPKU7

Know and understand the characteristics of effective assessment in order to maximise opportunities for high attainment

For example teachers are likely to

- To be very clear about the different purposes of assessment for learning and assessment of learning (formative and summative assessment)
- Can provide good examples of feeding forward for learning as well as feeding back to students and parents

OPKU8

Have a good knowledge and understanding of new technology in advancing teaching and learning

For example teachers are likely to

- Use technology in suitable and challenging ways within lessons
- Can describe how the use of the technology enhances learning

Those teachers recommended for the Outstanding Mawhiba Teacher Award (OMTA) should meet the Standards PKU 1-7 and the following additional Standards and therefore they should:

OLPKU1

Understand the need to deepen and extend their knowledge of effective contemporary teaching and learning approaches in order to inform their own practice and that of their colleagues

For example teachers are likely to

- Seek out research and experts from within the education community in order to inform their own understanding and development
- Share their findings with others through coaching or staff professional learning opportunities and sessions

OLPKU2

Understand the need to deepen and extend their knowledge of subject expertise and developing high performance in students in order to inform their own practice and that of their colleagues

For example teachers are likely to

- Seek out research and experts from within their subject community in order to inform their own understanding and development
- Share their findings with others through coaching or departmental professional learning opportunities and sessions

OLPKU3

Know and understand the characteristics of effective professional learning in order to lead others in developing their understanding and practice

For example teachers are likely to

- Demonstrate this understanding through the professional learning provided, e.g. it is collaborative, has pupil learning at its heart, uses specialist expertise

Section III: Professional skills

Those teachers recommended for the award of Outstanding Mawhiba Teacher Award (OMTA) should:

OPS1

Plan for student progression, designing sequences of learning within and across series of lessons informed by secure subject or curriculum knowledge

For example teachers are likely to

- Produce lesson plans that clearly show how progression is being taken into account
- Contribute to planning sequences of lessons or schemes of work that take progression into account

OPS2

Use a range of teaching and learning approaches that make best use of modern teaching techniques and new technologies and respond to contemporary theories of learning

For example teachers are likely to

- Demonstrate these approaches within and beyond lessons through planning and carrying out activities that have appropriate pace or depth, encouraging students to take on more responsibility for their learning, encouraging students to ask effective questions and to take risks (and to learn from them) and by providing appropriate verbal and written challenging but scaffolded feedback to each student...

OPS3

Build on prior knowledge and understanding of those they teach in order that students meet learning objectives and make sustained progress

For example teachers are likely to

- Be able to provide evidence of how they find out about students' prior learning and what they do with this knowledge in systematic and effective ways

OPS4

Manage and deploy motivating and engaging strategies that develop positive learning attitudes and behaviours in their students

For example teachers are likely to

- Clearly demonstrate ways in which their lessons take account of the aims and desired outcomes for Mawhiba learners , e.g. how they develop the Values and Attitudes and Attributes outlined in the Mawhiba curriculum

OPS5

Support and guide students to reflect on their learning and identify the progress they have made and identify their emerging learning needs

For example teachers are likely to

- Have good structures and mechanisms for students to record and reflect on their own learning within and beyond lessons

OPS6

Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

For example teachers are likely to

- Be able to provide up-to-date and accurate records of all student achievements
- Describe and explain their effective systems for monitoring and feeding back progress

OPS7

Monitor student progress through timely and appropriate summative assessment
For example teachers are likely to

- Articulate the nature and purposes of the tests and examinations they administer in terms of maximising student achievement

OPS8

Use and analyse data in supporting and shaping learning

For example teachers are likely to

- Explain the nature and purpose of relevant student data and demonstrate ways in which the data is taken into account in planning for progression and meeting student needs towards high achievement

OPS8

Communicate effectively with students, colleagues and parents

For example teachers are likely to

- Show how they inspire and engage students , staff and parents in their various presentations and interactions
- Demonstrate how clear and appropriate their communication is – both written and verbal
- Show how they communicate with parents through students in various effective and meaningful ways
- Show how communication is a two way process in skilful and purposeful ways

Those teachers recommended for the Outstanding Mawhiba Teacher Award (OMTA) should meet the Standards PS1-8 and the following additional Standards and therefore they should:

OLPS1

Model and promote effective teaching and learning strategies for colleagues within and beyond their own school

For example teachers are likely to

- Encourage collaboration with colleagues in observing and discussing effective and developing practice
- Provide specific opportunities for colleagues to share and explore insights and experiences in their developing practice

OLPS2

Analyse and use data with colleagues in order to support and shape learning

For example teachers are likely to

- Integrate effective use of data within professional learning opportunities and session in order to develop a shared understanding if its effective use in raising attainment

OLPS3

Support colleagues in innovative and effective curriculum planning within and beyond their own school

For example teachers are likely to

- Make the best use of existing opportunities to enhance understanding and practice in curriculum planning in relation to the Mawhiba curriculum

OLPS4

Create professional development opportunities for colleagues and lead them where appropriate within and beyond their own school

For example teachers are likely to

- Initiate and support teacher enquiries into effective teaching and learning
- Start up professional reading groups
- Identify priorities for professional learning

Appendix Two: Guidance for creating your Mawhiba portfolio

Here are some suggestions for specific kinds of evidence you might collect in relation to the Standards. You will need to discuss your work with your Lead Professional or Principal to find the best way of presenting your evidence, and to agree how this evidence will be presented to your assessors. You need to present a small folder of evidence not boxes.

For a portfolio as part of submission towards Outstanding Mawhiba Teacher Award you are likely to include some of the following

1. Evidence from lesson observations carried out by the Lead Professional or Principal or other appropriate senior colleague. These will show:
 - Excellent teaching and innovative practice.
 - extensive and deep knowledge of pedagogy and of subject
 - examples of planning for personalisation
 - an appropriate match of teaching and learning styles
 - that feedback is offered to students
2. Evidence of student achievement as a result of your outstanding teaching and learning approaches. These might include:
 - Copies of students' work showing e.g. high achievement, differentiation, deep learning
 - Analysis of relevant student progress data demonstrating impact on student achievement
3. Well selected testimony from students, parents and/or staff demonstrating specific achievement of the standards. It will be important that these testimonies are chosen with care and are not the main source of evidence. They should serve to enhance other kinds of evidence.
4. Personal reflections. These reflections should capture your reflective professional learning.
5. Video evidence of e.g. parts of lessons, professional conversations, debriefing sessions, and professional development sessions capturing evidence specifically related to one or more of the Standards.

For a portfolio as part of submission towards Outstanding Leadership Mawhiba Teacher Award you are likely to include some of the following in addition to the evidence outlined above

- Documentary evidence demonstrating your leadership of learning within and across schools
- You have notes from coaching sessions showing how you contribute to the formal and informal professional development of colleagues
- There is evidence from minutes or notes of you taking a leading role in the development of policies and practices
- Evidence of impact (feedback from colleagues or students of how the professional learning opportunities have made a difference)
- Team minutes/ notes showing leadership of collective planning.

Mawhiba Schools Partnership Initiative (MSPI)

MSPI Documents and Publications

This Handbook offers guidance for teachers wishing to apply for Outstanding Mawhiba Teacher Award (OMTA) and Outstanding Leadership Mawhiba Teacher Award (OLMTA).

Other MSPI publications include:

- MSPI Brochure in Arabic (available on the Mawhiba Portal)
- White Paper Series
 - Number 1 – “Designing a curriculum for giftedness and creativity in Mawhiba Partnership Schools” – Professor Deborah Eyre – April 2009
 - Number 2 – “Marathon not a sprint: Creating schools which are effective in nurturing giftedness and creativity” – Professor Deborah Eyre - Jan 2010
- School Selection Handbook (2010/11) including self evaluation- March 2010
- **Handbook for Outstanding Mawhiba Teacher Award (OMTA) and Outstanding Leadership Mawhiba Teacher Award (OLMTA) – March 2010.**
- Stand alone Self Evaluation Form for MSPI schools – March 2010
- Series of 4 articles
 - 1- What is Giftedness and Creativity – Professor Deborah Eyre
 - 2- Your Gifted Child: The Emotional and Social Effects of Giftedness – Kate Niedere
 - 3- Fostering Creativity in Gifted Children: The importance of motivation – Dr Juss Kaur Magon
 - 4- Enquiry based Learning – Richard Long (Commissioned)
- A total of 57 Advanced Supplementary Curriculum (ASC) student and teachers books in Maths, Science, English and ICT published by World Class Arena (WCA)
- Newsletter for parents – No. 1 in this series in March 2010

A number of other MSPI publications are in the pipeline including:

- Posters and handy quick reference documents for teachers, Lead Professionals and other stakeholders
- Mawhiba Schools Handbook (Lever File) containing several key documents
- Self Evaluation Toolkit – due in March/April 2011
- The Framework for schools in “Engaging Parents” (April 2011)
- Brochure for parents (One for Elementary, One for Intermediate and One for High schools) - April 2011

Visit the Mawhiba Portal for further details of this and other projects of the King Abdulaziz and His Companions Foundation for Giftedness and Creativity. www.mawhiba.org

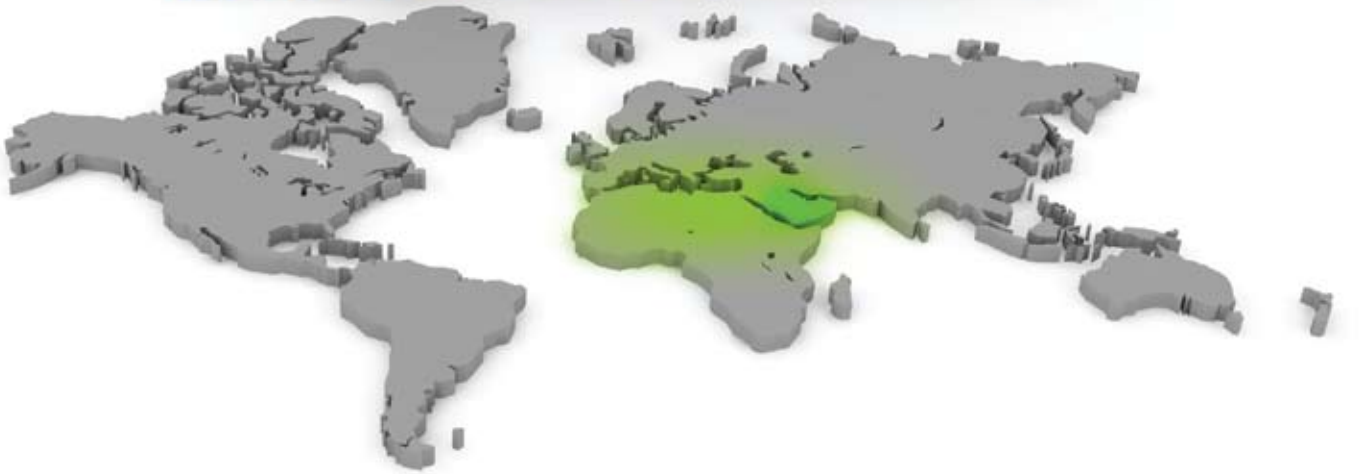
Mawhiba Schools Partnership

THE MSPI VISION

The ultimate aim of this initiative is to foster: 'a creative society with a critical mass of gifted young leaders who are innovative, highly educated, and well-trained to support the sustained growth and prosperity of the Kingdom.' The project is aimed principally at raising aspirations and the skills and competencies of the most gifted and academically able students across the Kingdom of Saudi Arabia in the key subjects of Maths, Science, English and ITC. MSPI will support Saudi schools nurture creativity through sustainable capacity building so that they can better serve the needs of all children and their parents, and help promote economic prosperity for the future

King Abdulaziz and His Companions' Foundation for Giftedness and Creativity has set an important and challenging goal for the success of this project. The project aims not only to accelerate the achievement and skills of the most talented and able students in the Kingdom and to secure increased access to the most prestigious of international universities, but its long-term aim is to achieve societal change with a significant impact on desirable development.

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