



Teacher Standards for the UAE

The Teacher Standards for the UAE have been developed to ensure teachers, at different career stages, can demonstrate professional competence that align with the aspirations of the UAE Vision 2021 and international best practice.

This document includes the Standards and Elements which are further elaborated through Performance Criteria. The Standards detail the specific expectations pertaining to all teachers and are set to accomplish a first-rate education system.



المهئة الوطنية للمؤهلات
NATIONAL QUALIFICATIONS AUTHORITY



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education Council



وزارة التربية والتعليم
Ministry of Education

ACTVET

مركز أبوظبي للتعليم والتدريب
Technical, Vocational
Education and Training

هيئة المعرفة والتنمية البشرية
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وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education & Scientific Research

Teacher Standards for the UAE

STANDARD 1: PROFESSIONAL AND ETHICAL CONDUCT

Demonstrate commitment to the **UAE heritage and cultural values**. Demonstrate **personal and professional ethics**, exemplified by integrity, respect, fairness and commitment. **Collaborate and communicate** professionally with stakeholders to promote and support learning. **Comply** with legislative and organisational requirements.

Elements		Performance Criteria		Performance Indicators			
1.1	Respect and promote UAE values	1.1.1	Respect and promote UAE heritage and culture, including Islamic values.	1.1.1.1	Integrate the heritage and culture of the UAE into teaching and learning experiences and related activities.		
				1.1.1.2	Implement school policies and procedures that promote appreciation of the heritage and culture of the UAE.		
				1.1.1.3	Integrate knowledge of and respect for Islamic values and how they influence UAE society into teaching and learning experiences and related activities.		
		1.1.2	Promote and implement the national educational vision and direction.	1.1.2.1	Align planning and teaching with the educational vision and aspirations of the emirate.		
				1.1.2.2	Align planning and teaching with the educational vision and aspirations of the UAE.		
		1.1.3	Promote multi-cultural awareness and global citizenship.	1.1.3.1	Demonstrate respect for cultural and other diversities within the school community.		
				1.1.3.2	Encourage learners to respect diversity and multiculturalism in society.		
		1.2	Demonstrate personal and professional ethics	1.2.1	Demonstrate integrity.	1.2.1.1	Act honestly in professional relationships with individuals and organisations.
						1.2.1.2	Follow the national Code of Ethics.
1.2.1.3	Follow the organisational Code of Conduct.						



Elements		Performance Criteria		Performance Indicators	
		1.2.2	Demonstrate respect and fairness.	1.2.2.1	Listen to and consider the perspectives of colleagues.
				1.2.2.2	Provide equal opportunities for all learners and parents.
		1.2.3	Model a positive work ethic.	1.2.3.1	Demonstrate high levels of attendance and punctuality.
				1.2.3.2	Demonstrate high standards of work quality.
1.3	Be accountable for and to learners	1.3.1	Ensure physical, emotional and psychological wellbeing of learners.	1.3.1.1	Implement school policies and procedures that safeguard learners' physical, emotional and psychological wellbeing.
				1.3.1.2	Create a learning environment that promotes learners' optimal performance.
		1.3.2	Promote learners' achievement and their interest.	1.3.2.1	Advocate with colleagues and parents for the best interests of learners.
				1.3.2.2	Contribute to innovative approaches to optimise learners' achievements.
				1.3.2.3	Contribute to purposeful developments across school that fulfil learners' talents, interests, capabilities and aspirations.
		1.3.3	Set high expectation for learners.	1.3.3.1	Set high expectations of learners in terms of commitment to school work and behavior.
				1.3.3.2	Design learning experiences that foster entrepreneurial spirit and innovation to suit all learners.



Elements		Performance Criteria		Performance Indicators	
1.4	Comply with national and organisational expectations	1.4.1	Comply with legislative requirements.	1.4.1.1	Follow emirate and national laws and regulations.
		1.4.2	Comply with organisational requirements.	1.4.1.2	Follow school regulations.
1.5	Establish communication and collaboration	1.5.1	Establish and maintain positive professional relationships with learners.	1.5.1.1	Establish efficient classroom routines.
				1.5.1.2	Create a supportive, respectful and purposeful learning environment.
		1.5.2	Establish and maintain positive professional relationships with colleagues.	1.5.2.1	Work collaboratively with colleagues.
				1.5.2.2	Extend collaboration through relevant emirate, national and international networks.
				1.5.2.3	Work respectfully with school leadership.
				1.5.2.4	Share ideas and opinions constructively.
		1.5.3	Establish and maintain positive professional relationships with parents and the wider community.	1.5.3.1	Engage parents as partners in their children's learning.
				1.5.3.2	Utilise relationships with the wider community to enhance learners' experiences.

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STANDARD 2: PROFESSIONAL KNOWLEDGE

Understand learning and development in relation to diversity of learner characteristics and needs. Understand and implement curriculum for the area/s of responsibility. Know about educational research, learning theories, pedagogical approaches, cultural values and relevant policies and apply knowledge in practice.

Elements		Performance Criteria		Performance Indicators	
2.1	Demonstrate knowledge of learning, development and diversity	2.1.1	Demonstrate knowledge of developmental stages.	2.1.1.1	Integrate knowledge of stages of personal development into teaching and learning experiences and related activities.
				2.1.1.2	Integrate knowledge of stages of cognitive development into teaching and learning experiences and related activities.
		2.1.2	Demonstrate knowledge of learner diversity.	2.1.2.1	Integrate knowledge of learning differences between genders into teaching and learning experiences and related activities.
				2.1.2.2	Integrate knowledge of variations in learner language proficiency into teaching and learning experiences and related activities.
				2.1.2.3	Integrate knowledge of cultural differences into teaching and learning experiences and related activities.
				2.1.2.4	Integrate knowledge of cognitive differences into teaching and learning experiences and related activities.

Elements		Performance Criteria		Performance Indicators	
2.2	Demonstrate knowledge of curriculum	2.2.1	Demonstrate knowledge of scope and sequence of the curriculum.	2.2.1.1	Integrate knowledge of curriculum construction and progression into teaching and learning experiences and related activities.
				2.2.1.2	Integrate knowledge of emirate, national and relevant international attainment standards into teaching and learning experiences and related activities.
		2.2.2	Demonstrate knowledge of the area/s of responsibility.	2.2.2.1	Produce curriculum and lesson planning that shows sound subject knowledge.
				2.2.2.2	Demonstrate subject knowledge within, before and beyond the phase/s taught.
				2.2.2.3	Produce lesson planning that shows sound knowledge of effective content delivery.
		2.2.3	Demonstrate knowledge of core learning skills development across the curriculum.	2.2.3.1	Produce lesson planning that identifies cross-curricular connections.
				2.2.3.2	Produce lesson planning that includes the development of core learning skills.
		2.2.4	Demonstrate proficiency in the language of instruction.	2.2.4.1	Demonstrate sound oral and written language skills.
				2.2.4.2	Model language that enables learners to communicate effectively.
		2.3	Demonstrate knowledge of theoretical basis of teaching	2.3.1	Demonstrate knowledge of educational research and learning theories.
2.3.1.2	Identify appropriate applications of educational research and learning theories.				



Elements		Performance Criteria		Performance Indicators	
		2.3.2	Demonstrate knowledge of pedagogical approaches.	2.3.2.1	Integrate knowledge of different pedagogical approaches into teaching and learning experiences and related activities.
				2.3.2.2	Select pedagogical approaches appropriate to teacher objectives and learner needs.
				2.3.2.3	Integrate knowledge of learning technologies into teaching and learning experiences and related activities.
		2.3.3	Demonstrate knowledge of relevant educational policies.	2.3.3.1	Follow relevant educational policies.

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STANDARD 3: PROFESSIONAL PRACTICE

Create **learning environments** that are safe, supportive and motivating for learners. Plan and implement effective **learner-centred teaching** responsive to the **characteristics and needs of individual learners**. Incorporate appropriate resources and make innovative use of **technology**. Use varied **assessments** to inform teaching, evaluate progress and provide feedback on learner learning.

Elements		Performance Criteria		Performance Indicators	
3.1	Promote positive learning environments	3.1.1	Create a high quality learning environment that is safe, supportive and motivating for learners.	3.1.1.1	Organise the classroom and its facilities to ensure the physical safety, comfort and emotional security of learners.
				3.1.1.2	Plan and implement lessons that engage learners and motivate them to take responsibility for their learning, develop their independence and creativity, and optimise their achievement.
		3.1.2	Establish a purposeful work ethos with high expectations for learners.	3.1.2.1	Establish routines to facilitate efficient and effective teaching and learning.
				3.1.2.2	Establish high expectations for learners and provide appropriate levels of support and challenge.
		3.1.3	Optimise the use of available resources to create an environment conducive to learning.	3.1.3.1	Organise furniture, equipment, and resources effectively to facilitate learning and develop learners' independence.
				3.1.3.2	Use available space to display information and learners' work.
		3.1.4	Promote a culture of positive behavior management.	3.1.4.1	Establish positive behaviour expectations that are clear to learners.
				3.1.4.2	Apply consistent, positive approaches to deal with unwanted behaviours, taking into account social and emotional factors.

Elements		Performance Criteria		Performance Indicators	
				3.1.4.3	Support the development of self-discipline and personal responsibility.
3.2	Demonstrate learner-centred teaching	3.2.1	Plan and implement lessons with clear, measurable objectives that respond to the diverse needs of learners.	3.2.1.1	Know learners well and consider their specific personal and academic needs.
				3.2.1.2	Plan and implement lessons with clear objectives appropriate to the needs of different groups of learners.
				3.2.1.3	Use support staff effectively to facilitate the implementation of lessons that meet the diverse needs of learners.
		3.2.2	Implement strategies to optimise the personal development and academic progress of learners.	3.2.2.1	Monitor progress and adjust teaching to ensure the progress of different groups of learners.
				3.2.2.2	Provide appropriate levels of challenge to high achievers.
				3.2.2.3	Utilise a range of strategies and approaches to meet the needs of all learners.
				3.2.2.4	Collaborate with parents, colleagues and outside specialists to provide holistic support for learners with special educational needs.
		3.2.3	Manage classroom logistics to optimise teaching and learning.	3.2.3.1	Demonstrate understanding of learner dynamics by arranging groupings to optimise learning.
				3.2.3.2	Manage teaching time and transitions to optimise learning.
		3.2.4	Optimise the use of available resources and learning technologies.	3.2.4.1	Integrate learning technologies into teaching and learning experiences and related activities.

Elements		Performance Criteria		Performance Indicators	
				3.2.4.2	Promote responsible and safe technology use by learners.
3.3	Use assessment for learning	3.3.1	Use varied assessments to measure learner achievement, including relevant national and international assessments.	3.3.1.1	Use assessment of prior learning to establish individual starting points.
				3.3.1.2	Use ongoing formative assessment to measure progress.
				3.3.1.3	Use summative assessments – with reference to relevant benchmarks- to measure learner attainment and progress.
				3.3.1.4	Provide opportunities for learner reflection and self-assessment.
				3.3.1.5	Use appropriate tools and strategies to assess the academic progress and personal development of learners with special educational needs.
		3.3.2	Analyse and use assessment data to inform planning, teaching and curriculum review.	3.3.2.1	Use assessment information to guide lesson planning.
				3.3.2.2	Use assessment information to adjust teaching to meet the needs of all learners.
				3.3.2.3	Use assessment information to provide ongoing diagnostic feedback - written and oral - to help learners make progress.
				3.3.2.4	Use assessment information to review and modify the curriculum.
		3.3.3	Communicate assessment information to parents.	3.3.3.1	Use agreed methods to inform parents about learners' academic progress, personal development and next steps.
				3.3.3.2	Provide timely information to parents about any concerns.

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STANDARD 4: PROFESSIONAL GROWTH

Take responsibility for own **professional growth** by reflecting on performance, identifying **development needs**, planning and engaging in **professional development**, and **evaluating impact** on teaching and learning.

Elements		Performance Criteria		Performance Indicators	
4.1	Reflect on own practice	4.1.1	Reflect and self-assess in relation to school, national and relevant international professional standards.	4.1.1.1	Reflect critically on own practice and self-assess in relation to appropriate professional standards.
				4.1.1.2	Engage in discussions with colleagues to create consistent understanding of professional standards.
		4.1.2	Reflect on the effect of practices of teaching and learning to improve learner achievement.	4.1.2.1	Use a range of strategies to reflect critically on own teaching in relation to its effectiveness for learners.
				4.1.2.2	Seek feedback from learners, parents and colleagues.
		4.1.3	Identify own professional strengths and opportunities for professional growth and practice.	4.1.3.1	Discuss key professional strengths and identify areas for development.
				4.1.3.2	Reflect constructively on feedback from learners, parents and colleagues.
		4.1.4	Develop an individual professional development plan aligned to school and national priorities.	4.1.4.1	Identify challenging professional goals.
				4.1.4.2	Plan appropriate strategies and timelines to meet professional goals.
4.2	Engage in professional growth	4.2.1	Engage in professional growth activities aligned to professional development plan.	4.2.1.1	Engage in collaborative professional learning communities within and beyond the school.
				4.2.1.2	Share professional knowledge and practices to facilitate professional growth of self and colleagues.
				4.2.1.3	Engage in action research to enhance teaching and learning.



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		4.2.2	Demonstrate awareness that digital technologies are a key element in teaching and learning.	4.2.2.1	Develop technology skills continuously to maintain up to date knowledge and application.
4.3	Determine impact on learner achievement	4.3.1	Evaluate the impact of professional development activities on teaching practices.	4.3.1.1	Apply outcomes of professional development activities judiciously to enhance efficiency and effectiveness of teaching.
				4.3.1.2	Evaluate the impact of the outcomes of professional development on teaching practices.
		4.3.2	Evaluate the impact of professional development activities on learner achievement.	4.3.2.1	Apply outcomes of professional development activities judiciously to improve learner outcomes.
				4.3.2.2	Evaluate the impact of professional development on learner achievement.