

Virtual International Conference
Theme: Future of Educational Management & Leadership



Conference Proceeding



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Editors

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Virtual International Conference

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Faculty of Education, The British University in Dubai

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Context

We are experiencing a period of remarkable change in global education as a result of the pandemic. Researchers, governments, leaders in education and other stakeholders are actively engaged at all levels, in an attempt to understand these changes and to reposition activity and policy that can be effectively and efficiently managed. This conference, in particular, aims to explore the future of educational management and leadership. It is keen on engaging voices, thoughts, reflections, and practices of leaders in education, policy makers, practitioners, educators, and researchers. This will be a great occasion for participants to discuss the opportunities and challenges of educational management and leadership amidst the uncertain future. Papers and posters are invited on the following sub-themes.

Sub-Themes

- Managing and leading
 - vision, mission, and strategies
 - curriculum / instruction / assessment
 - educational technology
 - students
 - parental engagement
 - staff & talents & CPD
 - school improvement & effectiveness
 - internal & external pressures
 - educational policies
 - professional ethics / integrity

Keynote Speaker: Prof Michael Osborne, University of Glasgow, UK

Submission: All submissions must be made via: leadershipconference@buid.ac.ae

Abstract Submission: 20th May 2022

Full paper Submission: 25th May 2021

Conference information link:

<https://www.buid.ac.ae/conferences/educational-management-leadership-conference/future-of-educational-management-and-leadership/>

Abstracts

The impact of leadership behaviour on staff wellbeing for school improvement: A systematic literature review

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Leadership and wellbeing have become such common topics in any workplace, it's very similar to how productivity is discussed daily on social media. Although a lot of people understand what is meant by the two concepts but only few can accurately pinpoint a proper definition, which usually signifies the lack of proper understanding of what is meant by being a leader or how can leaders influence their staff's wellbeing or what is even meant by wellbeing. This study aims to examining the impact of leadership behaviour on staff wellbeing for school improvement. Different relevant leadership theories, as: Transformational leadership, behavioural theory, relationship theory and Great Man Theory. A comprehensive literature searches for studies that are relevant and target the main research question will be initiated. Planning an inclusion and exclusion criteria objectives. To ensure transparency in the literature review PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) will be used. This study is expected to highlight an examine literature that defines leadership and wellbeing and then discuss the influence of leadership on staff wellbeing and implications on workplace. This study is expected to review, consolidate, and add to the body of knowledge by examining leadership behaviour on staff wellbeing and its influence on school improvement. The systematic review process is an expensive, time-consuming, and extremely demanding process. It may include risks of bias. Explicitly researching impact of leadership behaviour on the wellbeing of staff in an educational setting and is expected to open the door for an effective dialogue between leadership and staff highlighting the importance of wellbeing as a solid foundation of overall school improvement. Linking leadership behaviour to staff wellbeing is an important aspect to be examined, staff wellbeing is crucial for effective teaching and learning and it helps creating a positive environment that gives the opportunity for all stakeholders to thrive.

Keywords: Leadership, Wellbeing, Traits, Education, Behaviour.

Managing the development from traditional learning to blended learning at university level

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The COVID-19 pandemic has enabled us to pave the way for digital learning. Implementing a new teaching method can be difficult, especially if you are an early adopter in a low-resource setting. This research intends to introduce blended learning to its readers and to analyse the trends and issues specially related to university implementation. The research focuses on different components of blended learning with emphasis on flexibility as the core component. It will highlight the comparison of blended learning with traditional methods. This is a secondary research analysing the blended learning implementation, developments and challenges at different university and countries. The data was collected by analysing different journals, research articles, thesis, books etc. Main body of knowledge: In more than 200 countries, the COVID-19 pandemic caused the largest disruption in the history of education systems, affecting almost 1,6 billion learners. More than 94% of the global student population has been affected by closed schools, institutions, and other learning spaces. This has resulted in extensive changes in all aspects of our lives. Policies for social distance and restrictive movement have disturbed traditional education practices significantly. School reopening after restriction relaxation is another challenge with many new standard operating procedures. In a short period of time, several researchers shared their teaching and learning activities in various ways. The COVID-19 Pandemic Several schools, universities and colleges stopped teaching from one side to the next. There is a fear that 2020 will be lost in the next academic year. The time must be renewed, and alternative education and assessment systems implemented. The results of the analysis were interpreted using descriptive analysis, percentages, and frequencies. This analysis found that various fields were practiced in the flipped classroom approach, and some technology tools were used as the online platform for its practice. Blended learning can be implemented in the curriculum, if necessary, support and resources are provided. The major support to implement the change would be through peer tutoring and developing and adopting action plans.

Keywords: Managing Learning, Traditional Learning, Blended Learning.

Leadership crisis assessment to understand impact of the pandemic on students' career choice, within nursing education in the UAE

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Healthcare Industry has taken a centre stage in combating the coronavirus disease (COVID-19) pandemic and has caused countries globally to rethink and strengthen their healthcare infrastructure and workforce. Nurses comprise the largest workforce within the healthcare industry, and proportionately bear the largest burden. Nursing Education plays the primary role in producing competent nursing workforce. The student nurses go through various emotions during this pandemic period which may impact their attitude towards choosing nursing as their professional career choice. The aim of the study was to investigate the impact of the COVID 19 situation, among the nursing students currently engaged within a nursing program, in the UAE, to determine the attitude of the nursing student towards the nursing and associations between the year of experience in the nursing program, with the attitude towards nursing as a career choice, during the pandemic situation. A quantitative, cross-sectional design was used to explore the undergraduate nursing students' perceptions regarding choosing the Nursing Profession as their career choice and to explore the change in attitude towards the choice and the nursing profession image during the COVID-19 pandemic situation. A survey tool was developed, tested and validated using a pilot study. The survey was conducted in a Health Sciences institution located in the emirate of Abu Dhabi comprising four campuses. The number of participants were three hundred and seventy-two (372) in number. All the participants were females aged between 18 to 26 years of age. Though, differences were seen in the perceptions related to attitude change towards the Nursing profession as a career choice and image of the nursing profession among the different study years (BN1, BN2, BN3, BN4), overall, there seems to be a positive attitude towards choosing the nursing profession as a career choice. The factors including internal and external factors including self, family, social media, and government's support have had a positive influence on the attitude among the students. However, it was noted that the risk factor of susceptibility to infection had a negative impact on students this has not affected in choosing the nursing profession as their career-choice. Students' mental strength during the pandemic period is really being tested as they go through a mixed emotion. The negative influences exist from various internal and external factors. However, the study shows that these factors have not affected much on the attitude towards

choosing the nursing profession as a career-choice. Academic institutions should orient the students to clear the doubts in the minds of the budding to-be nurses about the risk factors involved. The students' families and the government are doing a commendable job in inducing passion among the students towards the profession. The social and other media should be responsible enough to provide positive perception rather than creating fear in the minds of public.

Keywords: COVID-19, Coronavirus Disease 2019, Pandemic, Nursing Students, Career Choice, UAE.

Managing the involvement of parents in their children's education

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The type of parental involvement in children's education during the early years of school, as well as the relationship between parental involvement and children's learning ability, are studied in this research. It is necessary to gain a better understanding of the beliefs that motivate parents' involvement in their children's education. Parents' feelings about schools and emotional attachments to them may influence their children's attitudes about school and learning. Depending on the nature of those earlier events, these sensations can be favourable or bad. Parents may be unable to connect with their children's schools because of negative attitudes towards school. Positive attitudes toward school are more likely to increase parental participation. The expectations are also high. Additionally, parents' expectations for their children's future success are significant. If parents expect great academic achievement and school commitment from their children, they are more likely to adopt these favourable views.

Keywords: Parental involvement, Motivation of students, Student achievement.

Educational leadership and policy making: International perspective

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The process of engaging and guiding the talents and efforts of teachers, students, and parents toward common educational goals is known as educational leadership. In an administrative setting, an educational leader serves as a guide and affects other educators. Leaders in these executive positions strive to improve learning and the educational process for students. It is a collaborative process that brings together the abilities and forces of instructors, students, and parents to improve educational quality and the educational system as a whole. This article highlights some of the major policy initiatives taken in the countries such as United Arab Emirates, India, Finland, and United States of America. UAE has implanted Teacher and Educational Leadership Standards and Licensing programme. India has taken major initiatives like 50 hours or more of Continuous Professional Development modules per year, recruitment of Eminent Expert Committee constituted by the BoG, etc. Theoretical and practical Initial Teacher Preparation accessed via a highly competitive examination and few more initiatives were taken by Finland. USA had decided to invest in local leadership development by engaging and empowering local communities. The article also included some suggestions to improve leadership qualities among the stakeholder through educational policies.

Keywords: Educational Leadership, Educational Policies, UAE, India, Finland, and USA.

Impact of school leadership on student support and school improvement: A systematic literature review

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How can school leadership effectively support students and move forward in school improvement plans in times of crisis and beyond? The aim of this study is to explore the impact of school leaders on student support and school improvement. School leaders can provide academic and non - academic support to students. An effective school leadership supports students in all possible means to achieve their potential, this support has many dimensions, it may include their academic achievement, health, talents, and interests. According to Kentucky standards and indicators for school improvement, school leadership must provide students with a variety of opportunities where they can receive additional support to enhance their learning receive additional assistance to support their learning. There are three important models of theories: counselling models (humanistic and behavioural), learning style models and motivation models. Support given to students can be measured by their academic and educational improvement, student development theories are classified into four main families of theories: psychological theories, cognitive-structural theories, person-environment interactive theories and humanistic-existential theories. The study will help school leaders enhance and measure the effectiveness of the support given to their students in many dimensions.

Keywords: Student support, school leadership, student improvement, school improvement, motivation models.

Revivifying the missing campus Life: An innovative approach to student development

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During the COVID-19 pandemic related campus shut down, students were missing campus life. They were denied the opportunity to meet and develop social skills or participate in literary activities. This study reports on an innovative attempt by teacher educators and student teachers to revivify campus life through the use of a social media tool. Social interaction is a crucial factor for students to succeed in higher education. (Unger, 2007) A study in India found that the pandemic-based lock-down resulted in building of psychological distress among college students. (Ravichandran SP et al., 2020). Following a needs analysis survey, discussions with colleagues and student teachers led to zeroing down on the use of WhatsApp, the only available and accessible social media tool to connect with students. Meetings, planning, and preparations commenced and finally a Heart Day celebration was organized within the ambit of WhatsApp. The main research questions are: Did the attempt made by the teacher educators to enable students to connect, benefit in any way? Was the attempt to organize programmes online, successful and help make up for missing campus life? The findings indicate that by employing teacher leadership skills and tapping on student leadership skills, it is possible to find solutions for problems such as missing campus life. The innovative attempt can be emulated by institutional leaders at a time when Omicron and other variants of the Corona virus are threatening shut down of educational institutions already struggling to come to terms with the loss of productive working days. The study was conducted on a small sample- single batch of students of a BEd programme in three months. Similar studies can be conducted in other educational institutions to find out how they tried to make up for missing campus life. The study underscores the fact that teachers do have leadership skills and if it is channelled in a spirit of teamwork and the 'we' feeling, it is possible to produce feasible solutions for problems they confront.

Keywords: Campus life, Corona virus, Teacher leadership, Teacher trainees.

To what extent has placing global learning at the centre of Finland's national core curriculum reforms adequately responded to the pressures of globalisation?

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Finland's education system has been in the limelight ever since it hit the global headlines for topping the OECD rankings at the turn of the millennium. Since then, as globalisation has driven vast changes worldwide, those rankings have ebbed, Finnish policymakers have radically overhauled their national curriculum – which is now highly interdisciplinary, with Global Citizenship Education/Global Learning at its core. This decision has been driven by pioneering education research and development, led by the University of Oulu, and aligns strongly with the OECD's economically driven DeSeCo framework. With Finland's Nordic Bildung ethos, aimed at social justice and aligned with holistic constructivism, and with ten applicants per teaching place – requiring five years of training for a master's degree to teach at any state school – Finnish educational policy is often heralded as the vanguard for future educational models. This paper aims to provide recommendations for policymakers, by examining the necessity of these reforms within three themes it identifies as central to them: interdisciplinary Global Learning, Learner-Centred Education, and teacher training on Global Learning. It does so with reference to literature critiquing new and rising socioeconomic needs in both local and more general contexts within the Global North, current debates on global skills, media articles, and grey literature such as development sector reports, recent dissertations, and legal and policy documents – while attempting to separate the reality from the hype. The reforms are thus evaluated against the revised OECD-DAC criteria framework for intervention strategies – caveated by limitations due to the high dependency on author subjectivity and a top-line, medium-term scope. They are nonetheless found to have a medium-to-high overall rating, driven chiefly by their strong local relevance and global impact – but compromised by their effectiveness in terms of transparent, quantitative accountability and relevant teacher training. The recommendations are thus to tighten monitoring and evaluation of outcomes and introduce Global Learning as a compulsory course module for trainee teachers.

Keywords: Global Learning, National Core Curriculum Reforms, Globalisation.

The impact of leadership styles and best practices for school improvement: A systematic literature review

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School improvement is a critical area of research in the field of education. The research in this area has primarily focused on leadership and school effectiveness in terms of its academic achievement. There are few significant studies looking at the relationship of school leaders with school improvement. Through an inspirational, people-driven approach, the principal must balance managing the school with building relationships of trust and care. This study aims to identify the leadership style and principal's best practices that lead to school improvement. It investigates how principal practices and leadership styles can positively affect the performance of the school and made a significant contribution to its improvement. A systematic literature review is conducted in this paper to answer two main questions. First, what are the leadership styles that principles should employ to lead to school improvement? And second, what are principles' best practices lead to school improvement? Many theories have been proposed to study the educational leader's role in school improvement. This review will focus on the leader's leadership styles and practices in schools' effectiveness and improvement. The leadership styles that might lead to school improvement, how to measure school improvement, and a brief review on the leadership and school improvement in the UAE. Expected findings of this study conclude that there is no one specific leadership style that can greatly affect school performance, it can be a blend of two styles or more. Furthermore, school improvement is greatly affected by the practices of the principal who is the leader of this organization.

Keywords: Leadership, leadership styles, school improvement, principle, school effectiveness.

The impacts of leadership on resource mobilization for school improvement: A single case study from a private school in RAK

Doaa Nofal

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Education financing is based on a cost-sharing policy, which requires covering most or part of the costs of education through partnerships with various sectors. Through the research, many terms of importance will be defined such as resource mobilization, influencing factors, assessment of factors, the concept of sustainability, partnerships, and the influence of the leader. My study aims to investigate the factors affecting resource mobilization in schools by school principals. I will use similar studies research (Effects of Leadership Styles on Resource Mobilization (Michael, Kinyua, Mwamba, 2021)) A research method will depend on conducting interviews with the school principal or his representative, in addition to collecting data through questionnaires that will be distributed to the school's administrative staff or stakeholders in mobilizing resources. The data will be analysed to produce accurate data on the factors affecting the mobilization of resources. The case study will be in Ras Al Khaimah Modern Private School after the school has been approved to conduct this research to facilitate communication with stakeholders and to ensure access to some sources that will benefit me in conducting the research. My study will consist of the five main question: What is resource mobilization in school? Why is resource mobilization so important? Does the resource mobilization lead to sustainability in the school? How the school principal plays a key role in resource mobilization in education? How mobilization in education help to achieve the goals of the school vision? The study finding will illustrates the internal and external factors that effect of utilizing the resources to achieve the vision and mission of the educational system. The study also highlights the importance of securing resource mobilization and its impact on developing schools' work, creating new partnerships and supporting them for sustainability. I might have three main limitations in this study. Firstly, the transformation of some schools to education electronically due to the Covid -19 pandemic may make it difficult to collect samples from the educational field. The sample size may be insufficient for statistical measurements. Secondly, limited access to data is one of the limitations because I will focus my research on conducting interviews with senior academic and administrative staff. Therefore, many procedures and written approvals must be followed, and these schools may not approve circulating some questionnaires in the school or accessing their data in an easy way. The

availability of insufficient time to conduct the study may be one of the most important obstacles in this research. The final exams for schools are about to start, and the preoccupation of most schools in preparing for these exams will affect the responses of my research. My research is considered an effective way to achieve the goals and mission of the school and the continuity of the school in its community development projects and achieve sustainability. My study will consist of these key word (Resource mobilization, Stainability, Stakeholder, Recourses, Leadership).

Keywords: Resource Mobilization, School Improvement, School Leadership.

Continuous professional development of school staff and their talent

Divya Garg & Shri Kant Dwivedi

Galgotias University

This paper discusses the continuous professional development school staffs and their talent. With the fast-evolving technology and the education system, educators all around the world are also required to get themselves ready and prepared for the future education advancements. Continuous professional development is the lifelong process in the profession of teachers as well where they are expected to learn new skills and knowledge for getting themselves prepared for the advanced education system. Continuous professional development helps the teachers in improving their professional credibility and make them the great teacher for the smart students in the future education system. The feature of Continuous professional development in teachers helps them in enhancing their professional competencies along with maximizing their potentials. This paper discusses the importance and the methods for the continuous professional development of the schoolteachers. According to research, the quality of higher education is determined by instructors' professional commitment. To truly comprehend teachers' professional commitment, it must be viewed as a variable that is subject to constant change and unpredictability because of globalisation, knowledge explosion, and job patterns. It is believed that a teacher's professional commitment develops the spirit of doing good in the classroom with ongoing knowledge advancement. According to research, the quality of higher education is determined by instructors' professional Talent. To truly comprehend teachers' professional commitment, it must be viewed as a variable that is subject to constant change and unpredictability because of globalisation, knowledge explosion, and job patterns and staff talent in the field of education for both private and government schools. It is believed that a teacher's professional commitment develops the spirit of doing good in the classroom with talent and ability and ongoing knowledge advancement. Personal traits, character, educational credentials, and professional competences of teachers, according to the Kothari Commission Report (1964-66), eventually lead to success in all educational activities. This suggests that the success of the educational pyramid is dependent on instructors' commitment. A teacher's perceived commitment is a combination of internal and external elements in their career path, which pursues despite changing social, educational, and work settings. This suggests that a teacher's commitment is based on their professional identity and educational norms. Teachers' professional dedication requires a shift in their vision and actions to meet the expanding demands of

a changing environment. The knowledge-based type of social life and organisation has put teachers in a position where they are frequently accused of inefficiency in teaching effectiveness, lack of commitment, and other such things. By displaying the central tendency of data, the descriptive picture of all the variables under investigation, namely Continuous Professional Development of staff and their talent. Private and Government school teachers mean, median, mode, standard deviation, skewness, and kurtosis. The result of the present study will be presented under two sections. After organisation of the data, analysis using appropriate statistical techniques mentioned below will be done. The major findings will be stated as per the objectives and hypotheses formulated for the study. Interpretation of the findings will be done focusing on factors that will explain the relationship between self-esteem, achievement motivation and academic achievement. The study results will be discussed in the context of previous studies done by other researchers. To establish the validity of the findings of a study, it might be reproduced for studies with larger samples and various populations. A study might be conducted to investigate the interrelationships and correlations between various levels of continuing professional growth. A study should be done to examine if conducting seminars, conferences, and training programmes may help instructors improve their professional dedication.

Keywords: Professional Development, Staff Development, Staff Talent.

The role of instructional leadership for students' academic achievement and school improvement: A systematic literature review

Eman Fadel

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The choices of instructional leadership can affect every aspect of a school, particularly the practices of the principal. From the teacher to the parent, to the maintenance staff, often no stakeholder of a school is not affected in some way by the leadership style and practices of the principal but how does the principal impact student progress and attainment? Studies have been done regarding the effects of various principal level practices and their impact on progress and attainment in specific subjects or across core subjects but there are still knowledge gaps and as such this paper attempts to remedy some of those gaps. This study aims to systematically examine and evaluate twenty empirical studies published between 2006 & 2021 that are related to the impact of instructional leadership: Particularly the practices of school principals on student academic achievement. The effect of leadership level decisions on student and progress and attainment are considered across all subjects. The analytical descriptive method and Garrard's Matrix method will form the basis for review of the in-depth analysis of the studies. All evidence will be investigated in a transparent manner with the aim of providing much needed answers to questions that have previously been unanswered regarding the impact of instructional leadership on student progress and attainment and easing the knowledge gap in that area. Additionally, a search protocol that specifies rigorous inclusion and exclusion criteria will be implemented. Finally, the findings will be synthesized and integrated to address the research questions along with introducing recommended further research according to the weight of evidence that related to the review and presented by each study. The data will be presented in either tables or graphs followed by detailed description. The results will be reviewed in the context of the relevant research studies. The conclusion and recommendations are expected to help in understanding the impacts of leadership level decisions on student achievement and highlight successful principal level strategies that could be incorporated into school improvement plans.

Keywords: Instructional leadership, principals `practices, students' academic achievement.

The impact of school leadership on teacher's development and students' outcome for school improvement: A case study of a semi-private kindergarten in Dubai

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School leadership plays a major role towards a school success, because with an effective leadership style, a teacher will develop and perform well in teaching and learning and therefore students' achievement will automatically increase highly. This study aims to investigate the role of school leadership in supporting or deterring teacher's performance and students' achievement. A case study will be carried out in this study using a mixed data collection method. First, a self-administered questionnaire will be completed by teachers from semi-private kindergarten in Dubai. Then a group discussion with four teachers will be conducted using a convenient sampling technique in the same setting. The study will be guided by the following questions: to what extent school leadership style effects teacher's development and students' outcome and how teachers perceive the impact of school leadership in supporting or deterring teacher's development and therefore students' outcome. The findings of this research will determine the roles and responsibilities of school leadership in developing teacher's performance and students' outcome then indicate the factors that support, and hinder teacher's development and students' achievement thus will contribute to delineating and recommending the best school leadership practices that should be adopted to promote teacher's and students' development in Dubai semi- private kindergarten. This study will add and narrow to the current research on teacher development and student outcome in the UAE to semiprivate kindergarten in Dubai. It also aims to share the potential effective leadership practices with leaders that work in the current context. The findings of this study cannot be generalized and only beneficial to certain context, which considers as a limitation to this study. However, this study can be extended for further research on considering what leadership practices are most suitable and how school leaders can deal with crises for school improvement in this context.

Keywords: School leadership, teacher development, student outcome, school improvement, UAE context, transformational leadership, distributed leadership.

Consequences of teacher fit in the UAE educational context: Investigating a multidimensional person-environment fit construct

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This working paper aims to explore the multidimensionality of teacher fit in the UAE educational context; person-environment (PE) fit is so widespread that it is considered as one of the dominant conceptual forces in the field (Walsh, Craik, & Price, 2000) and an implicit factor in understanding behaviour (Schneider, 2001). The most used approach in the literature examines the fit between an individual and a singular aspect of their environment; this paper considers the nested view since individuals interact with multiple aspects of their environment simultaneously. The aim of the paper is to investigate the salience of different types of fit at different temporal stages of multidimensional fit, the consequences of PE fit on individual's outcomes (attitudinal, non-attitudinal, and behavioural), and the interaction between the types of fit with the multidimensional construct. The biggest challenge of analysing PE fit is its multiple of conceptualizations, measures, and analytic approaches leading to its "elusive" construct (Judge & Ferris, 1992). The paper begins by clarifying the different elements and assumptions of the individual types of fit, each identified as the relationship between the focal person (P) and an aspect of the environment (E). The level of the environment determines the type of fit which ranges from the job (PJ), the group (PG), the supervisor or other individuals (PS or PP, dyadic), or the organization (PO) as a whole. Then the paper will explore the conceptualizations of fit- ranging from the similarity, congruence, alignment, agreement, configuration, or match of the individual to the level of the environment- and operationalization of the types of fit- in terms of needs, goals, values, preferences, personalities, and knowledge, skills, and abilities (KSA's). Finally, a model of the multidimensionality of fit will be introduced elaborating how each type will be measured. Measurement of fit ranges from perceived (a direct assessment of the compatibility of P and E by the same person), to subjective (an indirect assessment of P and E by the same person followed by a comparison of the two), to objective (an assessment of P and E by different sources followed by a comparison of the two). Teacher quality is the most important school-related factor influencing student achievement (Rivkin, Hanushek, and Kain, 1998) and an important consideration in implementing the UAE's National Agenda 2021 since successful school reform is highly sensitive to teacher stability (Fullan, 2001). A better understanding of the nature of fit of

teachers at different stages of employment (pre- and post-hire), the salience of the different types of fit to the individual teacher, and the factors that strengthen or weaken fit perceptions will enable schools, and policy makers, to measure teacher outcomes. Teacher outcomes, such as turnover intention, organizational commitment behaviour (OCB), satisfaction, commitment, and burnout, will in turn determine the efficacy of leadership as well as teaching and learning in the UAE education sector.

Keywords: Consequences of Teacher Fit, Person-Environment Fit.

The impact of leadership communication skills and strategies used by school principals for effective performances of teachers and students in the UAE

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The British University in Dubai

The successful educational leadership communication skills and strategies used by school principals and its significance to high performing teachers and students at UAE schools. The aim of this study is to highlight the successful educational leadership communication skills and strategies which are used by school principals in the UAE and how they affect the performance of teachers and students, and it focuses on the issues they face while implementing their communication strategies. This paper is carrying out a systematic literature review to address some successful educational leadership communication skills and strategies and finding to which extent these features match literatures. The following are the questions that the study is exploring; What is the definition of Leadership communication? What are the keys communication skills and strategies? To what extent the leadership communication strategies and skills identified match with the schools' high performance? The study is in progress and is expecting to account the impact of school leadership communication skills and strategies for the effective performances of teachers and students in selected schools in the UAE.

Keywords: Leadership, communication strategy, communication skill, communication competence.

Effectiveness of continuous professional development for school middle leaders and teachers at Abu Dhabi high schools on students' achievement

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Conducting a continuous professional development for School Middle Leaders at Abu Dhabi high schools and its effectiveness on students' achievement (attainment, Progress, and study skills). The study aims to examine the most needed professional training for teachers which is directly needed to improve students' achievement and whole school performance. The studies consulted a few schools located in UAE to be consulted about the kind of professional development they are implementing. Both quantitative and qualitative approaches. The main research question is why middle leaders in Abu Dhabi schools should go under a continuous professional development training. The middle leaders' teachers in schools should go under a unique and ongoing Professional development training in key areas where they are most effective on students' academic achievement and reflexes a realistic image of the school academic performance. In away the necessity of school middle leaders to develop their academic regular academic skills and to renew their knowledge to fit for the current academic challenges. The study should be used according to framework and policies implemented in UAE only. The study could be developed wider in the middle east area for some countries with some similarities in the policies and the educational framework. The research suggests that teachers should continue the professional development in a year-long as meetings and interviews will be held with the middle leaders, teachers and school leaders to register their own opinions toward the training as well as to take their future suggestions as areas of improvement for this training as well as to verify students' achievement (Attainment, Progress and Learning Skills) after and before implementing this Continuous professional development training.

Keywords: Professional Development, Student Achievement, Middle School Teachers.

The impact of school leadership on the curriculum implementation process: A systematic literature review

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Over the years, the role of a school leader and its effect on the implementation process of the curriculum has been a great concern in the educational field. This concern has bombarded the net with massive literature reviews. Based on these reviews, the researcher tries to provide a better understanding of this correlation and study how a school leader can enhance the application of a certain curriculum and, therefore, the achievement of its goals. The aim of this study is to investigate the influence of a school leader role on the curriculum implementation which, in turn, contributes to the teaching-learning procedure. This study is carried by systematically reviewing 20 articles; then, the analysis of these articles will be conducted based on various themes that focus on the aspects of a well-implemented curriculum. Actually, the study is heavily relying on the style theory of leadership and departing from the research entitled by “Instructional Leadership and Curriculum Implementation” conducted by Bahtilla M. and Hui X. in 2020. Using the google scholar platform, the researcher conducts a search using relevant keywords about school leadership and curriculum implementation. Skimming the search results based on inclusion-exclusion criteria, eligible articles are selected. Then, a thematic analysis is performed, and results are reported to find an answer for the main research question: what is the impact of school leadership on curriculum implementation? The findings of this research are expected to show the importance of having a school leader that plays an effective role in embracing a developed curriculum implementation and fostering a desired learning environment. An implication of the study might possibly be considering the role of a school leader in the implementation process of the curriculum as a major and inevitable responsibility. Another potential implication is to take into account the recommendations of school leaders in any curriculum development workshop as they are the main catalysts to successfully implement any curriculum. Unfortunately, the limited number of recent literature reviews found on the discussed topic may weaken the significance of the findings of the study. Also, as no data is collected, the results established at the end of the research lack any statistical evidence. Future research may be conducted based on quantitative analysis in different schools to evaluate the effectiveness of leadership in fulfilling the goals of the implemented curriculum by the measurement of specific indicators. As a conclusion, it may be shown that an effective

school leadership and a successful curriculum implementation are interrelated. A leader equipped with a variety of skills and a wide knowledge of different practices boosts a prosperous curriculum implementation and better learning outcomes.

Keywords: School leadership- Curriculum implementation- Learning outcomes- Instructional leadership – School leader role.

Impact of leader's implementation of positive learning environment and student wellbeing on students with special educational needs and its effect on school improvement: A single case study from a private school in Sharjah

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Leaders have crucial responsibilities in fostering the social and academic involvement of students. The scholastic experiences of students can have a dramatic impact on their future lives and social-emotional skills. The question of if and how wellbeing, a subdivision of happiness, may be adopted in schools has generated a substantial amount of research. However, little research has been conducted on how school leaders influence a well-being and positive culture and how this might influence SEND students and school improvement. This research is conducted to address this current gap in the literature. Consequently, theories concerning SEND students and their wellbeing and positive learning are consulted: Corrective Educational Model by Vygotsky, Inclusive Special Education Model, Universal Design for Learning, Ryff's Model of Psychological Wellbeing (1989) and Seligman's Positive Psychology Theory / PERMA Theory (2002-2011). A single case study of a principal of a private school in Sharjah is conducted to explore his leadership's, beside other leaders' contribution to SEND students' wellbeing and positive learning. In addition, a staff survey is piloted to explore 50 teachers' and other staff's perceptions about the aforementioned role played by the school leadership. Using statistical and thematic analysis, the data is refined and examined. The study implies that principals play a crucial role in building and supporting inclusive schools when evaluating the variables that influence the wellbeing and positive learning of children with SEND and implementing successful inclusive practices. These practices entail promoting and executing efficient and collaborative teaching practices, partnering with parents and professionals, obtaining advanced professional skills, and constructing a holistic system to name only a few. The findings explore the choices and decisions of leaders impacting the wellbeing of SEND pupils and give recommendations based on the research major conclusions. The limitations of this study can be summarised as depending on a single case study where the volume of data, together with the time restrictions in place, might impact on the depth of analysis that is possible within the available resources besides Lacking scientific rigour and providing little basis for generalization of results to the wider population can be considered as another shortcoming. For future studies, it is recommended to perform research on post-school and

long-term follow-ups of outcomes for students with SEND who receive either mainstream or special education, or a combination of both, throughout their school years because the evaluation of the success of such initiatives, educational placements and programs will help support the findings of the current study.

Keywords: Special educational needs, special inclusive education, positive learning, student's wellbeing, a positive school atmosphere, school improvement, leadership impact.

Impact of leadership on staff management and school improvement: A single case study from a private school in Dubai

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The study focuses on private schools in Dubai, UAE. KHDA regulates private schools; however, they have their system as a small institution. Moreover, teachers and the other school staff are from various nationalities and cultures. As a result, staff management needs to be tailored based on these characteristics to improve the school community to ensure best practices as an environment and teaching and learning. This case study helps contribute the needed skills in a leader to enhance learning and effectively provide staff management. Also, it shows the importance of leadership to strengthen staff management which integrates a relationship between leadership and management in schools. The study helps in improving the education system in the region as well as the school community in a way to maintain best practices and well-being. Linking that to theory, staff management and leadership need to follow Bureaucratic management theory and human relations theory. To begin with, making this framework incorporates a level of leadership, clear division of work, the partition of individual and hierarchical resources of the proprietor, severe and reliable standards and guidelines, fastidious recordkeeping and documentation, and the choice and advancement of representatives because of their exhibition and capabilities. Following that, experiments aimed at increasing productivity laid the groundwork for the human relations movement - shifting how lighting, break times, and workday length are designed. The changes tested were met with a performance improvement. Ultimately, it was determined that improvements were not a result of the changes but from the researchers listening to employees and making them feel valued. This research follows the case study steps by determining and defining the research questions, then selecting the cases, determining data gathering and analysis techniques, preparing to collect the data, collecting data in the field, and evaluating and analysing information, and finally, preparing the report. The main research questions are the following: What is the role of leadership in staff management and school improvement? What is the relationship between leadership and staff management in school? What is the effect of staff management on school improvement? What skills does a leader need to ensure staff management and improve the school? The expectation of this study may show that staff management plays a role in the success of any institution as well as having good leadership can ensure that the team is on the

same track, which will lead to high achievements. The study faced some limitations, such as some of the staff not being able to answer the questions in English. Also, there were some time limitations because the school is under instruction; finally, covid – 19 precautions are still ongoing at the school where the research is conducted. In conclusion, there is a strong link between staff management and school improvement, and both need good leadership to maintain success in all the aspects of any educational institution.

Keywords: School leadership, school improvement, self- evaluation, staff management, performance management.

Strategic planning, as key for school development to cope with the new normal after the pandemic: A case study from a British school in Dubai

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After the Covid-19 pandemic, there is a new normal in the Education field. Indeed, there are new practices, new variables, and new requirements; hence, investigating what should be considered after the Covid-19 pandemic to be involved in the school's future strategic planning is essential for realistic school development; that will be the aim of this research paper, which will be conducted through a case study of a British School Leadership in Dubai. The research question of this paper is: what lesson was learned from the Covid-19 pandemic that should be considered in the future strategic planning of schools for realistic development? This paper was inspired by a report done recently by Alqershi, who affirmed that strategists have unique skills and abilities to connect the past and the present in order to predict. what might happen in the future? In addition, a study entitled Education after Covid-19 was done by Mazzara, Zhdanov & Bahrami recently investigated the importance of strategic planning to secure the new standards of the education system after Covid-19. The findings might refer to new aspects to be activated in the school's strategic planning for real school improvement. However, they might not be generalized in different contexts. Therefore, this paper might be considered as a guideline for school principals in Dubai to help meet the necessity of effective school strategic planning to meet the current requirements in the learning process and might shed light on studying specific aspects, such as the correlation between new pedagogical methods & supporting ICT infrastructure, and the future of education.

Keywords: Educational strategic planning- Transformational leadership, Strategic Leader – Visionary leadership- School Improvement.

An investment-oriented approach by sustainable leadership in firms towards sustainable performance: A cross-sectional study amongst educational sectors in the UAE

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Currently, organizations of all structures are aware that a significant source of competitive advantage is gaining from the appropriate systems for attracting, motivating, managing, and retaining the organizations' talents. Adopting a strategic view of leadership, "sustainable leadership" not only enhances employees as human "assets" but also develops appropriate policies and procedures as investments in these assets to increase their value to the organization and the marketplace. The current study analyses the sources of employee value through sustainable leadership roles toward sustainable performance. In this background, three UAE-based educational institutions were chosen purposively and administered a closed-ended questionnaire and a short interactive session. The samples were selected by stratified proportional sampling for diverse demographic responses. As the data are quantitative and qualitative, an exploratory analysis has been done to test the hypotheses and make a conclusion about the link and importance of the variables. The results validated the proposed conceptual model that was developed from the literature. Subsequently, the study established that sustainable leadership approaches augment strategies for best opportunities and ensures that performance standards are met. This needs a global and innovative mind-set from management and employees. Gradually, firms can plan in the longer term and maintain a sustainable performance to have a competitive edge. Finally, it recommends routes for future research in addressing issues in analysing the human Return on Investment (ROI).

Keywords: Sustainable leadership, Investment perspective, Sustainable performance.

Impact of leadership on staff motivation: A single case study from a government nursery in Sharjah

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Employee motivation has been discovered to be a stimulant for employee productivity and, as a result, for organizational success. Leaders play a critical role in fostering an environment and culture of excitement and productivity among the team, enabling them to achieve high levels of performance. This qualitative method research aims to examine the leader's best techniques for employee motivation in a government nursery in Sharjah. The nursery's principal will be interviewed in a semi-structured interview. The significance of this research can be interpreted in two ways. First, identify strategies that can assist nursery leaders in creating a motivating environment. Second, expand our knowledge of the impact of leadership on employee motivation in a particular context, which is a nursery in the emirate of Sharjah. This study will contribute to the literature on leadership in government nurseries, particularly in UAE. Furthermore, it may benefit human resource management and decision-makers in planning, implementing, evaluating, and improving new or current employee motivation programs. The predicted conclusion of this case study is that the principal adopts a transformational leadership style that promotes employee motivation effectively. Keywords of this study are leadership, motivation, employees' motivation, employees' performance, organizational success, leadership styles, Idealized influence, Inspirational motivation, Intellectual stimulation, Individualized consideration.

Keywords: School leadership, staff motivation, school improvement.

Leadership is an art: Truth or fiction?

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Although allusions to leadership as art are widely accepted implicitly, the practice of leadership as an art is not explicitly or consistently described in the literature. Such elaboration would benefit studies on social innovation, humanitarian transformation, and creative leadership in today's leadership context. The goal of this study is to clarify the definition of "leadership as an art" in the context of wicked (complex) social problems and modern leadership research and practice. The goal of this viewpoint paper is to clarify the definition of "leadership as an art" in the context of wicked (complex) social problems and modern leadership research and practice. First, defining the framework for leadership as an art form by providing wicked dilemmas as a venue for societal transformation in accordance with Grint's (2008) problem typology. Second, in terms of the discovery processes associated with each paradigm, differentiation between leadership practiced as "art" and leadership performed as "conventional science is addressed." Third, while practicing leadership as an art, examining the importance of group leadership, normative authority, and constructive disagreement. Fourth, exploring leadership as an art form using virtue theory, including phronesis (practical wisdom). Some utilized examples of social change projects throughout the study show essential themes that influence the notion of leadership as an art. In this study, we investigate the idea of "leadership as an art," which is frequently mentioned but seldom described concretely. researchers investigate the notion by comparing artistic and scientific knowledge paradigms, finding descriptors of the "leadership as art" concept found in the literature, and showing essential aspects of the "leadership as art" concept using real-world instances. Leadership is defined as empathetically engaging and normatively unifying people in a vision to promote the common good by jointly creating an understanding of a complex social problem and its solutions, which when pursued bravely and creatively has the potential to make an amazing contribution to humanity. The breadth and complexity of social problems have a daily influence on communities, making them worthy of consideration. History has shown that practicing leadership as art from a normative power base has the capacity to unite various collectives in addressing difficult social challenges creatively for the sake of the common good. This study explores the concept of whether leadership is more of an art or science, the paper focuses on a qualitative approach where a literature review is used to verify the research questions. To have

a deep insight into the issue at hand other methods should be used that are quantitative like, surveys or other qualitative approaches like observations and interviews. There is a central motif to leadership as an art form: connecting with people to make the world a better place. In this age of global complexity, wicked social problem resolution just cannot happen without such leadership. This paper's purpose is to give conceptual tools for further study, research, and leadership practice with the goal of making the world a better place.

Keywords: Leadership as an art, Wicked problem, Normative power, Constructive dissent.

The impact of principal leadership on effective learning: A systematic literature review

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For numerous decades, there has been a rising interest in the potential of principal leadership on effective learning. This interest has led to an increasing number of systematic reviews of research to understand to what degree and how principal leadership impacts effective learning. The aim of the study is to improve the understanding of the impact of principal leadership on effective learning by systematically reviewing 20 articles. The included studies will be analysed based on two themes: (1) Definitions of principal leadership and its models/traits, and (2) Impact of principal leadership models on effective learning. Different leadership theories, as: Contingency (situational theory), management theory, and Great Man Theory could be addressed. An electronic literature search for relevant, high-quality individual studies addressing the research question will be conducted. This will be followed by formulating a list of unbiased objectives(s) for inclusion and exclusion criteria that will allow addressing the research question. Then a systematic review procedure will be used; preferably PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) where a flow chart of literature identification, screening, eligibility, and inclusion process will be presented. One of the key findings is that school principals play an important role in improving the efficiency of learning. Another key finding is the impact of successful principalship model (transformational, instructional, or a combination of both models) on effective learning. The study might have two implications for educational policy makers and practitioners. One of the potential implications is that in light of the efforts to promote effective learning, it is encouraged to view principalship as an integrated leadership of several practices and approaches. The other potential implication is that rather than depending on a specific practice, principals need to focus on school conditions and contexts that would promote efficient learning practices. The systematic review process is an expensive, time-consuming, and is an extremely demanding process that requires a team of researchers. It may include risks of bias, as: selection bias, publication bias, and attrition bias. The explicit definition of leadership would open the doors for future studies and would put emphasis on the need for identifying the model of principalship that best impacts effective learning. Linking principalship and effective learning is essential in education. There are three (possible) key functions of principal

leadership: Shaping a vision for academic success for effective learning, creating a suitable climate for effective learning, and cultivating leadership in others.

Keywords: Principal Leadership, Leadership Model, Effective Learning, Systematic Literature Review, Transformational Leadership, Instructional Leadership.

Managing the future of learning: educational leadership imperatives

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Education is viewed as a global common good, and as such, it must be well-designed and delivered, as knowledge and learning may shape humanity's and the planet's futures. It is all about re-imagination and inventiveness in the future, education results in people's creativity, aspirations, vision, and goals. In this context, OECD (2018) reiterates that to navigate through such uncertainty, students will have to develop attention, imagination, resilience, and self-regulation. They will need to regard and prefer the ideas, perspectives, and values of others, and they will need to cope with failure and being rejected and move ahead in the face of adversity. Exciting new scientific knowledge on how the brain works and how people learn to drive change worldwide, disruptive technologies and human continuous pursuits of innovation demand a new breed of learners. To become capable individuals, learners must expand their knowledge, skills, attitudes, and values and must actively participate in and be motivated by their learning for this to occur. Several policy initiatives are already in place across the globe and each country has come out with its educational agenda for the future. A wealth of information is at fingers at the push of a button. The teacher is not the only one who knows everything; he/she evolved into an important mentor, exhibiting how to succeed to students. Students must learn the knowledge and skills they will need in today's and tomorrow's workplaces and future education or training. Students must acquire the knowledge and skills necessary for today's and tomorrow's workplaces, higher education, or activities. Education and learning are the basis for the restoration and transformation of our societies; this mobilizes knowledge to help us understand a transforming and uncertain world. Education nurtures understandings and builds capabilities that can help to ensure that our futures are more socially inclusive, economically just, and environmentally sustainable (UNESCO,2021). To navigate such uncertainty, students will need to develop curiosity, imagination, strength, and self-regulation. Their reason will be more than having a good job and a superior income; they will also need to care about the well-being of their friends and families, their organizations, and the planet (OECD,2018) According to the Indian National Education Policy (2020), education should teach students how to think critically and solve issues, be creative and multidisciplinary, innovate, adapt, and absorb new material in innovative and changing domains, rather than teach them content. It reaffirms that universal access to high-quality education is critical to India's

ongoing global leadership in economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Proper education must consider the goals and even energies of the students. Teachers in the twenty-first century must act as a guide or mentors to their students rather than an all-knowing sage who provides all their knowledge. Students will invariably know more than teachers on many topics and will be one step ahead of the technology in use because they have so much access to materials of all types. Teachers must be enabled to act as facilitators and motivators of learning to empower their pupils. This approach requires a new breed of teachers who are forward-thinking, inquiring, and adaptable. Teachers must be lifelong learners who are constantly studying new methods of instruction and learning with their students. School leadership plays a major role in creating a conducive learning environment and inspires teachers to perform their duties beyond their capabilities. Transformational leadership has recently attracted the focus of academic circles as a modern leadership style with contemporary significance (Gong et al., 2009). The paradigm of transformational leadership in education is expanded by the concept of school heads' transformational leadership. By stimulating their high-level demands, a transformational school leader aims to improve teachers' awareness of the importance of completing the task of education. The goal is to create a climate of mutual trust between school leaders and teachers and encourage teachers to put their interests aside for their development by devoting themselves to exceeding their school's educational performance objectives (Bass, 1995). Vision, human centeredness, motivation, and intellectual stimulation are components of school leaders' transformational leadership behavior, impacting teachers working in the system. Leadership is linked to the effectiveness of the teaching process. Educators must strike a balance between transformational and transactional leadership in their professional practices; significant progress toward transformation is made using high-quality knowledge, skills, and delivery education programs contextual to the needs and resources available. Transformational leadership skills can lead to more productive, self-improvement, and satisfying outcomes. The transformational teacher articulates and shares a realistic vision of education with students, intellectually stimulates students, and motivates them to put forth their best effort in professional preparation by guiding them in the right direction while taking individual differences into account. The educational system demands transformational instructors and leaders whose long-term influences nurture pupils into competent, devoted, intellectually stimulated, and well-rounded individuals. Teachers need opportunities concerning professional development in their capacity-building in terms of leadership development. This paper highlights the emergence of new educational practices built on future perspectives and

approaches to education. It tries to map the leadership competencies of school leaders with the future aspirations and goals of education. In the end, the authors have argued the need for transformational leadership in education for the holistic development of the school as a community of learners.

Keywords: Education, Learning, Leadership, Quality of life.

The impact of leadership on school improvement and student's achievement: A single case study from a private school in Dubai

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Students' achievement is the goal of any educational institution. On one hand, the education systems are evolving rapidly focusing on technological advancements as required in UNESCO education 2030 vision and UAE Centennial 2071 vision. On the other hand, previous studies have shown that learning gaps have exacerbated the previous 2 years due to the pandemic and the shift to online and blended learning. Hence, to ensure learning equity, the school leaders should carefully examine the assessment practices and their alignment to instructions and curriculum. This study aims to explore with the CIA¹ head the impact of instructional leadership on formative assessment practices to increase students' engagement and maximize their performance. This paper is mainly relying on instructional leadership theory and the study of Webber et al. on leading assessment for enhanced students' outcomes. The main Research Question is: how can a CIA head support teacher to gain the required knowledge and skills to implement formative assessment practices that increase students' engagement and performance? This study employed a single case study in the elementary section of an American private school in Dubai. Methods of data collection are semi-structured interview with the CIA head, semi-structured questionnaire for the elementary teachers of all subjects using English as language of instruction. The expected key findings will show that instructional leadership has positive impact on teacher formative assessment practices, hence on students' engagement and achievement. This study may have some implications; measuring the impact of CIA head role on assessment practices might affect the positive engagement of the varying stakeholders that results in school improvement. Consequently, the researcher might shape future studies about the impact of distributed and transformational leadership on assessment practices in a technological and advanced country like UAE. This paper may have some limitations; the lack of a systematic and consistent framework to collect and analyse formative assessment data might prevent the researcher from conducting a quantitative analysis to support the qualitative analysis. Another limitation would be the authenticity of the participants' questionnaire responses considering that the researcher is a colleague in the same institution. Leading assessment is a critical and challenging aspect of school improvement. It requires a school vision, a strategic plan and collaboration among all stakeholders to support teachers in

effectively implementing the assessment practices to increase students' learning and minimize learning inequity.

Keywords: Instructional leadership, school improvement, formative assessment, learning, engagement.

Gender factor in school leadership: An exploration of teacher perception towards the leadership effectiveness of their school principals

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The purpose of this qualitative study was to identify and explore the gender factor in educational leadership. For this, to know the opinion of high school teachers towards leadership effectiveness of their male and female school principals, a semi-structured questionnaire was applied to 144 higher secondary school teachers. The purposive sampling method was adopted to select the sample of the study. The data were analyzed with the help of content analysis. The findings of the study show that most of the teachers have different opinion towards the leadership effectiveness of their male and female school principals. However, they believe that women can manage school more effectively than men principals. They prefer women school principals for their own children because of their individual consideration and good communication quality. They suggest that individual rather than gender is a determinant factor for leadership effectiveness.

Keywords: Gender Factor in School Leadership, Teacher Perception of Educational Leadership and Leadership Effectiveness.

The impact of school leaders on monitoring and Evaluation of teachers' performance towards school improvement

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School leadership is the process of leading, directing and guiding all members within the school community. It is the ability to motivate and influence teachers, students, and parents to work to full capacity, to be creative and innovative, and to improve their performance to reach the educational goals being set. The person who stands for all the above-mentioned responsibilities and duties is called the "leader." The leader is responsible for developing the school he works at and to do so, he must apply lots of skills that leads to school improvement. One of these skills is monitoring and evaluating. Even though monitoring and evaluating take a long time and are difficult to be done regularly and efficiently, they are essential components of the leader's roles. The aim of this study is to explore the effect of the leader's role of monitoring and evaluation for teachers' performance on school improvement. The situational theory talked about developmental levels and leadership styles and stated that the creative leader has the ability to match the level of the staff to the correct leadership style needed and to do so, the leader has to be a good observer who monitors and evaluates the work of every employee in order to reach the best implications which lead to the improvement of the institution. Also, the path-goal theory mentioned that a directive- oriented leader must monitor workers in the time, quality, and expectations to have better outcomes that is related to organizational improvement. This study will conduct an interview with a school leader in a private school in Dubai about the monitoring and evaluating techniques used and their correlation with the school improvement. It will also have a survey with 30 teachers about the same topic. The result of the survey will be calculated by the Cronbach coefficient then will be compared to the information given by the principal in the interview. The interview will be transcribed. The two main questions for this study are: Why monitoring and evaluation are important? How do monitoring and evaluation refer to school improvement? The expected findings are Monitoring, and evaluation may have an essential effect on responsibility and school progress. They help in figuring out whether the teaching techniques used by teachers are contributing to the school's progress. They also provide a trusted source of information showing the development of the school, yet the findings cannot be generalized since it is a case study. The findings of this study may lead the leaders to adopt and to focus more on the concept of monitoring and evaluation

in case it reveals a positive result. This study can be also used by other researchers for future studies. To sum it up, this study will work as a practical application and examination for the theories mentioned previously. It will work as a link between what is being read as a theory and the facts that are taking place.

Keywords: Monitoring, Evaluation, leadership, leader, and school improvement.

Impact of leadership on instruction and school improvement: A systematic literature review

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The importance of School leader's role in school improvement is widely established through the scientific literature. There are many empirical studies available on different leadership models such as instructional leadership, transformational leadership etc. Instructional leadership which has now evolved as "leadership for learning" is a model in which the school principal plays a vital role in the management of curriculum, pedagogical practices. The aim of this study is to identify the impact of instructional leadership on teacher collaboration, efficacy and student achievement which will lead to school improvement. To conduct this study a systematic literature review method was used. The analysis of the literature was conducted by doing computerised search on the literature in EBSCO database and google scholar website from year 2010 – 2022. After the research articles included were based on the following criteria of inclusion which were date published, geographic location of study, language used (only English) and setting (in school). The articles were further filtered by doing the content analysis and only articles related to instructional leadership model were selected. Out of the 30 articles 15 were international and 15 were UAE based. The literature review was conducted to answer the following research questions 1. What is effect of instructional leadership on teacher collaboration and effect. 2. How does effective instructional leadership improve student attainment and academic progress? The key findings were that there is significant effect of instructional leadership on teacher development, well-being which also helps in student attainment. Along with the implications, the limitation and scope for future study was also discussed. The study expects to account the impacts of school leadership on instruction and school improvement.

Keywords: leadership for learning, leadership styles, best practices, teaching and learning, coaching, mentoring, instructional leadership, pedagogical practices.

The role of educational leaders on improving the effectiveness of online learning for female students in the UAE

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The United Arab Emirates proudly promotes and encourages females to engage in all aspects of society. It is a nation qualified to boast about the educational advancements and achievements made by female citizens and residents alike. Many would assume that the Covid19 pandemic disproportionately impacted female learners due to the nationwide physical closure of educational facilities. Research suggests that females across the globe are pursuing online education at a higher rate than before the pandemic changed the status quo. Acknowledging such information is vital. Understanding why females were inspired to change their approach to learning is fundamental. Promoting, balancing, and incorporating the positive aspects of online learning platforms is essential to improve the overall educational experience of female learners. This study is closely linked with the findings of the first 'Women and Skills Report' published by Coursera in 2021. Through a systemic literature review, the researcher hopes to demonstrate that the key findings from the report could be used to enhance the learning experience of female teenage learners in the UAE. By engaging with this study, leaders can develop their institutions for those already enrolled and create a more amenable space new female learners,' some of whom might not have considered furthering their education.

Keywords: Gender Gap in Education, Covid – 19, Online Learning.

Impact of leadership on staff development and school improvement: A systematic literature review

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Staff development encompasses all policies, practices, and processes aimed at improving staff knowledge, skills, and competencies to improve individual and institutional effectiveness and efficiency. And it is considered an important part of teacher and staff growth.

The main aim of the study is to study the different approaches for staff development in the educational sector and to recommend possible best practices to enhance the process of staff development. Cognitive development, learning, systems, and psychoanalytic theories are all major theories of development. Various theories on development emerge from these systems of thought. Also, leadership theories. Those theories will be consulted for conducting this research. A systematic literature review will be the method of conducting this research. Which is a fundamental scientific activity that allows scientists to see the "whole picture" of a topic. A systematic review identifies analyses and synthesizes research findings to produce a summary of current evidence that can help with evidence-based practice. The main research question is "what is the impact of leadership on staff development and school improvement?" Continuing professional development allows you to contribute meaningfully to your team. You improve your productivity at work. This will help you progress in your profession and move into new roles where you can lead, manage, influence, coach, and mentor others. CPD keeps you engaged and interested in what you are doing. As the study is still in progress the expected findings will focus on the importance of CPD in education among teachers as well as all staff. The potential implication for systematic reviews is that by determining ahead of time what new evidence will be required to minimize uncertainty, the review question can be better tailored to the needs of users. However, the limitations beside the time needed to review different articles/studies/books, another limitation would be risks of bias, such as selection bias, attrition bias, and selective outcome reporting; inconsistency, such as clinical or statistical heterogeneity; and imprecision, which can lead to Type I and Type II mistakes, are just a few examples. Finally, the scope for future studies will be leadership trades vs staff development in the education sector. Individual employees feel welcomed and encouraged at work, thus staff development is recognized and strengthened. Effective leadership is essential for inspiring

employees to achieve their full potential and providing the ideal learning experience/environment for students at the centre.

Keywords: Effective leadership, staff development, CPD, policies, process, practice.

An investigation into teacher leadership characteristics that influence student performance: A case study in a private school in Sharjah

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Leadership is broadly recognized as one of the key determining factors of student achievement (Supriyanto et al., 2020). Students' academic achievement can be affected by a school leader's/principal's leadership principles and behaviour (Tatlah et al. 2014). According to Radhwan (2020) student positive progression mainly comes from having a good school leadership which obviously will have a great influence on an individual, students, as well as the instruction association in UAE Sharjah private schools (Radhwan 2020). Teacher leadership is a fundamental factor in a successful educational reform. There is a correlation between transformational leadership approach/style and the result and engagement of students, and the instructor credibility view (Radhwan 2020). Building a strong relationship between the teachers and students, which can be relying on trust, and understanding student strengths and weaknesses will help to create an important social as well as educational environment for effective student learning. Teachers believe that classrooms' problems can be reduced when the teacher has a positive charisma (Rashwan 2020). Teacher leadership has promoted the development of school, improve student achievements and engagement in learning (Wan et al. 2020). Most teachers agreed on many crucial engagements that they should have for their professional career which will directly affect the students' outcomes such as professional development. Furthermore, student motivation affected by teacher experience, qualifications, and way of dealing with the student as some parents believe that (Radhwan 2020). Trusting relationships between the lead teacher and the students and between the lead teacher and other teachers will motivate the engagement in the process of learning as well as the result of students that are critical for learning attainment (Fulmer & Gelfand 2012). Research context will be in one of Sharjah private school that provide American curriculum to investigate into teacher leadership characteristics that influence student performance. The research aims to identify leadership characteristics that can influence students' motivation and academic performance and to understand the relationship between the leadership characterises and the students' academic performance. Quantitative research method will be used by distributing an online survey using "Google forms" to school principals, head teachers, teachers, any other position title that can support the study. The survey will include set of questions with 5 rates (strongly

agree, agree, neither agree nor disagree, disagree, strongly disagree). Data will be shown in a diagram to clearly understand the main characteristics factor that can influence the student academic achievements. The study expects to indicate high performance result of student with good leadership characteristics, student performance influenced by the leadership characteristics and high relationship between leadership characteristics and learning performance.

Keywords: Teacher Leadership, Student Performance, Case Study, UAE.

The role of leadership in improving parental engagement in a private school in Abu Dhabi.

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Parents have a vital role in children's success. When parents are involved in their children's education, it drives children to show their best. Smart school leaders who are building a strong community and involving parents in their children's education to enhance students' achievement and contribute to their success in the school. The purpose behind conducting this study is to investigate the role of school leadership in enhancing the parental engagement in a private school in Abu Dhabi by answering two research questions (1) How does leadership increase parental engagement in school (2) How parental engagement can increase the student's achievement? The report is based on qualitative data collected through an interview with the school principal and analysing data of survey distributed to parents answered by 135 parents that were employed to figure out the role of leadership on parent's engagement and which activities parental involvement are affected on students 'achievement. The findings argue that strong leadership promotes engagement of parents in the school activities and school community can enhance the student's achievement over time. In addition, findings show evidence that the role of school leader is critical in the school social community, as well as finding solutions to involve the parents in the school activities.

Key words: Leadership, Parental engagement, school activities, student's achievement, parental involvement, community.

The role of the regional university's student-led projects within the Staffordshire university innovation enterprise zone as drivers of the regional innovation eco-system

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Stoke on Trent and Staffordshire Local Enterprise Partnership (SSLEP) is one of the lowest-performing regions in terms of innovation and investment in R&D across the Local Enterprise Partnerships (SSLEP, Local Industrial Strategy, Evidence base, 2020). Students, however, provide a significant untapped resource to support regional 39,000 SMEs (Bureau van Dijk, 2021) with innovation-led projects. The aim is to understand the impact of and to inform a better utilisation and deployment of university's students, as a potential contributor to firm-level innovation. The initial theories reviewed forming the initial model as illustrated in Figure 1 include the Absorptive Capacity (Zahra and George, 2002), Resource-based View (Barney, 1991), innovation as an outcome, process, or mindset (Kahn, 2018), Attention-based View (Simon, 1947), Bounded Rationality (Simon, 1979) in support of the Regional Innovation Ecosystem (RIE) (Valkokary, 2015). The working paper is a multiple case study (Eisenhardt, 1991, p.620) of which data develops a theory to understand how and why (Yin, 2012) where the data is grounded in the small and medium-size enterprises (SMEs) within the Innovation Enterprise Zone (IEZ) at Staffordshire University. The research follows the inductive approach through one-to-one interviews (Saunders, Lewin, and Thornhill, 2012). The research explores the following question: What is the impact of student-led innovation projects on innovation at the SME firm level? The results after interviews with 11 SME employers and filed notes from 9 Innovation Advisors show that students in innovation-led projects have a primarily positive impact at the firm level supporting SMEs for example to turn ideas into new prototypes, finished products or services. The research provides insights and guidance for the development of the model that enables maximising the university-business interactions through student-led innovation projects. The study is grounded in the data from the Staffordshire University's Innovation Enterprise Zone projects with SMEs in Staffordshire Local Enterprise Partnership region. Study of other regional innovation support programmes where students are embedded in innovation projects would provide further insights into impact of students at firm level. The study thus far highlighted that student could have positive impact on SMEs innovation, providing they have adequate access to R&D facilities and support.

Keywords: Students, innovation, business, knowledge exchange, regional innovation system.

The impact of transformational leadership and self-evaluation for school improvement: A single case study from a private school in Fujairah

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The most essential component in influencing the growth of schools is the leadership of principals. The leadership abilities of principals should be developed to increase educational quality. This case study aims to evaluate how using self-evaluation as a tool for principals' transformational leadership self-development influences teachers' job motivation, collaboration effectiveness, and school progress. Additionally, this study defines what the important disputes about school self-evaluation are, what principles and methods are linked with it, and what the consequences are for school self-evaluation as a means of directing school improvement. This report was inspired by a study done years ago by Bambang Budi Wiyono (2018) study on the effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. The study will conduct a case study approach and a qualitative open-ended questionnaire to identify the theoretical notion of transformational leadership and self-evaluation and analyse how it aided the school's improvement. The research is being carried out in a school leadership environment to see how transformational leadership and self-evaluation might help schools improve. In this study, the researcher will collect data from school principals to reach an answer to the main question which is what is the impact of using self-evaluation as a tool for principals had to motivate teachers and school improvement? The general assumption may indicate that using self-evaluation has inevitably led to the development of the school and its performance. This study may prove that the self-evaluation approach will contribute to increasing transformational leadership, teacher job enthusiasm, collaboration effectiveness, and school improvement.

Keywords: Self-Evaluation – Transformational leadership - Educational Improvement - Educational Change - Case Study - School Effectiveness - Evaluation Methods.

Impact of female leadership for school improvement: A single case study from a private school in Dubai

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Some qualities that leaders possess are caring, attentiveness, and patience. In this regard, educational practitioners, policymakers, and stakeholders should pay more attention to female primary school administrators to empower them to demonstrate their knowledge, ability, and know-how that will benefit children's learning. The purpose of this research is to examine the impact of female leadership practices which are considered crucial in the effectiveness and improvement of schools in a private school in Dubai, UAE. The theoretical framework will be based on Functionalist Theory and Glass Ceiling, Glass Borders, and Glass Walls Theory. A case study will be conducted to collect data through a semi-structural interview with one female principal. The study will use questionnaires developed by the researcher to seek information on participants' biographical data. Bass and Avolio's (2004) Multifactor Leader questionnaires will be used to measure principals' leadership experience and school improvement, respectively. A pilot study will be conducted to test the validity and credibility of the study tools. Descriptive and inferential statistical approaches will be used to examine the data. The findings will reveal that women have an impact on instructors' commitment and, by extension, pupils' learning, especially for those with learning disabilities. The data will show that these women utilized to establish an environment and academic support for children, as these learning settings are like those they experience at home. This research will look on women's leadership experiences in elementary schools. The data will demonstrate that female principals are collaborative, team-oriented, and caring, among other qualities. The research will demonstrate how female leadership helps students improve in their studies. Despite an increasing emphasis on the importance of gender disparities in the school context, few, if any, studies have investigated women's leadership experiences in elementary school settings. The following are the questions of the study: What are the features of female principals' leadership? How do the female leaders contribute to the school's improvement? The study expects to account the impact of female school leaders for school improvement.

Keywords: Female Leadership, School Improvement, Leadership experience, Abilities, Challenges.

Entrepreneurship in the context of STEM: Opportunities and challenges of E-STEM Learning in secondary schools in the UAE

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There has been a global recognition of the importance of incorporating entrepreneurial practices into STEM education through implementing Entrepreneurial-STEM learning (E-STEM) in secondary schools to promote students' potential to act entrepreneurially. Yet, little is explored regarding the main obstacles of applying E-STEM learning and the opportunities to enhancing its implementation in schools. This study is a part of series of research studies concerning E-STEM learning. The purpose of this study is to explain the main challenges and the opportunities to facilitate E-STEM learning in secondary schools. The main study questions are: (1) What are the main challenges of incorporating entrepreneurial practices into STEM education? (2) What are the most possible opportunities to enhance E-STEM implementation in secondary education in the UAE? Regarding interdisciplinarity and social constructivist approach, students can integrate knowledge and practices from different disciplines to build on their knowledge and make new meaning to solve real life problems. Quantitative research was conducted through a questionnaire-based study to collect data from 180 STEM (science, technology, engineering, mathematics) and business teachers in the Emirates of Ajman and Sharjah. A free four hour-webinar was announced and offered to E-STEM teachers in these Emirates to introduce and explain E-STEM model developed by (Eltanahy et al. 2020b). At the end of this webinar, participating teachers were asked to voluntarily respond to a questionnaire that was developed considering the literature. The study found that PDPs are highly required to support teachers. Moreover, E-STEM programs should be designed and embedded in the curriculum to facilitate E-STEM implementation. Thus, attention should be paid to developing students' competencies rather than grading outcomes. Curriculum developers and decision makers can make use of these results to enhance and facilitate E-STEM learning and making adequate resources available during implementation. This study revealed that although E-STEM applications in secondary schools is challenging for teachers, a variety of opportunities can be developed and used to facilitate the implementation and eliminate the effect of the proposed challenges.

Keywords: Entrepreneurial learning; STEM education, Entrepreneurial-STEM learning; STEM reform; Interdisciplinary approach; secondary school; United Arab Emirates.

Research on the effectiveness of differentiated instruction: The views of teacher and students

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Conditions of the World are changing and developing in every aspect and education environments are affected from this transformation. In the science curriculum, it is targeted that raising students as a science literate individual. Science literate individuals are the kind of people who are inquisitive, questioning, rational decision makers, innovative thinkers, problem solvers, collaborative, entrepreneurs, lifelong learners with the awareness of sustainable development. To realize this goal, which is based on science teaching, it is necessary to consider the individual differences of the students, determine the needs, readiness levels, interests and learning profiles of each of them and plan the teaching-learning process according to the needs and expectations of the students. Differentiated instruction includes the differentiation of content, process, product, assessment and learning environment in the curriculum, considering students' readiness levels, interests and learning profiles. In this study, as a method of research, action research was used. The research was conducted with 6th grade students at the school where the first researcher works. The student population is 17 in total, 9 male and 8 female students. The application took two lesson hours (80 minutes). The procedure was applied to a single class and some techniques of differentiated teaching were carried out in a laboratory environment. First, the researcher entered the classroom with the other Science teacher working at the school, and while the researcher was conducting the lesson, the other teacher made observations and took video recordings. During the lesson, techniques such as finger pointing, reflective facial expressions, split-up and speech ring were used. At the end of the application, students and teachers were asked to fill in the "Differential Education Evaluation Report" report. As a result of our research, differentiated learning; It has been revealed that there are differences in terms of learning environment, teaching-learning processes, individual differences of students, and student and teacher roles. The findings and opinions of students participating in the lesson with more motivation in the lessons where differentiated instruction is applied are also present in different studies in the literature. In addition to all these, when the answers given by the students in regard with the activities, they found the most difficult were analysed, they were insufficient in self-assessment practices. As for the teacher's use of the word "noisy" when describing the learning environment is seen as a case on which should be focused.

Key Words: Differentiated Learning, Action Research, Science Literacy.

The impact of food policy and health education on students in the schools of the UAE

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An alarming increase in the incidence of school children being overweight and their obesity has been noted in most countries. Currently, schools all over the world and specifically in the United Arab Emirates have paid more attention to students' food education and their needs through providing specific policy to be implemented in the school curriculum and the extra-curricular activities. There is a great concern regarding the uncontrolled obesity of children which represents a global issue that is related to the new generation's health in most countries. This might lead children and adolescences to be under a serious risk for future diseases for example, diabetes and cardiovascular diseases which has been found and reported already in a great number of individuals under eighteen years old in the Arabian Gulf countries and especially in the United Arab Emirates. Younger students get up to a large portion of the nourishment they need every day at school, which makes schools a significant spot for learning good dieting propensities. School nourishment approaches assist schools with furnishing students with food sources and beverages that are a piece of a sound eating regimen. This study aims to review the impact of food policy and health education on students in the UAE schools. Guided by the Cognitive Learning Theory (CLT) and the Health Behaviour Change Theory, a qualitative study was conducted (1) to explore leaders and students' perceptions about the effect of food policy on students' health, (2) to explore factors that affect the implementation of the school food policy, (3) to explain the features that should be measured when developing a nutrition policy for a school. In conclusion, school food policy will motivate the essential factors on the road to improve students' health, behavior, and academic level if both students' parents and the staff of the school contribute effectively. For further progress in implementing the school food policy, it is recommended that each school has a training course directed by a nutritional specialist to modify their plans according to students' needs to improve their policy results along with a continuous evaluation through a supervisor from the Ministry of Education (Moe) and Knowledge and Human Development Authority (KHDA).

Keywords: Food policy, Students' health, UAE.

Using TPACK framework to manage pedagogical efficiency in digital learning

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The modern day twenty-first-century education is now being constructed around the pillars of framework that supports and dwells on the Information and Communication Technology in the learning process. Nowadays, teachers are supposed to develop their pedagogical approach that integrates and blends with technology in learning. An appropriate structure of educational practice can motivate students' critical design, creativity as well as thinking skills. As seen in the recent times the global Pandemic Covid-19 forced all the learning institutions and the learning process to make extensive use of digital media, digital channels, online or virtual learning teleconferencing, and mobile cellular technology and any digital learning resource that could aid the outside the classroom form of learning. There are numerous digital learning applications in the form of computer or mobile devices that can be utilized for the purpose of teach and learning. Digital Learning primarily was designed to make learning easy & interactive but needs digital tools to exercise it. However, it is often seen that many digital learning tools are complex and need special trainings, hence making the teacher finding it more complicated and often adapting to not practice it in their pedagogical approach. TPACK is a framework that highlight the labyrinth involved with the adoption of a particular digital learning tool and its use between the three basic components of knowledge (technology, pedagogy, and content). The TPACK framework is a model that is practiced integrating technology into education with ease. The model helps in analysing on how teachers consider their knowledge zones crosses & limits to effectively teach and engage students with technology.

Keywords: TPACK, digital learning, 21st century, teachers, students, Knowledge, ICT.

The impact of technology leadership on teachers' technology integration and school improvement

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This study aims to identify the impact of principals' technology leadership on teachers' technology integration and school improvement in secondary schools in UAE. Technology plays a vital role in teaching and learning as it provides expanding educational opportunities that meet all needs of learners on all levels by gaining and applying new skills digitally by providing them with a vast array of digital technologies. These innovations have been successful because they provide enabling resources for educational change that help expand access to education and increase educational quality, making teaching and learning more effective, engaging, and creative, as well as providing active processes that are linked to real life. This requires a lot of policies, equipment, decisions, training, and professional development. This is the main responsibility of school leaders in secondary schools to be able to influence the teachers, train and equip them to improve their practices and provide learners with better opportunities that develop their skills. The study is a systematic literature review, and it focuses on finding the relationship between the principals' technology leadership and teacher's technology integration into teaching practices in secondary classrooms and to what extent they affect the school improvement by empowering their 21st skills and combining their technological, pedagogical, and content knowledge according to TPACK theory and frameworks. The study follows a systematic literature review that assesses the impact of technology leadership on school improvement giving critically analytical review to the role of professional development to teachers as leadership is considered the most critical component in guiding the teaching-learning process, successful leaders play a crucial role in effective technology integration. Using the National Education Technology Standards (NETS), the paper focuses to enhance the role of school leaders in providing teachers with effective strategies, practices, and pathways in technological literacy as a part of professional development in addition to how to apply them creatively into secondary classrooms and reduce the distractions that it may cause. It is essential to recognize that school leaders and principals face critical challenges when integrating technology effectively; these challenges can be summarized under five major themes technology training, resistance to innovation, resources, equity, and

bureaucracy. The paper tries to examine these challenges in the context of technological leadership in secondary schools in UAE.

Keywords: Technology leadership, Technology integration, Professional development, educational technology, teachers' practices, School development, 21st-century skills.

The role of school leadership in managing internal competition for school improvement

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Inside school competition is a prevalent issue that can overall impact the learning environment of the school itself. Numerous research is already done, but there is lack of investigation conducted on how to solve inside competition in private schools in Dubai. The current research is going to mitigate the gap. The research aims to identify the solution to manage competition inside the schools. Furthermore, to explore the reason behind inside competition in the schools. Previously published papers on Google scholar will be considered for this purpose. Here Glasser's Choice Theory, Kohn's pupil Direct Learning Theory, and Classroom Management at Husson University will be considered mainly. A systematic literature review will be used in the context of private school which will be relevant to the topic. With the use of systematic literature review, the opinions and findings of previous researchers would be considered. Therefore, the investigation will follow a qualitative approach to help understand the issues from an in-depth situation and descriptively describe the things. The research questions of the study are as follows; What is the reason behind the competition inside schools? How do we solve the inside competitions in the schools? The solution of mitigation or reducing competition inside the school. The research will help to understand the quality and motive of the inside competition and the root causes, which helps to strengthen the education environment and the individual relationship among the students, teachers, and non-teaching personnel as well as the relationship of these people with each other. The study will be based on a qualitative approach. Any survey or questionnaire and any other assessment equations will not be conducted, limiting their understanding of their perspective of inside competition. Only three fundamental theories are taken to consider the matter for only systematic literature review that cannot clear the actual scenario. Furthermore, only the private schools in Dubai will be considered due to the shortage of investigation time, limiting understanding of the whole picture. A quantitative approach can be incorporated for a better understating of these things. The more the samples considered will clear the actual scenario of the topic. Many more competition theories can be analyzed in this aspect. More schools can be incorporated into future studies to investigate the matter in a vast case. This research will help identify and reduce any harmful competition in the school and help enhance the healthy competition in the environment.

Keywords: Managing Internal Competition, School Leadership, School Improvement.

Investigate the impact of leadership on social justice & school improvement: A single case study from a private school in Sharjah

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This paper uses a phenomenological case study to analyse the role of a principal in ensuring organizational social justice in one of Sharjah's multicultural schools, and how this can affect the school's overall improvement process. This research comprises an introduction and a literature review that discusses the conceptual framework of social justice as well as the principal's responsibility as well as the theoretical background of equity theory, social comparison theory, and value theory. The approach is covered in the final step, where an interview with the principal covers four different parameters. The findings are examined and compared to those of other studies. This is an important topic to research since, according to the author, social fairness is the primary reason for having a great educational atmosphere in which instructors are encouraged to use their maximum ability in reaching educational goals. The findings suggest that the principal's cultural beliefs explain the variation in perceived organizational justice, and that perceived organizational justice has a beneficial effect on employee motivation. The relationship between cultural values and drive is mediated by perceived organizational fairness. Although this is a single case study, it provides the opportunity to research this topic in the same setting on a larger scale in the future.

Keywords: Leadership, social justice, organizational justice, school improvement.

An auto ethnography of the challenges that the teachers faced adopting the distance learning in a primary school during COVID - 19

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The COVID-19 pandemic forced all educational institutions around the world to adopt distance learning. The emergency approaches of distance learning replaced the traditional face to face teaching and learning method to find an immediate solution to retrieve the interrupted academic year. The purpose of this auto ethnography is to highlight the challenges that the primary stage teachers faced due to the sudden transition to distance learning during the time of the pandemic. However, it was inevitably challenging to create distance learning environment that can fulfil the needs of the teachers, students, and their parents, particularly in the primary stage. The Social Cognitive Theory was applied to guide this auto ethnography. This reflexive was a valued path, as it captured the professional confronts required to recognise the effects of fast changes to teaching and learning process in response to COVID-19 pandemic. Based upon the teachers' real experiences, this paper introduces an approach to the teachers' challenges in different situations during the pandemic hard times. Auto ethnography was used to demonstrate and analyse teachers' personal experiences to comprehend cultural practices. It involved essential self-reflection and evaluation for the purpose of improving the learning output quality. Most of the teachers were unprepared to make this transition to the online environment, interacting with their primary stage students, and working with their parents. Such an approach is valuable, as it captures professional confronts and reflections that necessary to conceive the effects of swift changes in teaching and learning in response to the pandemic. Some limitations needed to be recognised as inability to convey messages and failure to recall events. This research focused on the primary stage teacher's experiences and required continuous documentation of personal confrontations to avoid any loss of memory details. Future research can discuss the different dimensions of the effects of the challenges the teachers faced due to the sudden transition to distance leaning on their emotions and wellbeing. All the educators need to take informed decisions regarding supporting the teachers particularly in the primary stage schools. Policymakers and school administrators should develop robust strategies to support teachers and ensure their ability to cope up with their challenges.

Keywords: Distance learning, Challenges, Sudden transition, Primary stage, COVID 19.

Analysis of the Post-Covid 19 higher education policies: The Egyptian and the Finnish cases

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The most recent crisis that has faced education globally is the Covid-19 Pandemic. Governments have responded in different ways; however, governments were eventually borrowing the mainstream policies, especially in the Education sector. The paper has two main aims. First, to examine, compare, and contrast two Higher Education policies in two different contexts: Egypt and Finland. The rationale behind choosing these two countries goes back to choosing my home country - Egypt - and a benchmark to compare it to - Finland - to find the similarities and differences between both policies. Second, instead of examining the discursive aspects - which are missing from the two policies - that persuade stakeholders of implementing the policy, I will examine the hortatory discourse which is another technique of persuading the stakeholders implicitly. The paper uses Cardno's framework (2018) to examine the first aim and uses the hortatory analytical aspect that focuses on persuasion and messaging by emphasizing values and information as mechanisms (Mattheis 2016). In the analysis process, I focus on examining the implicit values which are reflected in the value assumptions defined by Fairclough (2003) as "assumptions about what is good or desirable" (p.55). Reviewing the situation, it appears that since the outburst of Covid 19 was a new incident, multiple international organizations started examining the situation through surveys. The target was to examine the disruption caused by Covid and how the HEI has dealt with it. The International Association of Universities (IAU) decided to study the situation through the first global survey of HEIs (Marinoni et al. 2020). Four interesting survey findings I highlight: Africa and Europe were overrepresented in the survey results, almost all HEIs indicated that their learning and teaching process has been affected by Covid 19, two-thirds of the respondents said that they were consulted by their governments on public policy development, and nearly half mentioned that their governments expressed their willingness to support to the HEIs. According to Marinoni et al. (2020), only 50% of the HEIs were closed in Europe, while 77% were closed in Africa. It was found that there are some similarities and some differences between both policy texts; however, initially neither of them was written originally for the pandemic. While the Finnish tone was hortatory/persuasive, the Egyptian was authoritative.

Keywords: Higher Education, COVID-19 Policies, Egypt, Finland.

Evaluation of the impact of SEN leader's role in supporting SEN students and the improvement of a private K-12 school in Dubai

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According to Dubai Inclusive Education Framework, the concept of inclusive education lies at the heart of effective education. It contains the principles of enrichment, equity, personalization, acceptance, respect, and diversity. When the quality of inclusion is improved within our schools, education for all will be improved. School leaders play a major role in delivering these educational services in an effective way which in return helps in school improvement. This scholarly paper is a case study that aims to evaluate the impact of a SEN leader role on supporting special needs students and the improvement of a Private K-12 School in Dubai. It will shed the light on the best practices of this leader for school improvement based on different indicators such as Inclusion school's policy, curriculum, SEN students' achievements, parents' trust, retaining qualified SEN teachers, professional development and others based on the following research questions: What are the impacts of a SEN leader role on supporting special needs students and the improvement of a Private K-12 School in Dubai? What recommendations can be forwarded from the literature to improve the existing practices in supporting students with special needs for school improvement? Understanding these impacts will help the school assess its current situation and work on developing comprehensive improvement plans based on the data collected. The study is relying on the Six Sigma for process improvement, by Bill Smith (1986). An important report that helped in my research is: Report to the Secretary of State on the Lamb Inquiry Review of SEN and Disability Information by Brian Lamb (2009). The study is still in progress, the short time to conduct the study might be a limitation. In addition, since it is a case study, the research findings cannot be generalized. I speculate that the findings will support the idea that an effective SEN leader role has a positive impact on school improvement. For future studies, more research should be done on KPI's to measure SEN students' achievements and wellbeing.

Keywords: School improvement, School leadership, Students with special needs (SEN), Inclusive Education.

The impact of leaders-teachers' feedback on teaching practices for school improvement: A case study from a private school in Sharjah

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Recently, feedback has become a crucial matter in the instructional process. School leaders provide feedback to improve the potential of the teaching staff and develop the teaching strategies. In this context, in one of the private schools in Sharjah, teachers receive different feedback from the head of the subject throughout the year. However, this feedback is sometimes vague and not specific. Therefore, this study will examine to what extent the received feedback is effective for teaching practices and school improvement. This qualitative case study aims to investigate the impact of leaders' feedback on teaching practices during teachers' evaluation in a primary school in Sharjah. It sought to answer the two research questions. 1) To what extent does the leader-teacher feedback influence the teaching practices from the perspectives of third grade teachers in a private school in Sharjah? 2) How do leaders perceive that they provide third grade teachers effective feedback to support the teaching practices in a private school in Sharjah? The data will be collected qualitatively by using a semi-structured interview with the head of the subject and third grade teachers. The questions were created and developed by the researcher using Hitte's (2007) seven dimensions of effective feedback. The findings of this study will contribute to conceptualizing the leader-teacher feedback in this context. Furthermore, it will work on the gaps to improve the teaching strategies of young learners, which, in turn, will lead to improving students' outcomes and school improvement.

Keywords: Constructive Feedback, Teaching Practices, Teachers' Evaluation.

The impact of teacher leaders on effective classroom management towards school improvement: A single case study from a private school in Sharjah

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Adopting the notion that each school improvement starts from the classrooms; research should investigate ways of improving the educational process in the classrooms. The classroom learning environment is one of the main elements to ensure the effective teaching-learning goes on in each class. This learning space can be managed by teachers, who establish a learning culture, manage classroom procedures, and manage students' behaviour. Recently, it is recognized that teachers' key performance indicator (KPI) in one school in Sharjah is highly affected by the teachers' ability to manage their classes. Teachers in this school seek to improve their classroom management and leadership skills to maximize their potential for individual development and school improvement. Previous studies indicated that being able to manage classrooms leads to a smooth delivery of the content, better students' outcomes, and a productive learning environment. Moreover, recent research stressed on the benefits of the teachers' leadership skills towards the improvement process. These findings guide us to assume that teacher leaders have better management skills than normal teachers inside classrooms. Hence, the aim of the proposed study is to investigate the impact of elementary teachers' leaders on the classroom management towards school improvement in one private American school in Sharjah. This study adopts three specific models of teachers' leadership: Transformational, authentic, and servant. It, also, adopts a qualitative research approach. Qualitative data will be collected using a developed semi-structured interview to get the teachers' perspectives and teacher leaders' perspectives about the impact of their leadership skills on classroom management and school improvement and to answer the main research question: To what extent do elementary teacher leaders impact their classroom management in a private American school in Sharjah? By running this investigation, it is expected to find good practices of classroom management in both teachers' and teacher leaders' classes; however, it might be more effective in the teacher leaders' classroom due to their leadership skills. This case study will be done in one specific context, so it is limited, and results cannot be generalized into other contexts.

Keywords: Teacher Leaders, Classroom Management, School Improvement.

Best practices of a school leader to improve students' Arabic and English literacy in a private school in Al-Ain

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Highlighting the best practices of school leaders is crucial to enhance students' academic achievement. The main objective of this case study was to shed light on some of the best practices of a school leader to make for students' poor academic achievement in both Arabic and English literacy. As reported by external test results in trimester one of the school years 2020/2021, the overall means of students' scores in both Arabic and English literacy were extremely low compared to the overall means of students in X city. Following the instructional leadership model, the school principal acted, designed, and supervised a special literacy program in both Arabic and English to be followed during trimesters two and three of the same academic year. To shed light on the best practices when conducting the school literacy program, an instrumental case study was made following the qualitative design. A semi-structured interview was conducted with the school leader, based on Kentucky standards and indicators for school improvement (SISI), to answer three questions. First, what are the procedures that were followed by the school leader to implement the school literacy program? Second, how far did these procedures conform to SISI standards? Third, how far the procedures followed, and the strategies of instructional leadership adopted by the school principal led to the improvement of the students' academic achievement? In fact, the results of this case study showed that about most of the procedures followed by the school leader conformed to SISI standards. In addition, students' academic achievement in both Arabic and English literacy improved as reported by external test results in trimester three of the school years 2020/2021. The results of the case study showed the important lessons that can be drawn when a school leader acts and adopts instructional leadership effectively to improve students' academic achievement. However, the findings of this case study should be limited to the context of a private school in X city and cannot be generalized to other contexts. Finally, to reinforce the findings and the best practices followed by school leaders when adopting a special school program, more research instruments are suggested to be used like teachers' and students' surveys to assess the efficacy of leadership practices.

Keywords: Instructional leadership, instrumental case study, leadership styles.

Professional commitment among trainee teachers: A necessity for school improvement and effectiveness

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The professional commitment, a need for school improvement and effectiveness is lacking among the trainee teachers. To find out the professional commitment of trainee teachers regarding certain background variables. Sharma, R.A. (2012, pp.473) claims that teaching effectiveness is one of the vital aspects of teacher effectiveness. The investigator has reviewed National Curriculum Framework on Teacher Education (2009) which suggested to enhance the quality of teacher education in India along with certain studies on professional commitment for effective school improvement. Sachdeva, M.S. (2009, pp. 182) suggests on the skills required for a committed teacher. Survey method was adopted by the investigator to find out the professional commitment among trainee teachers. It is inferred from the study that three fifth of trainee teachers have moderate level of professional commitment. Seventy percent of female prospective teachers have moderate level of commitment towards teaching and professional commitment rather than their male counterparts. The female teacher trainees are more professional commitment than their male counterparts. The reasons they are having more passion and dedication towards teaching than the male teacher trainees. Due to COVID-19 pandemic the investigator collected the data using Google form from 1009 teacher trainees. Professional commitment of higher education teachers after COVID can be studied. Teachers contribute a noble role within the classroom environment; anyhow the teacher should not take the profession in an easy way rather than should be highly committed towards the profession for school improvement and effectiveness.

Keywords: Professional commitment, Trainee teachers, School improvement, Effectiveness, COVID–19 pandemic.

A liberal canon of professional ethics for proficient educators

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Ethics plays an intrinsic role in educational practice around the world (Crawford, 2017). When dealing with challenges and conflicts, ethics is an activity and process of investigation that is distinct from non-moral problems. The study of ethics supports in understanding the teacher's beliefs, values, and morals, as well as learning the good and bad aspects of them and putting them into practice to maximize their well-being and happiness. It entails investigating existing situations, making judgments, and resolving issues, as well as instructing us on how to live and respond to issues through duties, rights, responsibilities, and obligations. In belief, comparable principles are present, but the reasoning on processes is limited. Here, it focused on the perception of professional ethics, its qualities in teacher education. Students will examine and try to imbibe ethical behaviour among teachers in professional education as part of the modern educational system. Teachers have a moral obligation in conveying knowledge, even though today's education has become materialistic and commercial, with state-of-the-art facilities and expectations to satisfy global demands. Teachers are still seen as mentors by students and play a significant role in their success. Here, it focused on the perception of professional ethics, its qualities in teacher education. In today's world, professional ethics is crucial. A teacher who lacks professional ethics will struggle to succeed in the classroom. A teacher's altruism and desire for true knowledge are inextricably linked. Professional ethics should be taken seriously by teachers. In our society, truth, love, goodness, and honesty are always held in high favour.

Keywords: Professional ethics, Teacher education, Perception, Integrity.

Managing innovative pedagogy to encourage enjoyable learning through NEP 2020 in India

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The National Education Policy (NEP) 2020 seeks to extend this learning beyond the four walls of the classroom and encourage students to imbibe from the real world. According to NEP 2020, learning should be holistic, integrated, inclusive, enjoyable, and engaging. To reduce rote learning and promote holistic development and 21st century skills such as critical thinking, creativity, scientific temper, multilingualism, problem solving, ethics, social responsibility, and digital literacy, curriculum, textbooks, pedagogy, and assessment must be transformed at all levels of school education. It emphasizes that experiential learning, such as hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, will be used as standard pedagogy within each subject, as well as explorations of relationships between subjects, at all stages. Classroom transactions will shift toward competency-based learning and education to close the achievement gap in learning outcomes. It is critical to understand innovative teaching methods and to showcase, disseminate, and replicate the innovative strategies of successful teachers. The stages are purely curricular and pedagogical, designed to optimize student learning based on cognitive development; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but no parallel changes to physical infrastructure will be required.

Key words: Technology skill, Modern India, NEP 2020, Fun Learning, Digitalized.

Women in academic governance: Exploring socio-cultural environment in Indian higher education

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The ongoing pandemic is a sharp reminder to academic community to prepare themselves for unprecedented conditions for learning outcome and changing socio cultural context. The unravelled prospects and challenges reiterate the need to look beyond rhetorical practices of academic leadership. Governance practices should be more humanistic with techno competent pedagogies (Weick et al., 2005). This qualitative study aims at contributing to a precise understanding of the academic governance by discussing the impact of socio-cultural environment on the role of females heading leadership positions in academic sector in India. Challenges brought into the lives of employees due to the transformation in social and cultural environment (Mohanty and Jena, 2016; Mittal et al., 2017). Hard core cultural practices, demographic variations, and strategically framework influence individuals (Robero & Mamuzo, 2012; Watson, 1975). Multiculturalism, changing societal practices and ecological conditions have played a significant role in reinventing the governance (Lund, 2013; Hewling, 2005; Lawrence et al., 2002). Critical narrative inquiry method was adopted for data collection from 36 senior most females (from 4 Universities) working in universities and affiliated colleges in Delhi NCR region. After coding the data thematic content analysis was used. Women in academic governance take initiatives to encourage teamwork, professional development, innovative pedagogies and assessment and mentoring. The findings revealed that socio-cultural environment significantly affect the quality of governance. Study suggests that certain practices like continuous sensitization among the males and females must be carried out at regular intervals of time to change their approach to accept the competency of women to perform leadership roles in decision-making. There were not many women at the senior academic position of vice-chancellor, registrar, or dean. Women in academic governance are involved in execution of the plan and to take unique initiative for the better performance of students and build team spirit among students. Contextual nuances are significant in promoting these initiatives.

Keywords: Socio cultural environment, higher education, women, academic governance.

The impact of school leaders on teacher evaluation and school improvement

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Teacher assessment methods have been reengineered during the last several years. In the new generation models of teaching assessment, student progress is included in the assessment. This model embraces standard based perspective of teaching excellence. Considering more than a decade of data and study, it's time to evaluate this school reform strategy's effectiveness. In the paper, three-line inquiry is used to examine the teacher evaluation: consistency and stability of teachers and effect on student learning, evidence of magnitude, evidence of impact teacher evaluation has on student learning. There is a worldwide trend toward concentrating more on teacher evaluation, although the empirical evidence assessed in this study is mostly from the United States. Two major findings may be drawn from this review of the empirical research. First, we find that the policy rationale for this change is much more powerful than the empirical data suggests. ' The second thing that we'd want to point out is that there may be more cost-effective and time-saving alternatives to traditional methods of district development. Concluding, there is need for proof of effectiveness of the method before making large time and money commitment into new school reform.

Keywords: School Leadership, Teacher Evaluation, School Improvement.

Managing the preparation of the 21st century competence accredited teachers

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The information technology revolution, which resulted in a paradigm shift, ushered in the twenty-first century, with technological advancements directing employers' attention to abilities such as creativity, critical thinking, problem-solving, communication, and collaboration, which quickly transformed education systems around the world, including in Bangladesh. This development necessitated a greater focus on curriculum, textbooks, platforms, and resources, which began to reflect content that would empower learners with 21st-century skills, but not on teachers who are from the twentieth century. Hence, some questions arise, which are the research questions of this study as well as to how can teachers with 20th-century competencies teach 21st-century students to acquire 21st-century skills? Shouldn't they be familiarized, acculturated, and informed of the appropriate teaching and assessment methods? This study was designed to compile and analyse diachronic and sampling quantitative and qualitative data from three instruments administered across five universities in Bangladesh over a six-month period. The data was then examined utilizing interpretive research findings, which revealed specific reasons favouring the incorporation of 21st century skills in teacher education. The study's findings backed up the idea that curriculum change, teacher training, and collaboration are the only options for successfully empowering teachers to impart 21st-century skills.

Keywords: Information technology, teacher training, authoritarianism, push and pull factors, curriculum, 5Cs of 21st century.

Investigating the impact of COVID-19 on educational leadership in Dubai-based schools

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The COVID-19 pandemic was an historic global event, which impacted the education sector at all levels and directly affected more than 90% of students around the world (Al Darayseh 2020; UNESCO 2020 in Flack et al. 2021). Within the context of the United Arab Emirates (UAE), on the 8th of March 2020, every single school in Dubai was mandated to close by the government, and all pedagogical practices transitioned to an online, virtual environment (Abdelaziz & Elsheikh 2022). School leaders were caught in these chaotic circumstances and their leadership roles were increased exponentially as they were required to adapt school policies, protocols, and procedures to provide a safe, compliant, and satisfactory educational experience for their students (Harris & Jones 2020; Masoud & Bohra 2020 in Moussa 2021). To gain an insight into their experiences, the aim of this small-scale research project was to explore the challenges that principals have encountered during the COVID-19 pandemic and the solutions they made to overcome these challenges. This was deemed significant because authors such as Alfalasi et al (2021) highlight the fact that very little research has been conducted specifically about this topic in Dubai, UAE; and the findings could be informative for future educational leaders in the region. To collect meaningful data, semi-structured interviews were conducted with school principals (Cohen, Manion & Morrison 2017); their responses were transcribed, and a thematic analysis of their comments led to several key findings, which are presented and discussed in this paper.

Keywords: Impact of COVID-19, Educational Leadership, Dubai.

The impact of parental engagement for character education

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Parents play a very pivotal role in their children's education in and out of the classroom. Many researchers have found that parental engagement is essential to a student to become a successful citizen and leader. Most of the students like to be honest leaders of school and society. Education involves learning how to be a productive member of society, how to behave in social settings, how to figure everyday problems, and so much more. The investigator felt that the changing psycho – social situations following COVID – 19 present great challenges to the parents, making less involvement with the child, compared to previous decades. Parents now prefer remote methods of communication, like online student portals, and they are less likely to attend parent-teacher conferences or school activities. They need to take on the challenge and provide their children the tools they will need to build character and inculcate leadership. The aim of the investigation is to study the level of parental engagement in creating morally and spiritually upright citizens. This study is guided by Epstein's dimensions of parental Involvement and the socio-cultural theory of Lev Vygotsky to explain the need of parental engagement. The methodology of this study was Normative Survey method. Analysis and Interpretation of the findings are presented as percentage analysis and t- test. Through this paper an attempt has been made to bring into light the answers to questions: what is the extent of parental engagement with adolescents, based on their gender? what kind of parental engagement can lead the children of this age to be successful individuals? The investigator used a Questionnaire based on Epstein's dimensions of parental involvement to construct the tool. The research work revealed the fact that majority of parental involvement is moderate in determining appropriate educational and character development of students. There existed significant difference between the male and female adolescents in their parental Engagement. Gender differences existed also in the dimension-wise comparison of Parental Engagement related to gender. Adolescent males had more Parental engagement than female adolescent, for select dimensions. This information could assist in identifying behaviors and attitudes of parents that affect children's success in school. Knowledge gained from this study may encourage changes that could improve the level of parent involvement in all aspects of children's lives. Leadership qualities and character education should be inculcated from the family environment initially by imparting ethical values.

Keywords: Parental Engagement, Character Education, Leadership, Adolescents.

The role of leadership in improving healthy attendance at a private school in Abu Dhabi

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Students who are frequently absent from class will be unable to achieve the expected academic achievement. Students do better in school if they attend, particularly in high school, where absence is a powerful predictor of academic performance in years 9–12. (Gottfried, 2011a; Gottfried, 2011b). By answering two research questions, this study aims to investigate the role of school leadership in improving healthy attendance at a private school in Abu Dhabi. The following are the research questions of the study: How can leadership encourage outstanding attendance and reduce absenteeism? How to help and encourage parents in their legal responsibilities to ensure regular school attendance for their children. The study is based on systematic literature followed by qualitative data used to understand the purpose of leadership in promoting Healthy Attendance by positively interacting with students to develop a positive school environment that improves academic achievement and vice versa. The findings show that strong leadership that develops social-emotional support may, over time, increase student attendance and therefore increase their academic achievement. In addition, the results indicate that the role of the school leader is crucial for social-emotional support in the school. Creating initiatives to assist students with their transition through school also helps to improve students' attendance. School leaders must create policies and training programs to involve stakeholders and families successfully. This study will be limited by using a small prospective cohort study of one Abu Dhabi school. Therefore, the findings cannot be generalized. In addition, while the program is ongoing, data collecting is not complete because it had to stop before the conclusion of the academic year.

Keywords: Healthy Attendance, Attendance Policy, Academic Achievement, Leadership, Social-Emotional support.

Managing research and development on educational technology

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Educational Technology is an international abstracting service designed to assist teachers, lecturers, educational technologists, and instructional designers to identify important recently published material in the field of the technology of education and training. The journal covers all aspects of educational technology: instructional design and educational planning; teaching methods, including open learning, games, and simulations; instructional media, such as computers, educational television, interactive video, and hypermedia; instructional resources, including libraries, learning laboratories and audio-visual resources; learning, including study skills, learning theories, motivation and problem solving; and issues of assessment and evaluation. The exponential growth of technology usage in education, via such applications of distance education, Internet access, simulations, and educational games, has raised the focus and importance of educational technology research. In this paper, we examine the past and present research trends, with emphasis on the role and contribution of research evidence for informing instructional practices and policies to improve learning in schools. The Research Section assigns highest priority in reviewing manuscripts to rigorous original quantitative, qualitative, or mixed methods studies on topics relating to applications of technology or instructional design in educational settings. Such contexts include K-12, higher education, and adult learning (e.g., in corporate training settings). Analytical papers that evaluate important research issues related to educational technology research and reviews of the literature on similar topics are also published. This section features well-documented articles on the practical aspects of research as well as applied theory in educational practice and provides a comprehensive source of current research information in instructional technology.

Keywords: Educational technology research, Technology and learning, Research design and trends, Impact of technology on learning.

Exploring twitter-board to inculcate critical thinking in asynchronous teaching

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In this paper, we will discuss, and address the challenge faced by faculty in higher education. In higher education especially with specialisation in banking and finance we find students lack critical thinking as a trait. According to Bayer (1995) critical thinking is a systematic approach of thinking used to evaluate the validity of something using prior knowledge. We have observed students are glued to memorizing presentation slides or textbook material. This paper explores various student engagement methods using technology to develop critical thinking as a trait in banking and finance students. For example, a Current Ratio (ratio of a current asset by current liabilities) taught in level 200 course they are taught how to calculate this ratio and analysis using the rational i.e., a high current ratio means a company has good liquidity and can meet its liabilities easily and vice-versa. However, in level 400 course they are expected to critically think and reflect on analysis beyond the simple interpretation. In the case of level 400 course during stock selection problem between Lehman Brothers and General Electric the students reject a manufacturing company General Electric with a low current ratio vis-a-vis Lehman Brother as they feel their financial condition is not good however this is not true as the context is not understood. A manufacturing company will always have a low current ratio whereas a financial service firm deals with cash and will always have a high current ratio due to their nature of business. This element of reflection and critical thinking is missing in students and needs to be cultivated by the faculty teaching these courses. We will discuss existing challenges especially from the culture and entry requirement perspective to highlight briefly the regulatory aspects as well. Our study aims at suggesting techniques to develop critical thinking as a trait based on empirical evidence supported by literature.

Keywords: Critical Thinking, Asynchronous Teaching, social media.

Impact of leadership on parental engagement and school improvement: A systematic literature review

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The last few decades have witnessed a great interest in parents' role in education. Parental engagement has been recognised as a crucial factor in child's education and wellbeing. Although school leaders have understood the significance of parental engagement, parents' partnership with schools tend nonetheless to be a complex hard to attain goal. School leadership plays critical role in forging school-parents connection, hence investigating leadership practices and strategies that would establish and sustain this engagement is needed. This study is a systematic review that aims to examine the most effective leadership practices and strategies that would establish parental engagement as well as school principal role in cultivating school staff willingness to embrace this engagement. Several books and journal articles were investigated to answer two main research questions: What types of leadership practices for promoting parental engagement links to positive partnership outcomes and what are the strategies that would sustain this partnership. This study is supposed to provide a guideline to school leaders to adopt the appropriate parental engagement strategy that would fit their institution context.

Keywords: School leadership, Parental engagement, School principal, Leadership style.

Impact on leadership on better school results: A single case study of a school in Sharjah

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School Leadership has been faced with many challenges throughout the years to enhance the school's performance and ensure that students are achieving at their best. In UAE the ministry of education has developed an inspection framework used to rate schools and school leadership based on several aspects, school leaders must adopt the most effective styles in order to achieve a good rating. The aim of the study schools in Sharjah is to strive to enhance their ratings in the school inspection and two important limiting aspects of the inspection framework are the school leadership and the students' achievements that are linked to setting the final school rate. Ratings given by the ministry are communicated widely in the community and affect the reputation of the school and the overall performance. The rationale to the study (importance and relevance to topic/context): School Leader performance and the way directs the daily processes of the school affects the students' academic achievement and has an impact on getting better results for students and better school results in the context the school is operating within. School leadership the principal is the key to all success and better results. The key theories that will be used are the instructional leadership theory and the transformational leadership theories. Studies on these leadership styles and the impact they have on the overall performance are considered. A mixed case study studying a single school leader in the emirate of Sharjah, who has been leading the school since 2016, an interview with the school leaders, a questionnaire sent to teachers, students, and parents on the overall changes done by the leader. Looking at the NEASC accreditation report, COGNIA accreditation report, and the last school inspection report to identify key areas of success in the school leadership. Effective school leadership has a great impact on the overall performance of the school. A school leader who is capable to guide and inform his staff will be able to lead the school to massive improvement and in return better school results will show on all levels, students' performance as well as the overall school performance on any evaluation. The study will give a broader scope on what makes an effective school leadership that can make better results and what various aspects affect the overall performance of a school and how does the evaluation done by any international or national institution helps in school improvement.

Keywords: Instructional Leadership, Transformational leadership, school inspection, students' achievements, school overall performance.

Impacts of the effectiveness of homework on kindergarten students' achievements: A case from the Sultanate of Oman

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Many researchers have discussed the concerns of whether implementing a homework system has a good or an adverse impact on students learning. Students learning must be well considered and improved during the academic year to achieve the minimum knowledge requirements. Therefore, this paper research aims to investigate the effectiveness of applying a homework tool for kindergarten students and its impact on student learning and achievement. Harris Cooper had concluded an interesting finding, whereas the correlation between homework and adult students from 7th to 12th grade was positive and performed better than the younger grades which resulted in a weak relationship between homework and performance. Youki Tarada had also agreed with these findings and claimed that the benefits of homework are getting higher when on higher grades and getting lower on lower grades and described the homework to be a poor use of time. As a research method this study had investigated the effectiveness of homework on students' achievements through circulating a questionnaire survey and interviewing a number of samples from three groups and they are School teachers, Parents, and Ministry of Education in the Sultanate of Oman. The study will further touch on an observation of kindergarten students learning and their achievements at school and home. This research is a combined study of analysis for both quantitative and qualitative methods with primary and secondary data. The findings are expected to be a negative correlation between homework and student's achievements and there might be a chance to be positive depends on some factors such as the amount of homework, interest of the student, homework subject, deadline of the homework, parent commitments and support and teacher's teaching techniques. The study samples will be in the Sultanate of Oman, Muscat Kindergarten schools for KG1 and KG 2, however their might little access to the require information due to the short time in conducting this research. Furthermore, for future studies the factors listed above shall be studied further for future improvements. In conclusion it is recommended to review and improve the current teaching strategies and deeply think about the future whether student achievements can be achieved without utilising homework tool or not.

Keywords: Homework, kindergarten students, effectiveness, achievements, teaching strategies.

Academic faculty members' perceptions about the newly introduced performance appraisal system in the Sultanate of Oman

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Performance appraisal (PA) is an important tool used by organizations to improve and enhance employees' competencies and ensure organizational capability. While it is not a new practice, PA is becoming increasingly important in the public sector in Oman because the government needs appropriate and reliable data about how well its employees are performing and to what extent they are meeting the targets and their responsibilities. The newly introduced PA system in Oman has been a source of concern and controversial debate among governmental employees, particularly academics, with regards to its desire to capture the essence of the academic work. The research questions are formulated to achieve the overarching aim of this research, which is to explore academic faculty members' perceptions and perspectives about the newly-introduced system at the UTAS, Rustaq College of Education; to find out the difficulties encountered in the operationalization of the system; the potential impact of the system on their professional development and the accommodation strategies they used to adjust to the new system. These objectives the professional interests of the researchers in conducting this research and see in which way the new system could achieve its main aims and goals. The research strategy is a case study of academic faculty members at Rustaq College of Education (RCE) within the government's University of Technology and Applied Sciences (UTAS), where the researchers currently work. The data were collected via a semi-structured interview with 10 academic faculty members from four academic departments. Their answers helped the researchers to conceptualize and analyse the topic under investigation by means of in-depth questions and answers. The data were inductively analysed using thematic analysis tools. The research has offered new insights into how the system is understood and operationalized which, if taken into account by the Ministry, could help improve the new PA mechanisms and tools. Despite a limited data set, the study still adds new data to the existing literature on performance appraisal. An important aspect of the findings is that they illustrate the gap between academic and non-academic staff and how they perceive the new system and its value-addedness for them and the performance of their duties.

Keywords: Performance appraisal, perceptions, satisfaction, Oman, higher education institutions.

The Impact of Food Policy and Health Education on Students

Mina Radhwan, PhD



ABSTRACT

An alarming increase in the incidence of schoolchildren being overweight and their obesity has been noted in most countries. Currently, schools all over the world and specifically in the United Arab Emirates are paid more attention to students' food education and their needs through providing specific policy to be implemented in the school curriculum and the extra-curricular activities. Younger students get up to a large portion of the nourishment they need every day at school, which makes schools a significant spot for learning good dieting propensities. School nourishment approaches assist schools with furnishing kids with food sources and beverages that are a piece of a sound eating regimen. This study aims to review the impact of food policy and health education on students. In conclusion, school food policy will motivate the essential factors on the road to improve students' health, behavior, and academic level if both students' parents and the staff of the school combine effectively for further progress in implementing the school food policy; it is recommended that each school has a training course directed by a nutritional specialist to modify their plans according to students' needs to improve their policy results along with a continuous evaluation through a supervisor from the Ministry of Education and KFDA.

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INTRODUCTION AND LITERATURE REVIEW

The food environment plays a crucial effect in dietary choices that can prevent childhood obesity. Several interventions have been implemented in different schools; however, effectiveness in addressing students' obesity remains ambiguous. Schools need to implement solid policy actions to sustain healthy dietary intake and BMI [1]. Nutrition education poses a significant role in all education systems in terms of the prevention of the global obesity epidemic [2]. Students spend one-third of their time in school, where they are exposed to a variety of foods at school canteens and other students' food choices [3]. Furthermore, schools need a senior official to be assigned to check their canteens and to inform each school about the new procedures that will help to maintain students' health on the right track. According to the World Health Organization in 2011, they confirmed that children under five years old have obesity problems and on a global range, there are about forty million children [4]. Masse, Naiman, and Naylor (2013) stated that school policies need support from the school members and parents as well to succeed in decreasing the obesity health problem in schoolchildren [5].

ANALYSIS AND DISCUSSION

In the UAE, there is a variety of factors that can cause school food policy failure which are represented by two important categories. These factors are classified into external and internal school factors. In the following table, each factor can affect the policy negatively and accelerate the problem especially if there is a large amount of these factors in one place. KFDA confirmed that teachers through their relationships with the students and their role in students' learning will increase the progress of the policy and students' healthy habits as well. For more active policies, every school member should participate in supporting healthy habits. Moreover, parents and the community have an important role in increasing the healthy habits of the students positively. This can be done through an action plan (see Fig. 1) to put this action in a high priority towards the students' health in the future. Fig. 1 provides clarifying demonstration of the features to be measured when developing a nutrition policy for a school.

CONCLUSIONS

School food policy plays a vital part and confirmed in additional evidence in improving children's health successfully especially in the period of childhood and adolescence as well. Through this important policy which represent efficient environment, children will form their healthy food habits which will stay with them for the future. In most schools, students have great support from the school members in the direction of following healthy nutrition but at the same time the staff of the school should have a significant attention towards students who do not eat from school canteen particularly if there is no regulation on the types of food that they have to bring to school. Some of the school need more attention and encouragement for further improvement. In addition to the help of an expert from the government or KFDA and a private sector who can confirm whether if the variety of meals are according to the healthy nutrition standards or not. In conclusion, school food policy will motivate the essential factors on the road to improve students' health, behavior, and academic level if both students' parents and the staff of the school contribute effectively. For further progress in implementing the school food policy, it is recommended that each school has a training course directed by a nutritional specialist to modify their plans according to students' needs in order to improve the results of their policy. Teaching the healthy habits as part of the school curriculum will help to understand the importance of this policy particularly in the future.

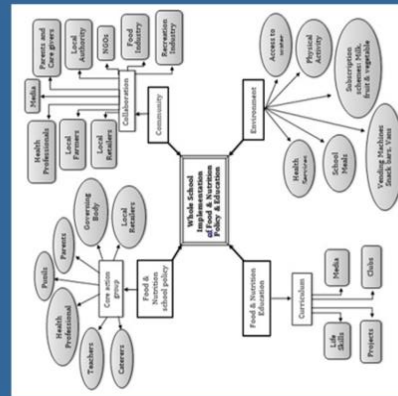


Fig. 1. Whole school implementation of a food and nutrition policy - adapted from Sitran, 2005.

External Factors	Internal Factors
<ul style="list-style-type: none"> • Single-parent homes • Parents with full time work • Homes without child care facilities • Lack of disease awareness • The size of the family • Going to school without having breakfast at home or lunch for the break time but having money instead to buy • Family food habits • Lack of information about healthy habits for both parents and children • Fast food restaurants nearby the school • Spending a long time playing video games or watching TV instead of exercising 	<ul style="list-style-type: none"> • The relationship between schoolchildren and the teacher • Types of friends • Lack of connection between school and parents • Deficiency of implementation in following the school policy • The weaknesses in physical education lessons • The low academic level in school • Nonexistence of training or lesson to increase students' awareness • The opportunity of receiving unhealthy food from the school canteen

Table 1. Factors Affecting School Food Policy

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ABSTRACT

There has been a global recognition of the importance of implementing Entrepreneurship-STEM learning (E-STEM) in secondary schools to promote students' potential to act entrepreneurially. The purpose of this study is to explain the main challenges and the opportunities to facilitate E-STEM practices in schools. Quantitative research was conducted through a questionnaire-based study to collect data from 180 STEM and business teachers in Ajman and Sharjah. The study found that POPs are highly required to support teachers. Moreover, E-STEM programs should be designed and embedded in the curriculum to facilitate E-STEM implementation.

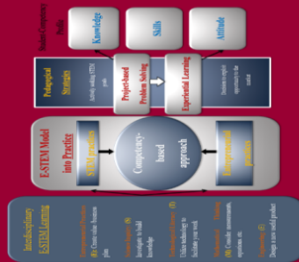


Figure 1. Interdisciplinary E-STEM Model (Eitanany et al., 2020b)

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INTRODUCTION

In today's high competitive financial markets, knowledge and skills are the cornerstone of success. In light of knowledge-based economy, providing STEM students with meaningful learning opportunities to develop the core entrepreneurial skills becomes a priority in education. Entrepreneurship-STEM learning (E-STEM) is still taking its first steps towards growth, and a bit needs to be investigated for further improvement in order to achieve its desired goals.

Entrepreneurial learning has the power to transform innovative ideas into developed products. E-STEM learning can help students to become more aware of future career opportunities through focusing on adding value to their designs or go further to create business start-up.

Yet, little is explained regarding the opportunities or suggested practices to facilitate E-STEM implementation and its challenges. The current study is a part of a series of research concerning E-STEM learning.

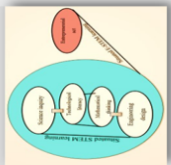


Figure 2. E-STEM Pulley System (Eitanany et al., 2020a)

The main study questions are

1. What are the main challenges of incorporating entrepreneurial practices into STEM education?
2. What are the most possible opportunities to enhance E-STEM implementation in secondary education in the UAE?

METHODS AND MATERIALS

This study is a part of series of research studies concerning E-STEM learning. Quantitative approach was carried out to collect data from E-STEM subject teachers (Science, Technology, Engineering, Mathematics and Business) who are interested in incorporating entrepreneurial practices into STEM education (Figure 1) in secondary schools. A five-point Likert scale was administered and offered to E-STEM teachers in two Emirates to introduce and explain E-STEM model developed by (Eitanany et al., 2020a).

A total of 210 teachers attended the session, and they were asked at the end of the webinar to voluntarily respond to a questionnaire that was developed in light of the literature, and was piloted with 40 STEM teachers in high schools to indicate high reliability (Cronbach's Alpha 0.87). Its validity was checked by two professors in the university (Cresnel, 2014).

Steps	Purpose	Participants
Piloting	Check reliability of the questionnaire	40
Webinar	Introduce ESTEM model	210
Questionnaire	Explain Challenges & Opportunities of ESTEM	180

Table 1. Main phases of the Methodology

The questionnaire consists of three main sections. First cluster asks about teachers' demographics, followed by another cluster to explain E-STEM teachers' perceptions regarding challenges of E-STEM. Lastly, the most possible practical opportunities to enhance E-STEM implementation in their schools were questioned. All ethical dilemmas were taken into consideration.

Literature Review

When it comes to the implementation stage of E-STEM learning, teachers' perceptions and beliefs affect their class activities because they are the main practitioners of E-STEM pulley system (Figure 2). It recommends involving business teachers to effectively integrate entrepreneurial practices into STEM context (Eitanany et al., 2020b).

Although the entrepreneurial practices in STEM education may not be as well integrated or recognized as they could be, the existence of many of the key entrepreneurial competencies arise in STEM research (Hartmann, 2016). Significant learners of E-STEM learning were highlighted in Dubai and Sharjah like lack of teachers' knowledge and assessment practices that discourage STEM teachers to raise entrepreneurial practices (Eitanany et al., 2020b).

The current study expanded data collected regarding challenges in two different Emirates.

RESULTS

Information	Category	#	%
Gender	Male	72	40%
	Female	126	60%
	Emirate	Ajman	104
Sector	Private	59	33%
	Public	121	67%
E-STEM Implementation	Yes	43	24%
	No	137	76%
Participating Teachers	Science	56	31%
	Technology	20	16%
	Engineering	22	12%
	Mathematics	61	34%
	Business	13	7%

Table 2. Demographic Information of Teachers

The quantitative data were descriptively analyzed by measuring the mean and percentage of each item statement to answer the research questions.

Cluster 1, Table 2 shows the E-STEM teachers' demographics. About 20% more female teachers participated to this research than males. Combination of Ajman teachers is higher by 16% than Sharjah teachers where number of public school teachers exceeded the number of private schools. Majority were not applied E-STEM practices in their classes. All main subject teachers shared their perceptions with high percent of Mathematics teachers and less percent of Business teachers.

RESULTS

Cluster 2: Figure 3 illustrates the main challenges of E-STEM in secondary schools as per teachers' perceptions. They are classified based on their percentages into three categories where the descending rate of obstacles are arranged from highest (above 80%), medium (60%-80%), then the lowest rate is below (60%).

The highest rate challenges are 'Lack of teachers' knowledge about E-STEM practices', 'It is not included in the curriculum that should be covered and 'It is difficult to assess practices'.

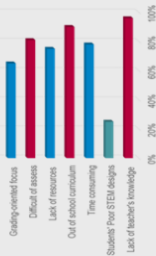


Figure 3. E-STEM Challenges

Cluster 3: Figure 4 shows a variety of opportunities that E-STEM teachers agreed on their importance to facilitate the implementation of E-STEM learning in their classes.

The highest percentage (above 90%) of agreement is for the need for a consistent professional development program for teachers and designing E-STEM curriculum that should be embedded in the school pacing chart. Followed by the importance of applying E-STEM programs whether a short one (week term) or a long program in summer with percentage (85-90%). The lowest percentage (below 80%) is for extracurricular activities concerning E-STEM practices, field trips and inviting entrepreneurs who are aviators to inspire students.

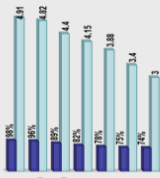


Figure 4. Opportunities to Facilitate E-STEM Implementation in Schools

DISCUSSION

In this study, results revealed different ESTEM challenges based on teachers' perceptions in Ajman and Sharjah with high percentage to limited teachers' knowledge. These results are consistent with Eitanany et al., 2020b that was conducted in Dubai and Sharjah. More interestingly, they are aligned with the opportunities highlighted by teachers for better E-STEM implementation. The highest percentage is for the need for consistent POPs to enrich teachers' knowledge and experiences related to incorporating entrepreneurial practices into STEM education. Followed by developing E-STEM program to be embedded in the school curriculum which will help avoid the barrier of time limitation and heavy curriculum. ESTEM implementation focuses mainly on skill-based practices to enhance students' acquisition of entrepreneurial skills. Thus, results provide schools with different opportunities for E-STEM planning like E-STEM week that could be conducted once per term, summer program and extracurricular activities to practice entrepreneurial activities in STEM context. Schools can choose conveniently different opportunities to enrich E-STEM innovative practices into their teaching applications.

CONCLUSIONS

The implementation of Entrepreneurship-STEM learning (E-STEM) has challenges that should be addressed to prepare and support teachers for effective E-STEM practices. Professional trainings are required to provide teachers with practical opportunities to develop their actual activities. More focus should be given to designing E-STEM curriculum to be embedded in the schools' annual plans. Attention should be paid to developing students' competencies rather than grading outcomes. These results should be considered by curriculum developers and decision makers to enhance and facilitate E-STEM learning by making adequate resources available during implementation.

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Virtual International Conference
Theme: Future of Educational Management & Leadership
Conference Presentation Schedule



Hosted by: Faculty of Education, The British University in Dubai
Date: 28-05-2022 (10am to 6pm GST) / Venue: Online (Blackboard)

Inaugural Session (10 to 11 am GST)

(Click the below link to join the inaugural session)

Virtual Room 1: <https://eu.bbcollab.com/guest/23c5e22517224ca4929d100dee1d39bd>

Welcome Note – by Prof Eman Gaad, Dean, Faculty of Education, The British University in Dubai

Conference Inaugural Address – by Prof Abdullah AlShamsi, Vice Chancellor, The British University in Dubai

Rationale of the Conference – by Dr Hugh Martin, Registrar and Chief Administrative Officer, The British University in Dubai

Conference Themes at a Glance – by Prof Christopher Hill, Conference Organiser, Professor of Education, Faculty of Education, The British University in Dubai

Introducing the Keynote Speaker – by Dr Solomon David, Conference Organiser, Associate Professor of Education, Faculty of Education, The British University in Dubai

Keynote Speech – by Prof Michael Osborne, Professor of Education, University of Glasgow, UK

Sessions Plan – by Prof Abdulai Abukari, Conference Organiser, Professor of Education, Faculty of Education, The British University in Dubai

Paper Presentations in Virtual Room 1 (Click the below link to join virtual room 1)

Chair: Dr Solomon Arulraj David / Rapporteur: Ms Nivin Rawda

Virtual Room 1: <https://eu.bbcollab.com/guest/23c5e22517224ca4929d100dee1d39bd>

Author(s)	Affiliation	Title of the paper	Time (GST)
Abdalla Elsayed	The British University in Dubai	The impact of leadership behaviour on staff wellbeing for school improvement: A systematic literature review	11.00 to 11.15 am
Antony Vinolya	VOC College of Education	Managing the involvement of parents in their children's education	11.20 to 11.35 am
Doaa Nofal	The British University in Dubai	The impacts of leadership on resource mobilization for school improvement: A single case study from a private school in RAK	11.40 to 11.55 am
Chandrasekharan Praveen	Christ Nagar College of Education	Revivifying the missing campus Life: An innovative approach to student development	12.00 to 12.15 pm
Hala Baha'eddin Amin Abu-Ali	The British University in Dubai	The impact of leadership communication skills and strategies used by school principals for effective performances of teachers and students in the UAE	12.20 to 12.35 pm
Zulaikha Al-Saadi, Wafaa Al-Mawali, Holi Ibrahim Ali & Ibtisam Al-Rushidi	University of Technology and applied Sciences-Rustaq College of Education	Academic faculty members' perceptions about the newly introduced performance appraisal system in the Sultanate of Oman	12.40 to 12.55 pm
Haya Alsoori	The British University in Dubai	Impact of leadership on staff management and school improvement: A single case study from a private school in Dubai	01.00 to 01.15 pm

Pon Ambika S & Veliappan A	Manonmaniam Sundaranar University	Professional commitment among trainee teachers: A necessity for school improvement and effectiveness	01.20 to 01.35 pm
Joumana Abdo	The British University in Dubai	The impact of leadership on school improvement and student's achievement: A single case study from a private school in Dubai	01.40 to 01.55 pm
Rajalakshmi S & Sasipriya R	VOC College of Education	A liberal canon of professional ethics for proficient educators	02.00 to 02.15 pm
Lama Bashasha	The British University in Dubai	The impact of school leaders on monitoring and Evaluation of teachers' performance towards school improvement	02.20 to 02.35 pm
Nesma Hossam	The American University in Cairo	Analysis of the Post-Covid 19 higher education policies: The Egyptian and the Finnish cases	02.40 to 02.55 pm
Manal Abdulla Aljaberi	The British University in Dubai	An investigation into teacher leadership characteristics that influence student performance: A case study in a private school in Sharjah	03.00 to 03.15 pm
Mehmet TOKTAŞ, Ebru ARAS & Mevlüt AYDOĞMUŞ	Necmettin Erbakan University	Research on the effectiveness of differentiated instruction: The views of teacher and students	03.20 to 03.35 pm
Heba Saad	The British University in Dubai	Strategic planning, as key for school development to cope with the new normal after the pandemic: A case study for a British school in Dubai	03.40 to 03.55 pm
Nivin Rawda	The British University in Dubai	Evaluation of the impact of SEN leader's role in supporting SEN students and the improvement of a private K-12 school in Dubai	04.00 to 04.15 pm

Paper Presentations in Virtual Room 2 (Click the below link to join virtual room 2)

Chair: Prof Abdulai Abukari / Rapporteur: Ms Layana Dileep Kumar

Virtual Room 2: <https://eu.bbcollab.com/guest/e49d1cadfc7e413785c5d92d9c6e99b4>

Author(s)	Affiliation	Title of the paper	Time (GST)
Ankita Rajdev, Nida Mir & Swapna Nair	Amity University, Dubai	Managing the development from traditional learning to blended learning at university level	11.00 to 11.15 am
Fatima Al Shizawi	The British University in Dubai	The impact of school leadership on teacher's development and students' outcome for school improvement: A case study of a semi-private kindergarten in Dubai	11.20 to 11.35 am
Johnsi Priya & Ashok J	Meston College of Education	Educational leadership and policy making: International perspective	11.40 to 11.55 am
Snekha D & Bindu Gouri VP	Nalloor Vettuvenni Kandan Sastha Devaswom College of Education	The impact of parental engagement for character education	12.00 to 12.15 pm
Dan O'Brien	UCL Institute of Education	To what extent has placing global learning at the centre of Finland's national core curriculum reforms adequately responded to the pressures of globalisation?	12.20 to 12.35 pm
Hamada Alfaqawi	The British University in Dubai	Effectiveness of continuous professional development for school middle leaders and teachers at Abu Dhabi high schools on students' achievement	12.40 to 12.55 pm

Jaison Mammen & K. Pushpanadham	Bahir Dar University & The Maharaja Sayajirao University of Baroda	Managing the future of learning: Educational leadership imperatives	01.00 to 01.15 pm
Shamim Miah A.S.M. & Rasel Kabir	University of Technology and Applied Sciences, Ibri & Green University of Bangladesh	Managing the preparation of the 21st century competence accredited teachers	01.20 to 01.35 pm
Jyoti Verma & Sambit Kumar Padhi	Guru Ghasidas Vishwavidyalaya University	Gender factor in school leadership: An exploration of teacher perception towards the leadership effectiveness of their school principals	01.40 to 01.55 pm
Imane Bourenane	The British University in Dubai	Leadership is an art: Truth or fiction?	02.00 to 02.15 pm
Marwa Eltanahy	Higher Colleges of Technology	Entrepreneurship in the context of STEM: Opportunities and challenges of E-STEM Learning in secondary schools in the UAE	02.20 to 02.35 pm
Mutasem Al Hindi (Play Recording)	The British University in Dubai	The role of school leadership in managing internal competition for school improvement	02.40 to 02.55 pm
Mina Radhwan	Ministry of Education, UAE	The impact of food policy and health education on students in the schools of the UAE	03.00 to 03.15 pm
Majd Khantomani	The British University in Dubai	Impact of leadership on staff development and school improvement: A systematic literature review	03.20 to 03.35 pm

Marwa Ali	The British University in Dubai	Impact of female leadership for school improvement: A single case study from a private school in Dubai	03.40 to 03.55 pm
Layana Dileep Kumar	The British university in Dubai	Impact of leadership on instruction and school improvement: A systematic literature review	04.00 to 04.15 pm

Paper Presentations in Virtual Room 3 (Click the below link to join virtual room 3)

Chair: Prof Christopher Hill / Rapporteur: Ms Nehal Abdelshafi

Virtual Room 3: <https://eu.bbcollab.com/guest/5f1836938aa548eba732657a227e342d>

Author(s)	Affiliation	Title of the paper	Time (GST)
Annie Rosita Arul Raj	Fatima College of Nursing	Leadership crisis assessment to understand impact of the pandemic on students' career choice, within nursing education in the UAE	11.00 to 11.15 am
Asma Hamdan	The British University in Dubai	Impact of school leadership on student support and school improvement: A systematic literature review	11.20 to 11.35 am
Divya Garg & Shri Kant Dwivedi	Galgotias University	Continuous professional development of school staff and their talent	11.40 to 11.55 am
Dana Tamimi	The British University in Dubai	The impact of leadership styles and best practices for school improvement: A systematic literature review	12.00 to 12.15 pm
Hadi Fouad Mansour	The British University of Dubai	Consequences of teacher fit in the UAE educational context: Investigating a multidimensional person-environment fit construct	12.20 to 12.35 pm
Hamza El Fares	The British University of Dubai	The impact of school leadership on the curriculum implementation process: A systematic literature review	12.40 to 12.55 pm

Hima Parameswaran	City University College of Ajman	An investment-oriented approach by sustainable leadership in firms towards sustainable performance: A cross-sectional study amongst educational sectors in the UAE	01.00 to 01.15 pm
Huda Saleh Alkindi	The British University in Dubai	Impact of leadership on staff motivation: A single case study from a government nursery in Sharjah	01.20 to 01.35 pm
Suyash Bhatt	Emirates Institute of Banking and Financial Studies	Exploring twitter-board to inculcate critical thinking in asynchronous teaching	01.40 to 01.55 pm
Jailan Elostia	The British University in Dubai	The impact of principal leadership on effective learning: A systematic literature review	02.00 to 02.15 pm
Marek Hornak	Staffordshire University	The role of the regional university's student-led projects within the Staffordshire university innovation enterprise zone as drivers of the regional innovation eco-system	02.20 to 02.35 pm
Manal Alsodi	The British University in Dubai	The role of leadership in improving parental engagement in a private school in Abu Dhabi	02.40 to 02.55 pm
Ramya S & Thanavathi C	VOC College of Education	Managing innovative pedagogy to encourage enjoyable learning through NEP 2020 in India	03.00 to 03.15 pm
Sujitha G & Thanavathi C	VOC College of Education	Managing research and development on educational technology	03.20 to 03.35 pm
Nehal Mohmed Abdel Shafi	The British University in Dubai	Investigate the impact of leadership on social justice & school improvement: A single case study from a private school in Sharjah	03.40 to 03.55 pm

Paper Presentations in Virtual Room 4 (Click the below link to join virtual room 4)

Chair: Mr Rawy A. Thabet / Rapporteur: Ms Layla Khalid

Virtual Room 4: <https://eu.bbcollab.com/guest/9bd169edf594419aa0399f45cbe55983>

Author(s)	Affiliation	Title of the paper	Time (GST)
Maryam Aldahmani	The British University in Dubai	The impact of transformational leadership and self-evaluation for school improvement: A single case study from a private school in Fujairah	11.00 to 11.15 am
Ziyana Ali Abdullah Al Hinai	Oman Water Wastewater Services Company	Impacts of the effectiveness of homework on kindergarten students' achievements: A case from the Sultanate of Oman	11.20 to 11.35 am
Nermin Hammad	The British University in Dubai	An auto ethnography of the challenges that the teachers faced adopting the distance learning in a primary school during COVID – 19	11.40 to 11.55 am
Renu Yadav	Central University of Haryana	Women in academic governance: Exploring socio-cultural environment in Indian higher education	12.00 to 12.15 pm
Siham Abukhalaf	The British University in Dubai	Investigating the impact of COVID-19 on educational leadership in Dubai-based schools	12.20 to 12.35 pm
Ola Zaidan Alhuraini	The British University in Dubai	The impact of teacher leaders on effective classroom management towards school improvement: A single case study from a private school in Sharjah	12.40 to 12.55 pm
Osama S. M. Alarafeen	The British University in Dubai	Best practices of a school leader to improve students' Arabic and English literacy in a private school in Al-Ain	01.00 to 01.15 pm

Mudassir Arafat (Play Recording)	Turiba University	Using TPACK framework to manage pedagogical efficiency in digital learning	01.20 to 01.35 pm
Shamesa Abdulla Aziz Alshehhi	The British University in Dubai	The impact of school leaders on teacher evaluation and school improvement	01.40 to 01.55 pm
Tasneem Al- Masri	The British University in Dubai	Impact of leadership on parental engagement and school improvement: A systematic literature review	02.00 to 02.15 pm
Wissam Saleh Chaaban	The British University in Dubai	Impact on leadership on better school results: A single case study of a school in Sharjah	02.20 to 02.35 pm
Ola Saleh Al- Hussaini	The British University in Dubai	The impact of leaders-teachers' feedback on teaching practices for school improvement: A case study from a private school in Sharjah	02.40 to 02.55 pm
Muna Omar Hussein	The British University in Dubai	The impact of technology leadership on teachers' technology integration and school improvement	03.00 to 03.15 pm
Soha Hamze	The British University in Dubai	The role of leadership in improving healthy attendance at a private school in Abu Dhabi	03.20 to 03.35 pm
Eman Fadel	The British University in Dubai	The role of instructional leadership for students' academic achievement and school improvement: A systematic literature review	03.40 to 03.55 pm
Layla Jamilah Khalid	The British University in Dubai	The role of educational leaders on improving the effectiveness of online learning for female students in the UAE	04.00 to 04.15 pm

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- The presentation must be min 10 and max 15 minutes followed by 5 minutes Q&A.
- If you are not available in the given schedule, you may record your session (15 minutes) and send the recording via we transfer to the above email - <https://wetransfer.com/>
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- You may consult the instruction on sharing your ppt at BB to present - https://www.youtube.com/watch?v=6H3R-E_pgEY
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- The best papers, best presenters will be communicated after the conference
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Looking forward to welcoming you all at the conference