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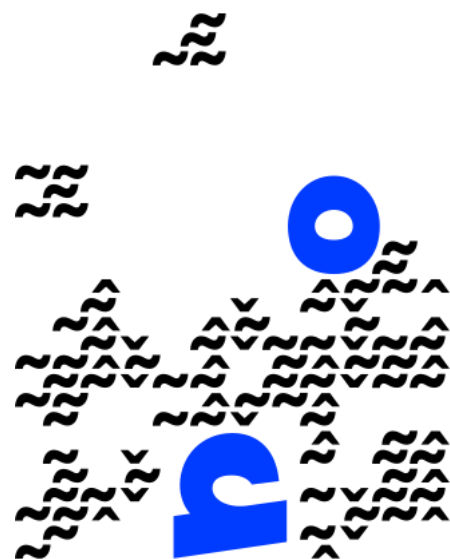
EARLY EDUCATION INSTITUTION **POLICY**

on

STAFFING

Purpose

This policy sets out a clear framework for the governance, management, and recruitment of competent staff. It standardizes the requirements and approach to human resources matters across Early Education Institutions (EEIs) and sets clear expectations among all stakeholders.



Definitions

Appointment Letter	A document that officially confirms a candidate's employment.
Child	A person under the age of 4 years, as per Federal Decree Law No. (51) of 2022 Regulating Nurseries.
Continued Professional Development (CPD)	Process of tracking and documenting the skills, knowledge, and experience that staff gain formally as they work, beyond any initial training.
Delegate	A designated member of the leadership or educational staff who takes on the responsibilities of the Early Education (EE) Director when they are absent.
Development Days	Dedicated days in the EEI calendar during which staff are engaged exclusively in CPD activities and not their regular duties.
Early Education Institutions (EEIs)	All ADEK-licensed institutions that offer early years service (e.g., nurseries).
Eligibility	Requirements for staff to be employed in a specific position and includes both qualifications and experience.
Experience	Time spent working in an EEI or early years environment.
Governing Board	People who own and/or govern the EEI by taking high-level strategic decisions without being involved in the daily operations of the EEI.
Key Group	Known as a “class” in more formal educational settings, comprises a group of children, an EE Educator, and any other members of the key team.
Management	The staff responsible for overseeing the EEI-based staff and daily operations, such as the EE Director, their deputy, as well as any other member of staff to whom they have delegated specific authorities.
Performance Management	Ongoing process of communication between a supervisor and staff throughout the year in support of accomplishing the strategic objectives of the EEI.
QF Emirates (QFE)	<p>The “Qualifications Framework Emirates” is a standard framework to establish equivalencies for qualifications earned in the UAE and abroad:</p> <ul style="list-style-type: none"> QFE 8 Doctoral Degree or equivalent QFE 7 Master’s Degree or equivalent QFE 7 Postgraduate Diploma or equivalent QFE 6 Bachelor’s Degree or equivalent QFE 5 Higher Diploma or equivalent

	QFE 3 Grade 12 Certificate or equivalent
Qualifications	Credentials (such as a certificate, diploma, or degree) attesting to a person achieving a set of learning outcomes as defined by the qualification awarding body.
Recruitment	Process of actively seeking out, finding, and hiring candidates for a specific position or job.
Staff	People employed by an EEI on a remunerated contractual basis regardless of employment mode (internal, external/third-party, etc.).
Staff-Induction Checklist:	A structured list of actions that needs to be completed when new staff members join the EEI. It serves to ensure that all necessary training, orientation, and administrative tasks are addressed to help new employees integrate into the EEI effectively.
Staff Wellbeing Charter	A document that outlines how Early Education Institutions (EEIs) plan to support the wellbeing and engagement of their staff. It details principles and practices designed to promote a positive work environment and support the mental and physical health of all employees.
Third-Party Service Providers	An external person or company providing a service as part of a contract.
Vetting	The process of checking that candidates do not have issues that could be a child protection or security risk.



Policy

All EEIs shall develop and implement a Staffing Policy which, at a minimum, outlines all processes, procedures, and guidelines to be followed regarding:

1. Governance
2. Staff qualifications and experience
3. Recruitment
4. Staff induction
5. Continuous Professional Development (CPD)
6. Performance management
7. Staff wellbeing and engagement

1. Governance

1.1 Governing Board

EEIs seeking to establish a Governing Board shall ensure all proposed board members undergo security clearance during the licensing process, before confirming them in their role. The owner (if not appointed as member of staff)/and or the Governing Board shall be responsible for strategic oversight and allow the management to handle the day-to-day operations of the institution without interference. This means that no owner or Governing Board member shall have a permanent office within the institution.

1.2 Management

EEIs shall hire an Early Education (EE) Director for each branch/physical location as per all applicable laws, regulations, and staff eligibility criteria (see [Section 3. Recruitment](#)).

The EE Director shall hold a valid appointment letter and shall be present onsite every day (at the EEI premises), and responsible for the daily operations of the EEI.

1.3 EE Director Authority

The EE Director is the management staff member with the highest level of responsibility in an EEI and thus has the authority to establish rules, procedures, and educational standards in line with ADEK's requirements and the relevant legislation in Abu Dhabi and the UAE. In addition, EEIs with a Governing Board shall ensure the EE Director's authority is carried out in a manner consistent with the Board's decisions and regulations.

1.4 EE Director Role

EEIs shall include the below minimum responsibilities in the EE Director's job description:

- a) Act as the primary contact person for the EEI and the communication liaison between the EEI and the Governing Board (if any).

- b) Lead the development, implementation, and modification of policies.
- c) Prepare and review the EEI's organizational structure for consideration, amendment, and approval by the Governing Board or the EEI owner in the absence of a Governing Board.
- d) Lead the recruitment and appointment processes and submit necessary recommendations to the Governing Board or EEI owner to hire or terminate staff.
- e) Select staff and define their roles and responsibilities.
- f) Provide staff with guidance and continuous professional development (CPD).
- g) Ensure staff appointments are made legally and in line with ADEK requirements.
- h) Build EEI leadership capacities.
- i) Engage parents and stakeholders in the teaching and learning process.
- j) Evaluate the EEI's performance to identify the priorities for continuous improvement and raising its quality.
- k) Implement the EEI's curriculum and program.
- l) Ensure that any learning resources (books, videos, posters, etc.) used are free of any content deemed offensive or culturally inconsiderate to the UAE whether in terms of religion, ideas, society, culture, or politics.
- m) Provide instructional leadership, management, and monitoring of teaching and learning.
- n) Supervise assessment processes and reporting systems.
- o) Ensure the health and safety of all children, staff, and visitors to the EEI.
- p) Provide protection and care and ensure the wellbeing of children.
- q) Manage and oversee EEI enrollment records and daily attendance records for children and staff.
- r) Set and oversee the EEI budget.
- s) Follow up on the maintenance of buildings and facilities.
- t) Manage facilities, resources, and equipment.

1.5 Delegation of Authority

- a) EEIs shall ensure there is a person in charge of the EEI at any given time by having in place a plan to delegate EE Director responsibilities. This appointed delegate shall be present on the EEI premises at all times during official working hours in the EE Director's absence.

- b) EEIs shall appoint a second delegate for instances when neither the EE Director nor the first delegate is present.
- c) The delegates shall be a member of the leadership or educational staff. If one of the delegates is part of a key group, then arrangements shall be in place to ensure that the adult-to-child ratio in their key group is not compromised when they perform their delegate's duties.
- d) EEIs shall communicate the name of the second delegate to parents and staff if both the EE Director and the first delegate are absent from EEI premises for more than half a day.
- e) EEIs shall ensure that the delegates are trained to understand their roles and can appropriately manage EEI operations, communicate with parents, and carry out other tasks expected of the EE Director during her absence.
- f) EEIs shall document the EE Director's delegation of authority, including delegated responsibilities (what is allowed and what is not), in writing.
- g) In the case of longer periods of absence, the time frame shall be specified. The maximum time period of delegation cannot exceed longer than 90 days (see [ADEK EEI Staffing Policy Guide](#) for further information).
- h) If an extension of the delegated time period is required, the EEI shall provide justification to ADEK, and seek ADEK approval before proceeding.

2. Staff Qualifications and Experience

EEIs shall ensure that their governance, educational and administrative functions are adequately filled and that candidates meet the experience and qualification requirements for the core positions outlined in this section.

2.1 Gender

EEIs shall employ only female staff in their EEIs. Male staff may be employed as bus drivers and security guards (if they are guarding premises from outside).

Male staff are additionally permitted to deliver extracurricular activities on behalf of third-party service providers offering extracurricular activities. These activities shall be conducted only under the supervision of the EEI's own staff. Third-party service providers shall not be counted in the adult-to-child ratios (see [ADEK EEI Child Supervision Policy](#)).

2.2 Nomenclature

EEIs are authorized to use their own nomenclature for any position but core positions shall correspond to the standard ADEK position titles and minimum qualification requirements. Recruited staff shall meet one of the eligibility profiles in each job category.

2.3 Core Positions

a) Leadership Positions

EARLY EDUCATION (EE) DIRECTOR (mandatory)

Other names: Nursery Principal, Manager, Head

Role: (see Section 1.3 EE Director Authority)

- EEIs shall employ one EE Director for each EEI location.

Qualification	Experience/Other Requirements
Bachelor's Degree in Early Childhood Development or Early Childhood Education (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Early Years Education) • BSc (Early Childhood) 	ADEK Interview
Bachelor's Degree in any other specialization (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) • LLB (Jurisprudence) • MBBS (General Medicine) 	Professional Certificate in Early Childhood Leadership Level 5 (QFE 5) OR At least 2 years of experience in management role in an early childhood education and care setting ADEK Interview

ASSISTANT EARLY EDUCATION (EE) DIRECTOR (as per EEI's requirements)

Other names: Vice Principal, Assistant Manager

Role: Assistant EE Directors are responsible for assisting the EE Director in establishing rules, procedures, and educational standards at the EEI in line with ADEK's requirements and the relevant legislation in Abu Dhabi and the UAE. Hiring an Assistant EE Director is not mandatory.

Qualification	Experience/Other Requirements
Bachelor's Degree in Early Childhood Development or Early Childhood Education (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Early Years Education) • BSc (Early Childhood) 	
Bachelor's Degree in any other specialization (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) • LLB (Jurisprudence) • MBBS (General Medicine) 	Professional Certificate in Early Childhood Leadership Level 5 (QFE 5) OR At least 2 years of experience in management role in an early childhood education and care setting

TEACHING AND LEARNING LEAD

Other names: Academic Manager, Curriculum Coordinator, etc.

Role: Leadership role with the main responsibility to support the implementation of the curriculum within all age groups, help in the evaluation and improvement of classroom practice, and lead the training and professional development plan for the staff.

- Hiring a Teaching and Learning Lead is strongly recommended (especially for EEs with more than 100 children) but not mandatory.

Qualification	Experience/Other Requirements
Bachelor's Degree in Early Childhood Development or Early Childhood Education (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Early Years Education) • BSc (Early Childhood) 	At least 2 years of experience as an EE Educator

INCLUSION LEAD (mandatory)

Other names: Special Education Needs Coordinator (SENCo), PoD/SoD/SEND Coordinator, etc.

Role: Leadership role with responsibility for the provision and monitoring of education for children with additional learning needs, in line with the specifications identified in the [ADEK EE Inclusion Policy](#).

- EEs shall appoint an Inclusion Lead to guide/lead the inclusive support for children with additional learning needs. This person may be a member of the leadership or educational staff.
- The Inclusion Lead shall complete 8 hours of CPD related to inclusion (to be completed by the end of their first year of employment), in addition to the qualification requirements for their role.
- See below the positions eligible to hold the additional role of Inclusion Lead:

Primary Role	Additional role
EE Educator	Inclusion Lead
Inclusion Educator	Inclusion Lead
EE Director /EE Assistant Director/Teaching and Learning Lead	Inclusion Lead

- Any administrative staff, cleaner, EE Assistant or EE Aide, are not authorized to hold the additional role of Inclusion Lead.
- A staff member appointed as an Inclusion Lead in a primary role is authorized to hold any other additional role except for that of an EE Educator, which itself is a primary role.

b) Educational Positions

EARLY EDUCATION (EE) EDUCATOR (mandatory)

Other names: Early Years Teacher, Nursery Supervisor

Role: EE Educators are responsible for leading a key group (and the educational support team) to ensure the safe delivery of an age-appropriate curriculum and programs for children under their care.

- An EE Educator shall be employed to lead a key group of children 0-4 years old, however, EE Assistants are authorized to lead key groups below age 2.
- EEs shall ensure they recruit at least one native Arabic-speaking EE Educator.

Qualification	Experience/Other Requirements
Bachelor's Degree in Early Childhood Development or Early Childhood Education (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Early Years Education) • BSc (Early Childhood) 	
Bachelor's Degree in any other specialization (QFE 6) Examples: <ul style="list-style-type: none"> • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) • LLB (Jurisprudence) • MBBS (General Medicine) 	Professional Certificate in Early Childhood Education and Care Level 3 (QFE 3) OR At least 2 years of experience in an early childhood education and care setting
Certificate (QFE 3)	Professional Certificate in Early Childhood Education and Care Level 3 (QFE 3) OR At least 2 years of experience in an early childhood education and care setting

INCLUSION EDUCATOR

Role: An EE Educator specialized in providing further educational support for children who have additional learning needs.

- Hiring an Inclusion Educator is strongly recommended.

Qualification	Experience/Other Requirements
Same as EE Educator	UAE attested Certificate/ Diploma in SEN (QFE 4) OR UAE attested Certificate Course in Learning Support Assistant Specialist (QFE 3)

c) Educational Support Positions

EARLY EDUCATION (EE) ASSISTANT (mandatory)

Other names: Assistant Supervisor, Early Years Teaching Assistant

Role: EE Assistants support EE Educators in providing care and support to children. They may also assist EE Educators with simple teaching and learning tasks such as reviewing learning material with children or preparing for lessons by assembling materials and equipment.

- An EE Assistant can lead key groups for children below age 2.

Qualification	Experience/Other Requirements
Certificate (QFE 3) AND Vocational Certificate in Early Childhood and Care (QFE 3) OR <ul style="list-style-type: none"> • Certified Professional Training in Early Education (120 hours) 	At least 1 year of experience in an early childhood education and care setting
Certificate (QFE 3) AND CACHE Level 2 (QFE 2) OR <ul style="list-style-type: none"> • IPC level 2 (QFE 2) 	At least 1 year of experience in an early childhood education and care setting

INCLUSION ASSISTANT (as per EEI's requirement)

Other names: Teacher Assistant for SEN, Special Education Classroom Assistant, Special Needs Assistant

Role: An EE Assistant specialized in providing further educational support for children who have additional learning needs.

- Hiring an Inclusion Assistant is strongly recommended.

Minimum Eligibility: Staff should match one of the following eligibility profiles:

Qualification	Experience/Other Requirements
QFE 4 (Certificate) in Special Education	
Certificate (QFE3)	1 year experience in an early childhood education and care setting.
Vocational Certificate in Early Childhood and Care (QFE 3) OR Certified Professional Training in Early Education-120 hours OR UAE attested Certificate Course in Learning Support Assistant Specialist (QFE 3)	1 year experience in an early childhood education and care setting.

EARLY EDUCATION (EE) AIDE

Other names: Early Years Classroom Assistant, Nanny

Role: EE Aide provides personal aid and care as necessary to children, such as help with hygiene, eating, or toileting. They also supervise children in a key group, during lunch hour, playtime, or recess, and at special events, like field trips. They are not responsible for assisting EE Educators with any teaching and learning tasks but may still support them in other areas.

- EE Aides can be employed in a supporting role for key groups for children below age 2.
- For key groups with children aged 2 and above, an EE Aide may be employed to support if a third adult is required, depending on the number of children in that particular key group, and only to perform tasks stated above.

Qualification	Experience/Other Requirements
Certificate (QFE 3)	At least 2 years of experience in an early childhood education and care setting OR At least 100 hours of early childhood education and care training Examples: Child Development, Observation and Assessment, Social and Emotional Learning, Language and Literacy Development.

INDIVIDUAL ASSISTANT

Other names: Shadow Teacher (formerly), Individual PoD Support Assistant

Role: An assistant providing 1:1 support for a student with additional learning needs

Qualification	Experience/Other Requirements
Certificate (QFE 3)	Relevant valid visa/ID documents as applicable. Recommendation to appointment by Inclusion Lead.

d) Non-Educational Positions

NURSE

Role: To provide effective nursing care and health promotion to all children, staff, and EEI families and to manage and maintain a safe and clean environment for all.

- EEIs with a DoH-licensed clinic shall hire a nurse either as full-time internal staff or as hired outsourced staff.
- EEIs without a clinic shall ensure that 10% of staff (minimum of two) have certificates in Basic Life Support (BLS) and Pediatric Advanced Life Support

(PALS) issued by internationally accredited bodies while maintaining the validity of these certificates.

Qualification
DOH approved Bachelors' Degree (QFE 6) in Nursing AND DOH nursing license

HEALTH AND SAFETY OFFICER (mandatory)

Role: To oversee the development, implementation, and maintenance of health and safety systems, policies, documentation, and practice in an EEI.

- EEIs shall appoint at least one member of the staff who meets qualifications as per the ADPHC/OSHAD risk classification notification (EEIs are classified as “low”) in each location.
- EEIs may appoint an existing member of staff serving another capacity to take on this role, as an additional role, provided they meet the requirements by this policy’s compliance date. New recruits for the position shall meet the requirements by this policy’s effective date.

Qualification	Experience/Other Requirements
Bachelor’s Degree in any subject (QFE 6) AND Institute of Occupational Safety and Health (IOSH) Certification OR An accredited diploma such as: <ul style="list-style-type: none"> • UAE local HSE two-year Diploma from Accredited institute OR • NEBOSH Level 6 International Diploma for Occupational Health and Safety Management Professionals OR • IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management 	<ul style="list-style-type: none"> • Course on Risk Assessment and Hazard Analysis Accredited First Aider and Fire Fighter Knowledge of ADPHC’s electronic OSH reporting system
<ul style="list-style-type: none"> • The Health and Safety Officer shall be subject to all other applicable requirements from relevant authorities such as but not limited to Abu Dhabi Public Health Centre (ADPHC) and Abu Dhabi Quality and Conformity Council (QCC). • A BLS trained staff shall be delegated to carry out the responsibilities in the absence of the designated Health and Safety Officer, until their return. 	

CLEANER (mandatory)

EEIs shall have a designated Cleaner as required by the relevant Abu Dhabi authorities in charge of common cleaning areas (this position can be outsourced). Cleaners shall not be permitted to be caregivers of children or be responsible for children in the EEI at any stage.

BUS DRIVER AND BUS SUPERVISOR (if applicable)

If transportation is provided, the bus driver and bus supervisor shall hold a valid permit for their respective roles from the Integrated Transport Centre (ITC).

SECURITY STAFF (if applicable)

EEIs shall employ trained security staff as per the requirements set by the Abu Dhabi Police Department, hired or outsourced, and as applicable to the EEI's risk assessment, specified in the [ADEK EEI Child Supervision Policy](#).

While male security guards may be employed at EEIs (if they are guarding premises from outside), the employment of female security guards is preferable.

Male security guards, if employed, shall have restricted access to the EEI.

Security guards, either male or female, are not permitted to supervise children or attend to their learning or personal needs.

ADMINISTRATIVE STAFF (sub-category)

The below listed positions may be required by an EEI to perform administrative functions as per their requirements and depending on the EEI's location and enrollment capacity.

Positions: Secretary, Receptionist, Administrative/Accounting Clerk

Role: The role for the above positions may include, but is not limited to:

- Managing the EEI reception area
 - Supporting with parent communication
 - Assisting in the coordination of all administrative tasks
 - Preparing invoices and handling payments
 - Registering
- Hiring administrative staff is highly recommended but not mandatory.

Qualification
The candidate shall have a Certificate (QFE 3), sufficient skills in IT such as using messaging apps, sending emails, using basic Microsoft Office skills, accountant diploma (if applicable). It is highly recommended that the candidate knows both English and Arabic and can communicate in both languages.

2.4 Non-Core Positions

EEIs are authorized to hire any other positions as per their own discretion and qualification requirements.

2.5 Approval on PASS

- a) All staff, including volunteers and individual assistants, shall be registered on the ADEK pass system as per their job positions/roles.
- b) The EEI shall assign staff positions and duties in line with their approved appointment letters.
- c) Nannies or home care service providers are not permitted to be present in the key group unless they are fulfilling the role of an Individual Assistant (in which case they would need to be registered on PASS accordingly).

2.6 Staff Attendance

EEIs shall ensure that attendance records for all staff (including volunteers and third-party service providers) are maintained in a central digital or manual attendance system. These records shall be made available as and when required by ADEK.

3. Recruitment

- a) EEIs shall ensure they employ all staff according to Federal Decree Law No. (33) of 2021 Concerning Regulating Labour Relations and any other requirements of ADEK, whereby all candidates (including volunteers) shall undergo vetting before they start working and are allowed contact or access to a child.
- b) EEIs shall ensure early childhood (ECD) competencies are part of relevant job profiles and requirements from candidates and candidates are also assessed on their ability to exemplify the ECD competencies as part of the job interview process (see [ADEK EEI Staffing Policy Guide](#) for more details).
- c) EEIs shall have a transparent and fair recruitment process which shall be described in their recruitment policy (see [ADEK EEI Staffing Policy Guide](#) for more information).

4. Staff Induction

EEIs shall include and perform the following elements in their induction process for every recruit:

- a) Conduct a meeting with the EE Director or senior member of staff.
- b) Develop and discuss the EEI Staff Guidelines Handbook containing information on all EEI policies and procedures, including the EEI's code of conduct for staff and volunteers (see [ADEK EEI Staffing Policy Guide](#) for more information).
- c) Issue and discuss the job description and work schedule, which shall be signed by the recruit following the discussion.
- d) Present the list of essential EEI policies related to children's health, safety and wellbeing, in addition to education program and practices, with the staff acknowledging that these have been read and understood.
- e) Present the set of ECD competencies essential for their role in the EEI and guide them towards their understanding and implementation (see [ADEK EEI Staffing Policy Guide](#) for more information).
- f) Identify and address any specific or mandatory training needs. Mandatory training for all staff includes first aid certification, emergency response and evacuation protocols, and training on Child Protection and Safeguarding. Additionally, it is required that a minimum of 10% of staff possess valid certifications in fire safety and Basic Life Support (BLS) or Pediatric Advanced Life Support (PALS). If 10% equates to fewer than 2 staff members, then at least 2 staff members shall undergo training.

These certificates shall be issued by accredited bodies, and their validity shall be maintained in the absence of a DOH certified nurse and clinic. Tour around the EEI and familiarize the new staff with the premises and available facilities such as toilet facilities, pantry classrooms, emergency exits, etc.

- g) Provide details of other relevant individuals with responsibility for induction e.g., the IT technician to offer logins, etc., the designated supervisor.
- h) Complete the Staff Induction Checklist (see [ADEK EEI Staffing Policy Guide](#) for more information).

5. Continuous Professional Development (CPD)

5.1 CPD Plan

- a) EEIs shall ensure that all staff complete 25 hours of CPD per year, which shall be carried out with minimum interruption to key group activity.
- b) EEIs shall ensure that staff participate in all professional development opportunities as mandated by ADEK or their partners.
- c) Continuous professional development training shall include training that maintains or reinforces knowledge around ECD competencies (see [ADEK EEI Staffing Policy Guide](#)).
- d) EEIs shall bear all training expenses.

5.2 Development Days

- a) EEIs shall schedule a minimum of 3 development days per year.
- b) These days shall be dedicated only to the CPD of educators/relevant staff and shall be counted towards the 25 hours of compulsory CPD. The 25 hours of CPD can include mandatory certified training as per the staff member's role (first aid/BLS/fire safety/food handling), or EEI-conducted internal training, mandatory training by ADEK/ECA or professional training provided by external service providers.

5.3 Requirements for External Providers

EEIs shall only contract licensed third-party providers for CPD related to regulatory requirements (fire safety training, etc.).

5.4 CPD Monitoring and Evaluation

EEIs shall monitor and evaluate the quality and effectiveness of staff CPD.

5.5 Documentation of CPD

EEIs shall keep accurate documentation of all their CPD programs, including the number of CPD hours, attendance, areas covered, feedback from participants, and others as needed.

6. Performance Management

- a) EEIs shall implement a formal performance management process that includes policies, processes, and criteria against which staff performance is evaluated, and this performance management process shall be formally communicated to all staff during staff induction and included in the Staff Handbook.
- b) Staff shall receive a minimum of one annual performance evaluation, which shall be formally discussed with them by their line manager.
- c) All EEIs shall include the ECD competencies as a key metric when assessing the performance of employees (see [ADEK EEI Staffing Policy Guide](#) for more information).

7. Staff Wellbeing and Engagement

EEIs shall develop a staff wellbeing charter that includes statements on how they plan to support staff wellbeing and engagement.

8. Compliance

- 8.1** This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). EEIs are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term). EEIs shall be compliant with the updated requirements in version 1.1 of this policy by Academic Year 2026/27 (Fall term).
- 8.2** Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the EEI is found to be in violation of its obligations.



References

- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties
- Federal Decree Law No. (33) of 2021 Concerning Regulating Labour Relations
- Federal Decree Law No. (51) of 2022 Regulating Nurseries

Publication

2026 (March) ADEK_EEI_Staffing Policy_v.1.1

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Early Educational Institutions (EEI) in Abu Dhabi.

Current version:

Amended to clarify leadership expectations for the EEI owner, including the EE Director's required valid work permit, daily onsite presence, (or delegate) and delegation limits, and to standardize the use of the term "delegate" while mandating accurate attendance and enrollment records. Additionally, the update strengthens staffing requirements by adding criteria for employing males, linking security staff to risk assessments, removing outdated in-training categories, and revising role structures, including renaming "Curriculum Coordinator" to "Teaching and Learning Lead." The policy updates also expand qualification pathways with experience-based options and introduces an optional role to support children with additional learning needs. And provides clarification on the position of Inclusion Lead as an additional role. It also enhances staff development through formal CPDs, mandatory annual appraisals, and clear communication of performance processes.

Past versions:

- 2024 (September) ADEK_EEI_Staffing Policy_v.1.0
First published

