

EDUCATION INNOVATION AWARDS PRINCIPALITY OF ANDORRA

Evaluation criteria of the *Maria Geli* Award for teachers

1. LEARNING FOR LIFE	The project provides a learning experience that goes beyond the acquisition of knowledge or of academic skills, as it offers real opportunities for change in the education of the students and in their future lives.	
Real opportunities of change for life.	LEVEL None	1. The development of this competence is not considered.
	LEVEL Low	2. A learning activity is considered that goes beyond the acquisition of knowledge or of academic skills.
	LEVEL Average	3. The project starts from learning activities based on real and authentic experiences.
	LEVEL High	4. The students are offered a vital learning experience oriented to achieving real improvement in their lives.
2. STUDENT PROTAGONIST	The project puts into practice active learning methodologies centred principally in the students and in the enhancement of the group and social relations of their closest environment.	
The student is the protagonist of his or her own learning.	LEVEL None	1. Predominance of transmitter learning methodologies, in which the role of the students is to be the recipient, not the active agent, of their learning process.
	LEVEL Low	2. Methodologies are incorporated in which the teacher proposes some opportunities for autonomous learning to the students.
	LEVEL Average	3. Encouragement is given to the students experiencing of autonomous learning activities. The teacher will be the facilitator of the process.
	LEVEL High	4. The students' practical and experiential learning (learning by doing) is paramount. Autonomous and group learning where on the teacher is the facilitator of the process.

3. LEARNING BEYOND THE CLASSROOM	The project transcends the physical and organisational limits of the classroom (it unites formal and informal contexts) from a globalising approach that encourages the configuration of own singular and creative learning spaces.	
Connection of formal and informal learning contexts.	LEVEL None	1. Only formal curricular learning provided by the school is considered.
	LEVEL Low	2. An educational activity is developed that is external to the formal curriculum.
	LEVEL Average	3. Educational activities are proposed that connect the formal and informal, curricular and extracurricular learning, as well as learning spaces that break the limits of the classroom and the school.
	LEVEL High	4. A proposal is put forward that makes it possible for the learner to build his or her own learning space connecting formal and informal, curricular and extracurricular contexts.

4. COLLABORATIVE LEARNING	The project fosters situations for collaborative learning through the use of cooperative teamwork methods for the interaction and contribution of all in the construction and socialisation of the knowledge.	
Construction of shared knowledge.	LEVEL None	1. No learning activity is presented that fosters collaborative work.
	LEVEL Low	2. A learning activity is presented in which the students have to work in a co-operative team.
	LEVEL Average	3. The fundamental methodology is centred on the development of dynamics connected with co-operative teamwork and collaborative task management.
	LEVEL High	4. The fundamental methodology is centred on the development of dynamics connected with co-operative teamwork and collaborative task management with agents within and external to the group.

5. LEARNING TO LEARN	The project fosters the development of the competence of learning to learn in order to conduct the student's own learning in a way that is increasingly effective and autonomous in accordance with his or her own goals and needs.	
	LEVEL None	1. No activity is presented that is connected with the development of the competence "learning to learn".
	LEVEL Low	2. An activity is presented that is connected with the development of the competence "learning to learn".
	LEVEL Average	3. The development of the competence "learning to learn" is presented as essential in personal growth for life.
	LEVEL High	4. The learning's central matter is the development of the competence "learning to learn" providing the student with strategies and/or routines of thought that will educate him or her in practical processes of metacognition.

6. EMOTIONAL LEARNING	The project proposes to the students the development of emotional competences (skills surrounding emotions with the goal of enabling the individual to better face the challenges encountered in everyday life) with the aim of enhancing personal and social wellbeing.	
Student competent in different aspects for life.	LEVEL None	1. There are no educational activities connected with the management of the emotional competence of the students.
	LEVEL Low	2. An isolated activity is included that is connected with the management of the emotional competence of the students.
	LEVEL Average	3. The project intentionally includes educational activities and practices in the management of the emotional competence of the students.
	LEVEL High	4. The students are educated in the management of the emotional competence starting from the realisation of significant activities connected with their physical and human environment.

7. CREATIVE LEARNING	The project fosters the creative, divergent and open thought among all the people involved.	
Creative, divergent and open thought.	LEVEL None	1. No development of this competence is included.
	LEVEL Low	2. A creative activity is proposed based on the solving of a problem situation.
	LEVEL Average	3. The fundamental methodology is the solving of a problem situation with the realisation of creative and divergent activities.
	LEVEL High	4. Both the students and the educators develop the project from creativity, divergence and openness to other contexts.

8. INCLUSIVE EDUCATION	The project is a good example of the commitment of the teachers, students and families, orientated to a promoting the presence, participation and success of all the students, especially those in a more vulnerable situation.	
“Inclusion has to be seen as a never-ending search to find better ways of responding to diversity.” Ainscow.	LEVEL None	1. No development of this inclusive aspect is included.
	LEVEL Low	2. Educational practices are included that facilitate the integration of the students at higher risk of exclusion.
	LEVEL Average	3. The project incorporates inclusive practices addressed to all the students, making it possible to advance on the path of inclusion.
	LEVEL High	4. The project provides a global improvement of the school to deal with the diversity of all the students and reflects an active commitment of the education community to minimise the obstacles hinder the participation and learning of the students.

9. LEARNING FOR THE CRITICAL USE AND MASTERY OF ICT	The project provides the students with the ability to analyse, use, produce and share information with the digital media. The students make critical use of ICT as transversal knowledge or to develop appropriately in a digital culture and society.	
Digital culture and competence.	LEVEL None	1. No learning activity is included that includes information and communication technologies.
	LEVEL Low	2. A learning activity is proposed in which, starting from given guidelines, the students create a product with the use of digital tools.
	LEVEL Average	3. Learning activities are proposed that enhance the creation of original productions, individual or collective, with the use of a digital tool, also incorporating an activity that raises awareness of its responsible use.
	LEVEL High	4. The learning activities focus on the creation of original productions, individuals or collective, with the use of digital tools, previously selected according to suitability while at the same time incorporating their responsible use and a critical analysis of a product present in the different media or networks.

10. EDUCATIONAL INNOVATION	The project identifies elements of improvement of educational practice, develops tools that transform it and provides procedures that foster continual innovation.	
Educational innovation that leads to systematic practice.	LEVEL None	1. There are no elements of improvement, nor procedures that foster innovation.
	LEVEL Low	2. Elements of improvement are identified but their contributions are not significant.
	LEVEL Average	3. Elements of improvement are identified but the mechanisms of continual innovation are not provided.
	LEVEL High	4. The project identifies elements of improvement of great quality that improve continual innovation.