MARIA GELI AWARD

Call for applications 2024-2026

Evaluation criteria for teachers

1. LEARNING FOR LIFE	The project provides a learning experience that goes beyond the acquisition of academic knowledge or skills, as it offers real opportunities for change for the pupils' education and for their future life.	
Real opportunities for change for life.	LEVEL 1. Absent	The development of this competence is not envisaged.
	LEVEL 2. Low	Some learning activity is envisaged, beyond the acquisition of academic knowledge or skills.
	LEVEL 3. Medium	The project is based on learning activities based on real and authentic experiences.
	LEVEL 4. High	Pupils are offered a vital learning experience aimed at achieving a real improvement in their lives.

2. PROTAGONIST PUPIL	The project implements active learning methodologies focused mainly on the pupils and on strengthening group and social relations in their immediate environment.	
The pupil is the protagonist of his/her own learning.	LEVEL 1. Absent	Transmitting learning methodologies predominate, in which the role of the pupils is to be the receiver, not the active agent of their learning process.
	LEVEL 2. Low	Methodologies are incorporated in which the teacher proposes some opportunities for autonomous learning to the pupils.
	LEVEL 3. Medium	Pupils are encouraged to experience autonomous learning activities. The teacher will be the facilitator of the process.
	LEVEL 4. High	Pupils' practical and experiential learning (learning by doing) is essential. Autonomous and group learning in which the teacher is the facilitator of the process.

3. LEARNING FOR EFFECTIVE COMMUNICATION	The project provides the pupils with the possibility of developing communicative competence using different types of languages, prioritising the multilingual mastery of the languages present in the schools of Andorra.	
	LEVEL 1. Absent	It does not include activities for the development of communicative competence / There is no language present in the schools of Andorra.
	LEVEL 2. Low	Some language learning activities are proposed, but it does not take into account a competence approach for effective communication.
	LEVEL 3. Medium	It suggests a project that promotes the learning of effective communicative competence in at least one of the languages present in Andorran schools.
	LEVEL 4. High	It promotes multilingual learning of effective communication that makes the most of the used language, taking into account the demands of the communicative situation and it is valued that it is in more than one of the languages present in Andorran schools.

4. COLLABORATIVE LEARNING	The project encourages situations for collaborative learning through the use of cooperative teamwork methods for the interaction and the contribution of all in the construction and socialisation of knowledge.	
Construction of shared knowledge.	LEVEL 1. Absent	No learning activity that encourages collaborative work is envisaged.
	LEVEL 2. Low	There are some learning activities in which pupils must work in cooperative teams.
	LEVEL 3. Medium	The fundamental methodology focuses on the development of dynamics related to cooperative teamwork and collaborative task management.
	LEVEL 4. High	The fundamental methodology focuses on the development of dynamics related to cooperative teamwork and collaborative task management with internal and external agents in the group.

5. LEARNING TO LEARN	The project promotes the development of the competence of learning to learn, in order to conduct one's own learning in an increasingly effective and autonomous way according to one's own objectives and needs.		
The pupil is competent to manage his/her own learning process.	LEVEL Absent	1.	There is no activity related to the development of the "learning to learn" competence.
	LEVEL Low	2.	There are some activities related to the development of the "learning to learn" competence.
	LEVEL Medium	3.	The development of the "learning to learn" competence is considered essential for personal growth for life.
	LEVEL High	4.	Learning is centred on the development of the "learning to learn" competence by providing the learner with strategies and/or thinking routines that train him/her in practical processes of metacognition.

6. EMOTIONAL LEARNING	The project proposes to pupils the development of emotional competences (skills on emotions with the aim of enabling the individual to better cope with the challenges that arise in everyday life) in order to increase personal and social well-being.		
Pupil competent in different aspects of life.	LEVEL Absent	1.	There are no training activities related to the management of pupils' emotional competence.
	LEVEL Low	2.	Some isolated activities related to the management of pupils' emotional competence are incorporated.
	LEVEL Medium	3.	The project intentionally incorporates educational activities and practices on the management of pupils' emotional competence.
	LEVEL High	4.	Pupils are trained in the management of emotional competence through meaningful activities related to their physical and human environment.

7. CREATIVE LEARNING	The project encourages creative, divergent and open-minded thinking for all those involved.		
Creative, divergent and open-minded thinking.	LEVEL Absent	1.	The development of this competence is not envisaged.
	LEVEL Low	2.	A creative activity is proposed based on the resolution of a problem situation.
	LEVEL Medium	3.	The fundamental methodology is the resolution of a problem situation with the carrying out of creative and divergent activities.
	LEVEL High	4.	Both pupils and trainers develop the project on the basis of creativity, divergence, and openness to other contexts.

8. INCLUSIVE EDUCATION	The project is a good example of the commitment of teachers, pupils and families, aimed at promoting the presence, participation, and success of all pupils, valuing that the gender perspective is taken into account.		
"Inclusion has to be seen as a never-ending search to find better ways of responding to diversity" Ainscow.	LEVEL Absent	1.	The development of this inclusive axis is not envisaged.
	LEVEL Low	2.	Educational practices that facilitate the integration of pupils at greater risk of exclusion are incorporated.
	LEVEL Medium	3.	The project incorporates inclusive practices aimed at all pupils and enables progress to be made towards inclusion.
	LEVEL High	4.	The project brings about an overall improvement in the school to cater for the diversity of all pupils and reflects an active commitment of the educational community to minimise barriers to pupils' participation and learning.

9. LEARNING THROUGH THE CRITICAL USE AND MASTERY OF ICTs	The project provides pupils with the ability to analyse, use, produce and share information with digital media. Pupils make critical use of ICTs as transversal knowledge or to develop appropriately in a digital culture and society.	
Digital culture and competence.	LEVEL 1. Absent	No learning activity incorporating information and communication technologies is envisaged.
	LEVEL 2. Low	There are some learning activities in which pupils create, on the basis of given guidelines, a product with the use of digital tools.
	LEVEL 3. Medium	Learning activities are proposed that encourage the creation of original productions, individually or collectively, with the use of a digital tool, incorporating, however, some activities that raise awareness of its responsible use.
	LEVEL 4. High	The learning activities focus on the creation of original productions, individually or collectively, with the use of digital tools, previously selected according to their suitability and incorporating at the same time a responsible use of these and a critical analysis of some products present in the different media or networks.

10. EDUCATIONAL INNOVATION	The project identifies improvement elements of the educational practice itself, develops tools that transform it, and contemplates procedures that encourage continuous innovation.	
Educational innovation resulting in systematic practice.	LEVEL 1. Absent	Neither the elements of improvement nor the procedures that promote innovation exist.
	LEVEL 2. Low	Elements of improvement are identified, but the contributions are not significant.
	LEVEL 3. Medium	Elements of improvement are identified, but the mechanisms for continuous innovation are not considered.
	LEVEL 4. High	The project identifies elements of improvement and of high quality that enhance continuous innovation.