<div style="background-color:#c8960c; padding:20px; text-align:center;">

EDUCATIONAL INNOVATION AWARDS
PRINCIPALITY OF ANDORRA

</div>

Assessment criteria for the *Maria Geli Award* for Teachers

1. LEARNING FOR LIFE	The project provides a learning experience that goes beyond knowledge acquisition or academic skills, by offering real opportunities for change in students' education and their future lives.	
Real life-changing opportunities	LEVEL 1. None	Development of this competence is not considered.
	LEVEL 2. Low	Some learning activities are proposed that go beyond knowledge acquisition or academic skills.
	LEVEL 3. Medium	The project builds on learning activities that are based on real, authentic experiences.
	LEVEL 4. High	Students are offered a vital learning experience that is designed to achieve real improvement in their lives.

2. STUDENT RESPONSIBILITY	The project implements active learning methodologies that focus primarily on the students and on strengthening group and social relations within their immediate environment.	
Students are responsible for their own learning	LEVEL 1. None	Predominantly transmissive learning methods in which students are receivers rather than actors in the learning process.
	LEVEL 2. Low	Some methodologies are included whereby the teacher offers the students opportunities for self-directed learning.
	LEVEL 3. Medium	Self-directed learning activities for students are encouraged. The teacher facilitates the process.
	LEVEL 4. High	Student learning that is practical and experiential (learning by doing) is fundamental. Self-directed and group learning where the teacher is the facilitator.

3. LEARNING FOR EFFECTIVE COMMUNICATION	The project offers the student the opportunity to develop communicative competence through the use of different types of languages, prioritising multilingual command of the languages present at Andorran schools.	
	LEVEL 1. None	No activities to develop communicative competence are considered / There is no language present at the Andorran schools.
	LEVEL 2. Low	Some language learning activities are proposed but with no focus on competence for effective communication.
	LEVEL 3. Medium	Proposing a project that enhances learning of effective communicative competence in at least one of the languages present at Andorran schools.
	LEVEL 4. High	Enhances multilingual learning of effective communication that optimises the language concerned, considering the demands of the communication situation and preferably in more than one language present at Andorran schools.

4. COLLABORATIVE LEARNING	The project fosters collaborative learning situations through the use of cooperative teamwork methods for interaction and contributions from all, in building and socialising knowledge.	
Building shared knowledge	LEVEL 1. None	No learning activity is considered that fosters collaborative work.
	LEVEL 2. Low	Some learning activity is proposed in which students have to work in a cooperative team.
	LEVEL 3. Medium	The core methodology focuses on developing dynamics related to working in a cooperative team and collaborative task management.
	LEVEL 4. High	The core methodology focuses on developing dynamics related to working in a cooperative team and collaborative task management with actors from inside and outside the group.

5. LEARNING TO LEARN	The project fosters the development of the learning to learn competence, to direct their own learning ever more efficiently and independently according to their own goals and needs.	
Student competent to direct their own learning process	LEVEL 1. None	No activity is considered that relates to development of the "learning to learn" competence.
	LEVEL 2. Low	Some activity is proposed that relates to development of the "learning to learn" competence.
	LEVEL 3. Medium	Development of the "learning to learn" competence is considered essential to personal growth for life.
	LEVEL 4. High	The central focus of the learning is development of the "learning to learn" competence, providing the student with strategies and/or thinking routines that train him in practical metacognition processes.

6. EMOTIONAL LEARNING	The project proposes the development of emotional competences for students (emotional skills to enable the individual to cope better with the challenges of daily life) in order to increase personal and social well-being.	
Student competent in different life aspects	LEVEL 1. None	There are no training activities relating to the management of students' emotional competence.
	LEVEL 2. Low	Some isolated activity is included relating to the management of students' emotional competence.
	LEVEL 3. Medium	The project intentionally includes educational activities and practices relating to the management of students' emotional competence.
	LEVEL 4. High	Students are trained to manage emotional competence through performing meaningful activities relating to their physical and human environment.

7. CREATIVE LEARNING	The project fosters creative, divergent and open thinking for all those involved.	
Creative, divergent and open thinking	LEVEL 1. None	The development of this competence is not considered.
	LEVEL 2. Low	Some creative activity is proposed that is based on problem-solving.
	LEVEL 3. Medium	The core methodology is problem-solving through performing creative and divergent activities.
	LEVEL 4. High	Both students and educators develop the project from creativity, divergency and openness to other contexts.

8. INCLUSIVE EDUCATION	The project forms a good example of the commitment from teachers, students and families, designed to encourage the attendance, participation and success of all the students, preferably considering the gender perspective.	
"Inclusion is a never-ending search to find better ways of responding to student diversity" Ainscow	LEVEL 1. None	Development of this inclusive focus is not considered.
	LEVEL 2. Low	Educational practices are included that enable the integration of students at greater risk of exclusion.
	LEVEL 3. Medium	The project includes inclusive practices directed at all students and enables progress along the road to inclusion.
	LEVEL 4. High	The project provides a global improvement at the school to respond to the diversity of all students and reflects an active commitment from the teaching community to minimise obstacles to student participation and learning.

9. LEARNING CRITICAL USAGE AND MASTERY OF ICT	The project provides students with the ability to analyse, use, produce and share information through digital communication. Students make critical use of ICT as interdisciplinary knowledge or to develop properly within digital culture and society.		
Digital culture and competence	LEVEL None	1.	No learning activity is considered that involves information and communications technology.
	LEVEL Low	2.	Some learning activity is proposed in which the student creates a product using digital tools, based on given instructions.
	LEVEL Medium	3.	Learning activities are proposed that encourage the creation of original, individual or group productions, using a digital tool and incorporating an activity that teaches responsible use.
	LEVEL High	4.	The learning activities focus on the creation of original, individual or group productions, using digital tools, previously selected for their suitability and also incorporating responsible use of them and critical analysis of a product that exists on the various media or networks.

10. EDUCATIONAL INNOVATION	The project identifies elements to improve the actual educational practice, develops tools to transform it and envisages procedures that foster continuous innovation.		
Educational innovation leading to systematic practice	LEVEL None	1.	There are no elements of improvement to foster innovation.
	LEVEL Low	2.	Elements of improvement are identified but any contributions are insignificant.
	LEVEL Medium	3.	Elements of improvement are identified but continuous innovation mechanisms are not envisaged.
	LEVEL High	4.	The project identifies high quality elements of improvement that foster continuous innovation.