



WORLD'S BEST SCHOOL PRIZES

2025 APPLICATION GUIDE





TABLE OF CONTENTS

A path to school improvement: a guide to help you complete your application	3
What are the ways to enter the contest?	4
Who is eligible to apply?	4
What are the general requirements to apply?	4
What is the timeline for the 2025 cycle?	5
What are the judging criteria for each Prize Category?	5
Judging Criteria for Community Collaboration	7
Judging Criteria for Environmental Action	8
Judging Criteria for Innovation	9
Judging Criteria for Overcoming Adversity	10
Judging Criteria for Supporting Healthy Lives	11
Appendix: guiding questions for each Prize category	12

A Path To School Improvement: A Guide To Help You Complete Your Application

This section is intended to guide you through the application process for the World's Best School Prizes. All the forms have to be submitted online at:

<https://applications.worldsbestschool.org>

T4 Education has designed the World's Best School Prizes' application process to encourage self-reflection and to facilitate meaningful conversations with your colleagues, students, and all education stakeholders.

We encourage schools applying for the World Best School Prizes to embrace the application process as a meaningful opportunity for reflection. This isn't just about entering a contest; it's a chance to pause, think deeply, and organise your

best practices in a way that can be shared with the world.

We suggest approaching this process as a collaborative effort within your school. It's an ideal time to engage in a reflective journey that allows you to identify your most successful practices, systematise the lessons learned during their implementation, and consider how these experiences can be shared with other schools, communities, and beyond.

As you articulate your work and document your progress in this application, through this self-evaluation process, you may uncover areas for improvement and recognise the strengths that deserve to be celebrated. We hope this moment will allow you to reflect on and celebrate the many accomplishments your institution and team have achieved together.

How many Prize categories comprise the World's Best School Prizes?

The World's Best School Prizes are the most prestigious education awards, providing inspirational schools a global platform to showcase their best practices and inspire others. Aligned with the United Nations' Sustainable Development Goals (SDGs), T4 Education established five Prizes to help schools strengthen their institutions, culture, and societal impact. The Prizes recognise excellence in Community Collaboration, Environmental Action, Innovation, Overcoming Adversity and Supporting Healthy Lives, each celebrating a unique aspect of transformational education. Following this [framework](#), you can apply to any of these categories:

- **World's Best School Prize for Community Collaboration;**
- **World's Best School Prize for Environmental Action;**
- **World's Best School Prize for Innovation;**
- **World's Best School Prize for Overcoming Adversity;**
- **World's Best School Prize for Supporting Healthy Lives.**

There will be one winner per Prize and each Prize winner will receive a free subscription to our Best School to Work programme. The five winners will be selected by our Judging Academy based on the judging criteria for each Prize. In addition to this, we will give a "Community Choice Award" to any of the fifty Top 10 finalists that scored the highest number of votes in the Public Vote.

HIGHLY SUGGESTED READINGS:

[The Five World's Best School Prizes: Framework](#)

[Getting started with the World's Best School Prizes](#)

What are the ways to enter the contest?

- **Direct Application:** Schools can apply directly by registering and completing the application form. Please find the link to apply here: <https://applications.worldsbestschool.org>
- **External Nomination:** Schools can be invited to apply by an external person using this [form](#). After receiving this invitation to apply, the school must then complete the registration and application themselves.

What are the general requirements to apply?

- All applications must be submitted online. T4 Education will not accept applications coming from different sources other than the official site. Please find the link to apply here: <https://applications.worldsbestschool.org>
- The application forms should be submitted before the **deadline**, March 5th 2025.
- Only **Teachers, School Administrators, or Principals** ("Applicant") that currently work and operate in the school they are entering into the World's Best School Prizes can register on the applications' website to submit an application. Applicants must be aged +18.
- The Applicant needs first to complete a registration process through this link <https://applications.worldsbestschool.org> in order to be able to start an application.
- Applicants must have the **authorisation** of the school's authorities and/or governing body, and accept the Terms and Conditions in order to enter the Contest.
- Application to enter the Contest is **free of charge**.
- Applications can be submitted in **any of the following languages:**
 - Afrikaans, Albanian, Arabic, Armenian, Azerbaijani, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dari, Dutch, English, Estonian, Farsi (Persian), Filipino, Finnish, French, Georgian, German, Greek, Haitian, Creole, Hausa, Hebrew, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Kazakh, Korean, Latvian, Lithuanian, Macedonian, Malay, Maltese, Mongolian, Norwegian, Pashto, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Somali, Spanish, Swahili, Swedish, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Welsh.
 - Regardless of the language you will apply in, we'll read and assess all applications in English.
 - You need to know that all our communications with contestants will be in English. If you don't speak English, we recommend you involve an English speaker to support you through the process, particularly if your school gets shortlisted.
- A school **can apply for more than one Prize category** but must complete separate application forms for each category application. That being the case, we encourage you to use the same registered user to submit additional forms. Please do not submit more than one form for the same category.
- Schools that belong to a network must apply as individual schools, not as an organisation.

Who is eligible to apply?

- **Any school level:** Kindergarten*, primary or/and secondary schools – all schools who teach students in **compulsory schooling**, and are legally registered with their respective Ministry of Education or government regulatory authority.
- **Please note that if you teach early childhood education, we'll only assess it if it's within the scope of compulsory education in your country. Otherwise, it's not eligible.*
- **Any school modality:** Traditional/brick-and-mortar, online/virtual/fully remote learning and/or hybrid/blended
- Schools that are not prohibited from participating in the Contest under the applicable law of their country.



What is the timeline for the 2025 cycle?

Our judging process is designed to be comprehensive, fair, and transparent, based on a judging criteria for each Prize. It involves a rigorous three-stage process that includes an initial application review, a detailed analysis by our Review Panel, and a final assessment by our esteemed Judging Academy.

October 24th 2024	<p>Launch of applications for the World's Best School Prizes 2025</p> <ul style="list-style-type: none"> • All applications have to be submitted online at https://applications.worldsbestschool.org. • The application can be saved as a draft to continue editing later by just logging into your account. • Once you finish your application, a confirmation message and email will be sent to the applicant once we have received the application, with promotional assets to download and use to encourage other schools to apply.
March 5th 2025	<p>Applications close</p>
March & April 2025	<p>Once the application period ends, all applications are reviewed against the eligibility criteria, they are assessed by a Screening Committee set up by T4 Education, based on the judging criteria for each Prize. Once a longlist has been proposed for each Prize, we conduct further due diligence and we invite those schools to an online interview to dive deeper into their expertise and gather more information to support their application. After the interviews, we narrow down the Top 10 shortlists for each Prize category.</p>
June 2025	<p>Public announcement of Top 10 finalists for each Prize & Public Vote</p> <p>Our Review Panel, made up of education experts and teachers, assesses the Top 10 finalists against the judging criteria, including their applications and all the information gathered.</p>
September 2025	<p>Judging Academy Vote: Deciding the five winners</p> <p>The Judging Academy, comprising leading figures around the world, reviews the evaluation packages and votes to determine the winner of each of the five Prizes.</p>
October 2025	<p>Winning Ceremony & launch of applications for World's Best School Prizes 2026</p>

What are the judging criteria for each Prize Category?

We have created a **self-assessment process** to get started with the application process, with rating indicators, judging criteria and guiding questions for each Prize category to help you rate your school before submitting your application.

If your school fits only one criterion in any given category, that's enough to qualify. Proving you meet the other criteria in that category is even better. We believe that every school excels at something and that can also improve others. Please make sure to share your story in full, with solid evidence, and explain how you meet the criteria.

The three rating indicators to be used when conducting the self-assessment during the application process are: Trailblazing, Emerging, and Developing.

Trailblazing: You are a trailblazer in process, procedures, culture, systems, leadership, and pedagogy that have your students exceeding expectations in all aspects of their education. Product, observation, and conversation demonstrate well-established and sustainable practice. Schools should be calling you to learn and see what they can possibly bring into their own school and context.

Emerging: You have implemented part of the plan and are well on your way to your vision and goals as a school. You have developed a healthy culture with many of the proper processes, procedures, systems, leadership and pedagogy for your students to succeed. Product, observation, and conversation demonstrate that you have some well-established and sustainable practice, but still have more to do.

Developing: You have a plan and have started to develop your vision as a school. You have to decide what elements, process, procedures, culture, systems, leadership, and/or pedagogy, are the focus while continuing to implement your plan.

Below, you will find the criteria and rubrics for judging and rating the Prize categories, and some guiding questions for each criterion that will help you rate your school.

Please note that the online application form you will complete once you feel you're ready to do so, will not require evidence for these indicators; they are provided to help you navigate the process, identify where your school is best placed to apply, and recognize areas for improvement. The questions are also for guiding and self-assessment purposes.

Here are five overarching questions that apply to all five prize categories:

1. Can your school demonstrate a commitment to excellence?
2. Has your school developed trailblazing practices, processes, and pedagogy school wide?
3. Do you have qualitative and quantitative evidence that support the growth, steps taken, and future goals?
4. Can the school demonstrate the impact on the experience and life chances of its students?
5. What can other schools learn from you?



Judging Criteria for Community Collaboration

This category recognises schools that have collaborated and developed partnerships with their community such as parents, community based organisations, and others, to have an integrated approach in helping each of their students striving for a whole child approach based on equity and inclusivity. It should be practice that is integrated into the fabric of the school and community.

Please find below the criteria that we will apply for judging and rating this Prize category. Research shows the following are the pillars of the work of schools with their community¹. Therefore, read it carefully and, if you wish, you may use the guiding questions to assess your school in this category.

• **Collaborative leadership & Practice** – the school involves the members of its community in the leadership & management practices, decision-making processes, data inputs and systems, rules, pedagogy, culture, procedures, programmes and policies at all levels. These are a foundational sustainable part of the school, reflected on a collaborative model, that prioritises shared leadership and ownership of the schools services in the community.

• **Active parental engagement** – the parents and guardians of the students take an active role at the school, underpinned by a strong staff-parent trustful relationship. Parents are conceived as partners with valued

expertise by the school's staff and thus, they work together, through different activities, towards a common mission which is the students' education, growth, holistic development and well-being.

• **Integrated student services** – the school supports the students and their families beyond academics, with services such as health care or other social services, which are provided through partnerships with community members to ensure all students' needs are met.

• **Expanded learning** – the school enhances expanded and enriched learning opportunities for students, connecting real-life experiences to what they are learning in the classroom, enhanced through partnerships with community-based organisations.

Please start by reflecting on the following key questions:

- » Does your school foster a culture in which students understand their school is part, and a central part, of the they live in, which starts with their own families?
- » Does your school have a community partnership model in place?
- » Does your school actively seek to bring community members to take part in and enhance the development of the children?

We designed the following rubric as a guide for your school's self-assessment process. Please note that this is for guidance purposes only, you will not be asked to fill this chart in the application form.

Community Collaboration		
Judging Criteria	Please complete with the indicator that describes your school's performance in each criteria: Trailblazing, Emerging or Developing.	Evidence
Collaborative leadership & Practice		
Active parental engagement		
Integrated student services		
Expanded learning		

¹<https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>

Judging Criteria for Environmental Action

This category recognises the importance of schools and the youth in climate action, who learn and engage with solutions for global warming, through climate education. Seeking to mitigate and reverse the adverse impact of climate change on the planet, and the issues of uncertainty, inequity and poverty that results from it, taking individual and collective responsibility for the environment and a focus on the importance of sustainability, is key for all schools and their communities.

• **Teaching & Learning experiences focused on environmental action** – the school provides both in-class and out-of-class learning opportunities through experiential learning and climate actions projects. These experiences aim to shape behaviour, build knowledge, cultivate sustainable habits, and develop green skills ultimately leading to meaningful student engagement and advocacy. Teachers understand the importance of climate education and are trained to support these efforts, empowering students to take informed and effective action.

• **Home & Community engagement** - the school understands the importance of the linkage with its broader community to drive sustainability actions. It enhances the range of activities and opportunities available to students, parents, educators and the community to jointly find solutions towards local environmental challenges. This engagement fosters a sense of ownership and shared responsibility for sustainable living that empowers all involved.

• **Sustainable Leadership & Practice** – the school integrates sustainability into its leadership and management practices, decision-making processes, data inputs, systems, rules, pedagogy, culture, procedures, programs, and policies at all levels. These elements are fundamental to the school's operations, reflecting a sustainable model that prioritises shared responsibility and a commitment to environmental stewardship throughout the school community.

• **Infrastructure** – the school's infrastructure, including school grounds, equipment, procedures, and systems, are designed and implemented under a sustainable approach including economical, pedagogical, financial, social and institutional aspects. All stakeholders are encouraged to identify areas for improvement based on holistic sustainability principles. The school not only aims to be environmentally friendly but also leads by example in fostering sustainable practices.

Please start by reflecting on the following key questions:

- » Is environmental education and sustainability a priority and a core value in your school?
- » Does your school embody the change you want to see in your community to tackle climate change? Does your school lead by example?
- » Does your school integrate climate education that empowers and encourages the students to take action to combat climate change?

We designed the following rubric as a guide for your school's self-assessment process. Please note that this is for guidance purposes only, you will not be asked to fill this chart in the application form.

Environmental Action		
Judging Criteria	Please complete with the indicator that describes your school's performance in each criteria: Trailblazing, Emerging or Developing.	Evidence
Teaching & Learning experiences		
Home & Community engagement		
Sustainable leadership & Practice		
Infrastructure		

Judging Criteria for Innovation

This category recognises “leapfrog” innovations in schools that help improve access, quality, and relevance for all the children. It highlights any idea, tool, or practice that breaks from traditional methods in the context of a school – whether through entirely new approaches or improvements on existing ones. Innovation in schools may impact various areas such as pedagogy, approaches, systems, procedures, collaboration, infrastructure and much more. The outcomes of the implementation of the innovation have to prove to be inclusive and equitable.

- **Home & Community engagement** – the school actively involves community members in the development and implementation of innovative practices for students. This engagement is, in itself, a form of innovation, as it brings diverse perspectives into the educational process. The school engages a wide range of stakeholders in both creating and implementing new or improved ideas. This collaborative approach extends beyond the school, integrating contributions from the broader community, which further drives meaningful innovation. This process fosters a sense of involvement and shared responsibility, empowering all participants to play a significant role in the success of these initiatives.

- **Teaching & learning innovative experiences** - the school embraces a student-centred approach, with teachers implementing new methods, pedagogies or content, so that students are able to develop a wide range of relevant skills and competencies. This approach enables students to apply

their knowledge to real world situations. Teachers recognise the importance of these educational changes and receive training to support these efforts to empower students in their holistic development.

- **Setting & Environment** - the school leverages the learning environment to be flexible and interactive, adapting it to better suit the students’ needs and enhance their transformative experiences. It also helps students’ connect their learnings to real-world situations and enables them to continue their learning journey outside the classroom.

- **Relevant technology & Data** – technology and data are used to enhance teaching and learning practices with a focus on inclusivity and equity. They are used to modify and improve programmes, procedures, and pedagogies, that result in positive learning outcomes for all students.

Please start by reflecting on the following key questions:

- » Does your school foster a culture and a mindset -from leadership to staff and across the community- where innovation is valued and encouraged?
- » Does your school implement or has implemented new or improved practices, tools, ideas, to solve an existing problem in order to enhance a quality and inclusive education environment for your students?
- » Has your school achieved inclusivity and equity as a result of innovation?

We designed the following rubric as a guide for your school’s self-assessment process. Please note that this is for guidance purposes only, you will not be asked to fill this chart in the application form.

Innovation		
Criteria	Please complete with the indicator that describes your school’s performance in each criteria: Trailblazing, Emerging or Developing.	Evidence
Home & Community engagement		
Teaching & learning innovative experiences		
Setting & Environment		
Relevant technology & Data		

Judging Criteria for Overcoming Adversity

This category acknowledges the importance of schools in supporting and nurturing children’s socio-emotional skills within a supportive environment, particularly when they are experiencing challenges and contexts of adversity. This environment should aid in personal growth and foster a sense of community, even in the face of adversities. This category assesses how the school creates a caring atmosphere and cultivates character strengths, both at the individual and collective levels, to not only overcome but take ownership of their circumstances. The aim is to enhance the resilience of all students, leading to improved personal and academic outcomes.

Please find below the criteria that we will apply for judging and rating this Prize category, which has been developed under the INEE’s Minimum Standards framework which paves the way to inclusive, equitable and caring learning environments in contexts of adversity:

• **Contextualised teaching & Learning experiences** – the school has developed a curriculum that in all aspects suits the particular context and needs of learners. It embraces teaching and learning opportunities and pedagogy, both inside the classroom and out, to build self-awareness, resilience and life skills. This approach fosters ownership and control over personal situations, forgiveness, restorative practices, and a positive mental outlook of themselves and their future. The learning opportunities support students and their families in navigating uncertainty, empowering them to thrive in their educational journey and beyond.

• **Home & Community engagement** – the school has a strong link and partnerships with the broader community to promote the safety and well-being of the students. It engages a wide range of stakeholders in proactive consultation, collaboration and shared leadership to understand and tackle adversity, obstacles, and challenges the school faces every day to make

it a safe and caring environment. This engagement fosters a sense of shared responsibility and involvement, empowering all participants to contribute meaningfully to the students’ development and the school’s overall success.

• **Supportive leadership & Practice** – the school integrates its leadership and management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels to effectively address and overcome adversity. This approach involves engaging all stakeholders in proactive strategies and collaborative efforts to identify and tackle challenges. The leadership fosters a supportive environment that prioritises resilience, adaptability, and a shared commitment to navigating and overcoming obstacles, ensuring that the school remains a safe and nurturing space for all.

• **Facilities & Services** – the school secures, coordinates, and integrates a range of supports, facilities and services, linked to health, nutrition, psychosocial and protection services, and more, to help develop and promote resilience for the staff, students and the wider community. The school equips its community with the tools to self-regulate, practice mindfulness, and overcome their personal challenges thereby enhancing security, safety and physical, cognitive and psychological well-being for all.

Please start by reflecting on the following key questions:

- » Is your school’s history or present defined by adversity and an important factor in the school’s and community’s identity?
- » Has your school shaped a resilient culture and an environment that is safe and strength-based for students, beyond challenges?
- » Has your school developed successful and tailored approaches to supporting students to cope and thrive in the midst of adversity?

We designed the following rubric as a guide for your school’s self-assessment process. Please note that this is for guidance purposes only, you will not be asked to fill this chart in the application form.

Overcoming Adversity		
Judging Criteria	Please complete with the indicator that describes your school’s performance in each criteria: Trailblazing, Emerging or Developing.	Evidence
Contextualised teaching & Learning experiences		
Home & Community engagement		
Supportive leadership & Practice		

²<https://inee.org/minimum-standards>

Judging Criteria for Supporting Healthy Lives

This category recognises schools that provide access, relevance, and opportunities for students, staff, and the community to cultivate healthy habits, behaviours, knowledge, and skills. We understand that health is about balance, resiliency, and consistency and encompasses various aspects such as mental, physical, nutrition, personal safety, sexual health, environmental well-being, emotional well-being, and more. A health-promoting school is one where any and all of these areas of health in a planned, integrated and holistic sustainable way.

• **Teaching & Learning experiences focused on well-being** - the school offers both in-class and out-of-class learning opportunities and pedagogies that aim to build knowledge, habits, and skills essential for improving health and well-being for students, staff, and the community. These experiences focus on fostering positive behaviours and practices that enhance overall well-being. Teachers understand the significance of these well-being-centred approaches and receive training to effectively implement them, empowering students and the broader community to achieve better health outcomes.

• **Home & Community engagement** - the school establishes strong connections and partnerships with the broader community, to enhance the range of support and opportunities available to students, parents, educators and others. It engages a wide range of stakeholders –including parents, other schools, community-based organisations, and health professionals—in proactive consultation and collaboration. This engagement fosters a sense of shared responsibility and involvement, empowering all participants to contribute meaningfully to the development and success of the students and the school.

• **Well-being focused leadership & Practice** - the school integrates its leadership and management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels prioritise health and well-being. This holistic approach not only benefits students

but also extends to staff, ensuring that everyone feels supported, valued, and empowered in their roles; it engages all stakeholders in the development and implementation of health-focused initiatives, including physical activity guidelines, healthy eating programs, and social and emotional health support. By implementing initiatives such as professional development, practices focused on well-being and robust support systems for mental and physical health, the school creates an environment where everyone can thrive. This commitment to wellness makes the school an attractive place for top talent, enhancing recruitment efforts and fostering a positive, sustainable, supportive and inclusive environment where health and wellness are central to the school's culture and daily practices.

• **Social & Physical environments** - the school fosters positive relationships and socio-emotional well-being within the school and the broader community. It focuses on developing supportive school infrastructure, grounds, and equipment that promote and teach healthy behaviours. This includes ensuring food security, encouraging healthy food choices, and enhancing skills and knowledge for all stakeholders to support their overall well-being.

Please start by reflecting on the following key questions:

- » Is your school a health-promoting institution?
- » Does your school implement programmes and practices that ensure the students are healthy, in the first place, to thrive at school and out of it?
- » Does your school prioritise a healthy environment that is inclusive and accessible?

Supporting Healthy Lives		
Judging Criteria	Please complete with the indicator that describes your school's performance in each criteria: Trailblazing, Emerging or Developing.	Evidence
Teaching & Learning experiences focused on well-being		
Home & Community engagement		
Well-being leadership & Practice		
Social & Physical environments		

Appendix: Guiding Questions For Each Prize Category

Guiding questions for Community Collaboration

1. Collaborative leadership & Practice

- Does the school have collaborative leadership & practices that build relationships throughout all key stakeholders in the school's community?
- Does the school collect, use and share data with community partners through different systems and procedures, to meet the students' and families' needs?
- Does the school have an active parental & community engagement dialogue, participation and/or programmes that help reach every child with access, relevance and/or quality personalised education?
- Does the school address differences and gaps through procedures, systems, programmes and communications that are inclusive and equitable?
- Does the school rely on community members to enrich and expand the schools' services, in and out the classrooms?
- Does the school have collaborative leadership & practices that share the accountability for students doing what's best for the student, no matter the jurisdiction?

2. Active parental engagement

- Does the school have active, trustful, healthy and continuous relationships with students' parents and families?
- Does the school integrate the families as key and valued members of the schools' community through programmes that help engage them in the child's learning process and school functioning?
- Does the school have volunteer or mentorship programmes to help and support families?

3. Integrated student services

- Does the school foster supportive working relationships among its staff, students, other schools, and community

organisations, including representative groups?

- Does your school offer support programs to address relevant socio-economic and health challenges at both the student and family level?
- Does the school involve actors such as the government, and coordinate programmes so that the right service gets to students and families at the right time?
- Does the school have integrated student services that support students by providing help with health care, mental health, guidance, learning resources, nutrition, social work and/or other services?

4. Expanded learning

- Does your school have relationships and programmes with community-based organisations and other local stakeholders that impact students' lives, in or out the school?
- Does the school have programmes that are intergenerational that enhance the school and community life?
- Does your school have projects and programmes in place to help with equity and inclusiveness in the community and at school?
- Does the school offer programmes that expand beyond the school day from before to after school as well as during weekends and over the summer?
- Does the school enhance its curriculum through the use of resources, technology, space, infrastructure, extra time or others, that help develop the whole child in a personalised way?
- Does the school have experiential programmes and pedagogy for students to collaborate with the community?
- Does the school have projects and collaboration between students and intergenerational family/ community members, NGOs, academia, businesses, other schools and/or others?



Guiding questions for Environmental Action

1. Teaching & Learning experiences focused on environmental action

- Does the school have a project and/or problem-based learning pedagogy for environmental sustainability that addresses the issue in a systematic way?

2. Home & Community engagement:

- Does the school collaborate with community, academia, NGOs, business, schools, parents and/or others on prototyping student projects to solve local problems?
- Does the school have community partnership programmes that embrace sustainability, eco-friendly practices or programmes in or out the school that tackle local environmental challenges?
- Does the school's approach to sustainability have an impact on the conservation of natural resources by the community?

3. Sustainable leadership & Practice

- Does the school collaborate with all education stakeholders and the greater community for the purpose of achieving environmental sustainability in an inclusive and equitable way?
- Does the school integrate climate education, sustainability and/or environmental action into the curriculum?
- Does the school develop teaching and learning experiences that are eco-friendly, underpinned by sustainability, contextualised to their community, hands-on and student centred resulting in advocacy, action and empowerment

for students?

- Does the school offer green learning programs, such as nature walks or other activities, that foster an appreciation for nature and the environment?
- Does the school publish, share and advocate via social media, local media and traditional media their students' or community projects that enhance environmental sustainability?
- Does school governance integrate environmental sustainability and green learning in their leadership, management, and decision-making processes?
- Does the school integrate and implement eco-friendly practices into daily school life?

4. Infrastructure

- Does the school have green initiatives within the school such as water or energy saving initiatives, recycling programs, recycle art for advocacy, carbon footprint initiative, growing and eating local programs and/or other?
- Does the school develop, reorganise, design, advocate, build, and partner with the community for living conditions in the form of eco-villages, eco-municipalities, and sustainable cities?
- Does the school reappraise their involvement with the economic sectors (permaculture, green building, sustainable agriculture) or work practices, such as sustainable architecture?
- Does the school utilise, develop and prototype new technologies (green technologies, renewable energy, etc.)?



Guiding questions for Innovation

1. Home & Community engagement

- Does the school engage and collaborate with all education stakeholders, families and the greater community to bring new ideas or help implement those, which focus on helping students and improving how the school operates?
- Does the school look out into the community to identify problems that are ultimately affecting the learning outcomes of their students?
- Does the school have innovative practices, procedures, practices, and/or systems that bring the classroom out into the community and the world?
- Does the school have learning that happens not only in the classroom but in a diversity of context, connecting students and classrooms to the outside world?
- Does the school understand community engagement as an innovation by itself and, hence, implements community-based practices to improve or address a particular problem?

2. Teaching & learning innovative experiences

- Does the school have a student-centred approach and philosophy?
- Does the school enhance the teaching & learning by having a balance between competencies, skills, and knowledge?
- Does the school integrate the 21st century skills successfully into an existing or through a new curriculum or plan?
- Do the teachers integrate relevant technological tools in a way that results in better learning outcomes?
- Does the school have formative assessment practices, procedures, systems that encourage students self-reflect on their practice, learning, competencies, skills and work in order to improve?
- Does the school make student learning collaborative?
- Does the school have practices, procedures, pedagogy, systems that have students learn by playing, project-based learning, problem-based learning or others?
- Do the students exhibit resiliency and improve through

reflection and feedback on their solutions, prototypes, academic work, projects etc?

- Does the school promote hands-on learning experiences?
- Does the school use a curriculum that enhances the context and the students' and community's history and lived experiences?

3. Setting & Environment

- Does the school infrastructure and/or spaces encourage active learning and enhance teaching & learning that approaches the whole child in an integral, holistic way?
- Has the school's environment been reframed to foster and encourage students' creativity and self-empowerment, through a safe and inclusive space?
- Does the school's environment ensure that learning continues outside the classroom?
- Does the school's environment and setting is conducive to teachers' and the staff's overall wellbeing and comfort that result in better performance and innovations?
- Is the school an open environment where all community members, in or out of school, feel part of and are welcomed?

4. Relevant technology & Data

- Does the school utilise technology to redefine or augment the teaching and learning?
- Has the school implemented novel experiences in the use of technology, including AI, that resulted in improved learning outcomes?
- Does the school utilise technology and data to help the student enhance their self-reflection and learning?
- Does the school's staff deploy technology to help address back-office inefficiencies, improve the teachers' workload, collect better data, and streamline communication inside schools, with parents and the community?
- Does the school leverage technology to engage the students and communities?



Guiding questions for Overcoming Adversity

1. Contextualised teaching & Learning experiences

- Does your school's pedagogy encourage the development of a growth and positive mindset, and resilience among the students?
- Does your school's curriculum adapt to meet your students' needs where they are - in their particular context of adversity, if at all?
- Does the school create awareness, and educate its students to face and take ownership of their own challenges through a strength-based approach?
- Does your school skill and train your teachers in the kinds of socio-emotional skills and particular approaches needed to educate children in adverse contexts?
- Does the school have pedagogy and programmes that help develop socio-emotional skills and restorative practices focused on positive self-belief and healthy relationships within and outside the school?
- Has the school or its wider community overcome a significant challenge or challenges that resulted in more inclusive, equitable and personalised learning experiences

2. Home & Community engagement

- Has the school or its wider community overcome a significant challenge or challenges that resulted in a strong, resilient and empowered community?
- Does the school have active feedback loops and dialogue with the community to identify and track either persistent (for example, bullying) or incoming challenges (for example, economic/social crises) and act to overcome them accordingly?
- Does the school have programmes in place for students, parents, and the community to help with equity and inclusivity issues that overcome adversity?
- Does the school have collaborations that engage all education stakeholders to overcome adversity for the school, families, and/or students?
- Does the school have projects, programmes, procedures, and/or systems that help create an inclusive and equitable environment for all students?
- Does the school make a considerable positive impact on the local community and/or students by overcoming adversity, challenges and/or obstacles?

3. Supportive leadership & Practice

- Does the school demonstrate supportive leadership and practices that promote inclusivity and equity throughout its policies, programs, and interactions with students and staff?
- Does the school create an environment where all education stakeholders are engaged and help create a safe space for all students?
- Does the school create a positive, resilient and strength-based culture?
- Has the school modelled the steps for overcoming adversity including planning, collaboration and focusing on the school's purpose, mission and/or vision?
- Does the school mentor, role model, encourage, inspire, and motivate others by overcoming adversity to help inclusivity and/or equity?
- Does the school provide ongoing leadership for partners, community and/or other schools on promoting the skills and qualities for overcoming adversity, challenges and/or obstacles?
- Does the school implement school-wide programmes and approaches that focus on resilience and socio-emotional awareness and development?

4. Facilities & Services

- Does the school have a safe campus and space that is inclusive and equitable?
- Does the school integrate services, through community collaborations, that meet the children's needs?
- Does the school actively cooperate and articulate with different professionals and other stakeholders to understand the students needs and their families' contexts and has capacity to adapt to changing circumstances?
- Does the school offer personalised services, for example through after-school programmes, that address the challenges of the community?



Guiding questions for Supporting Healthy Lives

1. Teaching & Learning experiences focused on well-being

- Does the school have resources, activities and curriculum where students gain age-appropriate knowledge and experiences that help them build the skills to improve their health and well-being?
- Does the school have physical activity as a priority within the curriculum plan at all ages?
- Does the school incorporate socio-emotional learning into their curriculum and/or outside the classroom?
- Does the school participate in the promotion and implementation of inclusive and equity focused initiatives that promote wellness and emotional wellbeing?
- Does the school provide training for teachers that equips them to support their own well-being and to create positive learning experiences for the students?

2. Home & Community engagement

- Does the school engage, collaborate, and partner with health and education officials, teachers, teachers' unions, parents, health providers and community leaders to enhance opportunities to address health?
- Does the school have community and school-based services that support and promote student and staff health and well-being?
- Does the school have education and programs for self-regulation – mindfulness, healthy social interactions, social emotional skills, healthy relationships, and/or inter/intra personal development?
- Does the school have students being active in all its forms, programmed into the day, created opportunities with community organisations and partnerships?

3. Well-being leadership & Practice

- Does the school have procedures, programs, systems that support healthy habits, behaviour and knowledge among the students and community?
- Does the school model healthy systems, procedures, vision, mission, practices, and pedagogy for students?
- Does the school encourage healthy lifestyle choices, and promote students' and community health and well-being?

- Does the school have health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion?
- Does the school have a healthy, proactive approach to managing social media usage (online safety) for its students?
- Does the school use social media or other technological tools to enhance healthy lifestyles?
- Does the school have management practices, decision-making processes, rules, procedures, guidelines and policies at all levels that promote health and well-being, and shape a respectful, accessible, welcoming and caring school environment?
- Does the school implement policies, pedagogies, and practices that respect an individual's wellbeing and dignity that is inclusive and equitable?
- Does the school's commitment to health and well-being contribute to its recruitment efforts and retention of staff?

4. Social & Physical environments

- Does the school create a social and physical environment that is inclusive, equitable, and healthy giving everyone the chance to flourish?
- Does the school establish clear anti-bullying and anti-discrimination policies to ensure that all students feel safe and respected?
- Does the school have designated safe spaces or support groups for students?
- Does the school have accessible facilities, spaces for all community members, including those with special needs?
- Does the school prioritise in their teaching & learning natural settings, the environment and the local ecology?
- Does the school highlight the importance of the maintenance of basic amenities such as sanitation and hygiene throughout the school's premises?
- Does the school advocate for and participate in community development initiatives that improve social and physical environments?
- Is there a well-defined system for waste disposal and recycling within the school?
- Does the school ensure the availability of nutritious and healthy food options in its cafeteria or meal programmes?

