



**WORLD'S
BEST SCHOOL
PRIZES**

**GUIDANCE DOCUMENT
APPLICATION PROCESS**

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The Application Process

This document is intended to be a tool to help you complete the World's Best School Prizes application form. All the forms have to be submitted online at: worldsbestschool.org

We've designed this process to encourage self-reflection and to facilitate meaningful conversations with your colleagues, students, and all education stakeholders.

Our Prize categories are:



We believe that school self-evaluation empowers a school community to identify great practice and possible areas of improvement. With this application process we want to empower by helping them with this first step so that schools will take ownership of their own development and improvement.

Our application process requires the school to reflect, gather evidence and identify best practices in an area of possible improvement. Furthermore, it gives the school scaffolding when deciding what to implement. This helps the school create an improvement plan, measure its progress and celebrate achievements.

Schools going through the application process are encouraged to collaborate with their school community which should include students, parents, teachers, school leadership, community members and anyone involved at the school. Please give yourself enough time to go through this process authentically. This consultation approach will help gather evidence from a range of sources.

Shortlisting Process

1. An initial review will look at each school application by two separate screeners who will score the application. Depending on the cumulative score, the school may get shortlisted for consideration in the Top 10 list.
2. Once a shortlist of possible Top 10 nominees has been proposed for each category, we will conduct further due diligence and verify the information on the application forms. We will be asking the schools for pieces of evidence and letters of reference to support their application.
3. The Top 10 in each category will be required to participate in a community building meeting showcasing their area of expertise with a two-minute presentation each.
4. Depending on their presentations during the community building meeting, we will narrow down the Top 10 in each category to the Top 3. This will be done by the Educator Committee of our Review Panel.
5. Our proposed Top 3 in each category will take part in a recorded interview.
6. We are going to be instituting an advisory public vote instance as a way of engaging communities and harnessing social media tools to achieve promotion of the initiative.
7. We will put together evaluation packages for the top 3 nominees for each category that will include the original application form, the two minute presentation, the results of the public advisory vote, and their recorded interview. These evaluation packages will be sent to an independent Judging Academy composed of leaders from academia, educators, NGOs, social entrepreneurs, government, civil society, and the private sector.
8. The independent Judging Academy will vote for the winner of each category.
9. Winners will be announced during World Education Week 2022.

Timeline

These are the relevant dates to write down in your diary:

3rd October 2021	Announcement of World's Best School Prizes & launch of the application process
1st March 2022	Applications close.
June 2022	Announcement of Top 10 finalists for each Prize category
September 2022	Announcement of Top 3 finalists for each Prize category
September 2022	Public Advisory Vote
September 2022	Judging Academy voting
October 2022	Winning announcements & World Education Week
November 2022	Launch of application process for second edition of the World's Best School Prizes.

How to get started?

Please complete the Application Form and submit it by 1st March 2022. Late entries will not be considered.

Who is eligible?

Early childhood centres, kindergarten, primary, secondary schools, virtual schools – all schools who teach students in compulsory schooling, and are legally registered with their respective Ministry of Education or government regulatory authority.

Throughout the application process the applicant should be aware that:

- **The application forms should be completed in English.** Any other language will not be considered in our first annual cycle of prizes (2021/2022);
- The application forms should be submitted by teachers of the applicant school or members of the school's leadership team or of the governing body;

- All applications must have the permission of the school authorities to apply;
- The application forms should be submitted before the deadline 1st March 2022;
- The application forms must be submitted at once and in full;
- A school can apply for more than one of the categories but must complete separate application forms for each category application;
- A confirmation message will be sent to the applicant once we have received the application.

Category Rating Indicators

We have created rating indicators with supporting criteria for each Prize category which will help you rate yourself before submitting your application.

It is important to note, that if you are a trailblazer in only one criterion, this does not mean you cannot qualify for your specific category. We believe that every school excels at something and that every school can also improve. Please make sure to share your story in full and also that you have solid evidence for the category that you excel in.

If you believe you are trailblazing in one, two, three or all criteria within a category, YOU COULD WIN AND SHOULD APPLY!

Each school will complete formative self-assessment of their practices with a rating system that showcases a possible scaffolding to set future priorities and continue to improve as a school. Though only one school will be named a winner of the Prize for each category, each school that undertakes the self-assessment application process will do so knowing that they are undertaking a process to improve in the future for their students and have the possibility to participate in the Prizes.

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.

In order to rate your school, you will be triangulating assessment throughout the application process with conversation, observation, and product showcasing evidence of sustainable and meaningful impact on students' lives and the community.

We want to have a balanced approach that will get each school to gather evidence for their application by engaging in conversation with their staff and partners, as well as collect evidence to showcase their strengths, understand their weaknesses and know where to focus next.

What are we looking for in each Prize category?

In general

As a school, please remember that we do not expect you to answer all the questions with evidence. These are here to help you in your self-reflection about your existing practice as well as tell the story of what your school does exceedingly well. Here are five overarching questions that apply to all five prize categories, and then you will find guiding questions for each Prize category.

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?

What does evidence look like?

The gathering of evidence will not only help you in your self-assessment process to build your story and complete your application, but it will also be useful later on in case your school is shortlisted as we will be asking the finalists to provide evidence of your impact to support your application.

As each school operates in diverse environments and contexts, evidence can come in many ways. Some examples of evidence include: awards, prizes or other recognition; data and statistics; inspection/evaluation reports; surveys; governmental documentation; media articles/pieces; testimonials; digital content; other forms of professional validations/certifications; among many others. This is not an exhaustive list at all.

For the categories

Below, you will find the criteria 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 following are questions for guiding and self-assessment purposes.

Criteria for the Community Collaboration category

This category recognises schools that have collaborated and developed partnerships with their community 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.

With the criteria and the questions, we aim to help and encourage you to tell us what Community Collaboration looks like at your school, as follows:

Home, School, & Community Engagement: linking the school to the broader community, enhancing the range of support and opportunities available to students, families, and the community. It is the connection between school and all the education stakeholders with proactive consultation, collaboration and shared leadership with these stakeholders which enhances the school and the community.

- *Does the school have active, healthy and continuous relationships with students' families and guardians?*
- *Does the school have engagement of parent/guardian/other community member engagement in the child's learning and schools functioning?*

- *Does your school have relationships with community partners and other stakeholders in your community that impact students' lives?*

Collaborative Leadership & Practice: shared leadership & management practices, decision-making processes, use of data and data systems, rules, pedagogy, culture, procedures, and policies at all levels that are a foundational piece of the school prioritising shared ownership of education in the community.

- *Does the school have collaborative leadership & practices that build relationships throughout all key stakeholders in the school's community?*
- *Does the school use and share data with community partners to meet student and families' needs?*
- *Does the school have active family & community engagement dialogue, participation and/or programs that help reach every child with access, relevance and/or quality holistic education?*
- *Does the school address differences through procedures, systems, programs and communications that are inclusive and equitable?*

Enhances the Community: the school becomes the hub of the community and a life-long learning institution that will enhance the community through developing key strategies, programs, projects such as parent learning and literacy programs, food growing programs, infrastructure investments, improving quality of life with physical activity or mental health programs, economic development etc.

- *Does the school have programs that are intergenerational that enhance the school and community life?*
- *Does the school have volunteer or mentorship programs to help and support families?*
- *Does your school have projects and programs in place to help with equity and inclusiveness in the community and at school?*
- *Does the school offer programs that expand beyond the school day from before to after school as well as during weekends and over the summer?*

Integrated Student Services: securing and coordinating support that targets academic and non-academic barriers to achievement in order to promote improved outcomes for students, families, and communities.

- *Does the school have supportive working relationships among its staff and students? With other schools? And other community organisations and 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 assign staff to coordinating programs 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, food insecurities, social work and/or other services?*
- *Does the school have collaborative leadership & practices that share the accountability for students doing what's best for the student, no matter the jurisdiction?*

Teaching & Learning: enhances access, relevance and opportunities for all within the community making the school the hub and learning institution for the community while connecting students' lived experiences to what they are learning in the classroom.

- *Does the school enhance its curriculum through the use of resources, technology, space, infrastructure, extra time and /or many more that help develop the whole child in a personalized way?*
- *Does the school have experiential programs 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?*

We designed the following chart 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			
Criteria	Definition	Evidence	Rating Indicator: Trailblazing, Emerging or Developing
Teaching & Learning	Enhances access, relevance and opportunities for all within the community making the school the hub and learning institution for the community while connecting students'		

	lived experiences to what they are learning in the classroom.		
Collaborative leadership & practice	Shared leadership & management practices, decision-making processes, use of data and data systems, rules, pedagogy, culture, procedures, and policies at all levels that are a foundational piece of the school prioritising shared ownership of education in the community.		
Home, School, & Community Engagement	Linking the school to the broader community, enhancing the range of support and opportunities available to students, families, and the community. It is the connection between school and all the education stakeholders with proactive consultation, collaboration and shared leadership with these stakeholders which enhances the school and the community.		
Integrated Student Services	Securing and coordinating support that targets academic and non-academic barriers to achievement in order to promote improved outcomes for students, families, and communities.		
Enhances the Community	School becomes the hub of the community and a life-long learning institution that will enhance the community through developing key strategies, programs, projects such as parent learning and literacy programs, food growing programs, infrastructure investments, improving quality of life with physical activity or mental		

	health programs, economic development etc.		
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Criteria for the Environmental Action category

This recognises the importance of youth, students and schools in climate action and who engage with solutions for global warming and climate crisis. Seeking to mitigate and reverse the adverse impact of climate change on the planet, and all species, 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.

With the criteria and the guiding questions, we aim to help and encourage you to tell us what Environmental Action looks like at your school, as follows:

Teaching & Learning: teaching and learning opportunities and pedagogy both inside the classroom and out, that helps to build knowledge, habits, engagement, advocacy and skills to empower sustainable living for all.

- *Does the school develop teaching & learning that is eco-friendly, contextualized to their community and student centered (hands-on learning) resulting in advocacy, action and empowerment for students?*
- *Does the school have a project and problem-based pedagogy for environmental sustainability that addresses the issue in a systematic way?*
- *Does the school have green learning programs that develop learning from nature, nature walks etc. that develop an appreciation for nature and the environment?*
- *Does the school have green learning programs that develop knowledge about our ecosystems, the environment, and climate change; green skills necessary for living and working sustainably; and mindsets oriented toward sustaining planetary balance?*

Home, School, & Community Engagement: links between the school to the broader community, enhancing the range of supports and opportunities available to students, parents, educators and the community to find solutions towards local environmental challenges. A shared responsibility for sustainable living that empowers all involved.

- *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 programs such as local cafeteria programs run by students buying from local producers, recycling programs creating art with local artists etc.?*

- *Does the school's approach to sustainability have an impact on the conservation of natural resources by the community?*

Collaborative Leadership & Practice: leadership & management practices, decision-making processes, systems, school norms, pedagogy, procurement, practices, culture, procedures and policies at all levels is a foundational piece of the school prioritising environmental sustainability that is inclusive and equitable.

- *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 publish, share and advocate via social media, local media and traditional media their students' projects for environmental sustainability?*
- *Does school governance integrate environmental sustainability and green learning in their leadership, management, and decision-making?*
- *Does the school integrate and implement eco-friendly practices into daily school life?*

Campus/Infrastructure: school infrastructure, school grounds, equipment, and systems that are designed, created, developed, produced, and implemented with the goal of environmental sustainability from end to end, including economic, pedagogical, financial, social and institution. All stakeholders are empowered to learn and look for areas to improve based on all-round sustainable principles.

- *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, reorganize, 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.)?*

We designed the following chart 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			
Criteria	Definition	Evidence	Rating Indicator: Trailblazing, Emerging or Developing
Teaching & Learning	Teaching and learning opportunities and pedagogy both inside the classroom and out, that helps to build knowledge, habits, engagement, advocacy and skills to empower sustainable living for all.		
Collaborative leadership & practice	Leadership & management practices, decision-making processes, systems, school norms, pedagogy, procurement, practices, culture, procedures and policies at all levels is a foundational piece of the school prioritising environmental sustainability that is inclusive and equitable.		
Home, School, & Community Engagement	Links between the school to the broader community, enhancing the range of supports and opportunities available to students, parents, educators and the community to find solutions towards local environmental challenges. A shared responsibility for sustainable living that empowers all involved.		
Campus/Infrastructure	School infrastructure, school grounds, equipment, and systems that are designed, created, developed, produced, and implemented with the goal		

	<p>of environmental sustainability from end to end, including economic, pedagogical, financial, social and institution. All stakeholders are empowered to learn and look for areas to improve based on all-round sustainable principles.</p>		
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Criteria for the Innovation category

This category recognises “leapfrog” innovation in schools that help improve access, quality, and relevance, especially for the most marginalized children, all at the same time. We are looking for any idea, tool, or practice that breaks from tradition in your context as we realise that innovation in schools can come in many forms to impact teaching & learning such as pedagogy, approaches, systems, procedures, collaboration, infrastructure and much more. Technology can be an important tool in education innovation but we are more interested in what it is that the technology does to accelerate progress than the technology itself.

With the criteria and the guiding questions, we aim to help and encourage you to tell us what Innovation looks like at your school, as follows:

Home, School, & Community Engagement: increasingly diverse people and places are involved in educating children, an approach that is inclusive and equitable. A wide range of stakeholders including teachers can/or are playing a part in the innovation whether within and/or outside of school.

- *Does the school engage and collaborate with all education stakeholders, families and the greater community to focus on helping students?*
- *Does the school have students receiving formative and constructive feedback on their collaboration from multiple sources? How are students given chances to grow through this feedback?*
- *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?*

Teaching & Learning: teaching and learning approaches that offer a diverse menu from direct instruction to playful learning so that students are able to develop a wide range of skills and competencies from mastering academic subjects to learning to creatively and collaboratively solve problems to learning how to apply knowledge to real world situations.

- *Does the school have formative assessment practices, procedures, systems that students self-reflect on their practice, learning, competencies, skills and work in order to improve?*
- *Does the school make student learning collaborative?*

- *Do the students actively publish and/or prototype to solve community problems?*
- *Does the school enhance the teaching & learning by having a balance between competencies, skills, and knowledge?*
- *Does the school have practices, procedures, pedagogy, systems that have students learn by playing?*
- *Do the students apply knowledge, evaluate, create, publish and reiterate in their work and projects?*
- *Do the students exhibit resiliency and improve through reflection and feedback on their solutions, prototypes, academic work, projects etc?*
- *Does the school have a student-centered approach and philosophy?*
- *Does the school practice hands-on learning that enhances the learning?*
- *Does the school infrastructure and/or spaces encourage playful learning and enhance teaching & learning to the whole child?*
- *Does the school use curriculum that reflects the students' lived experiences?*

Recognition of Learning: creative forms of recognising students learning while in school (e.g. from standardised tests on academic subjects to demonstrating mastery of competence on key skills like communication and empathetic listening; from cohort-based to personalized)

- *Does the school have innovative alternative assessment practices that students are getting constructive timely feedback from multiple sources, not only teachers?*
- *Does the school have student's work assessed and recognised in different contexts from multiple sources including teacher, school leadership, peers, community, parents, NGOS, industry, etc?*

Relevant Technology and Data: technology and data are used to enhance the learning and pedagogical practice for inclusivity and equity with teaching and learning being modified/redefined. Evidence and data are used to transform the learning experience and improve on programs, procedures, and pedagogy.

- *Does the school utilise technology to redefine or augment the teaching and learning?*
- *Does the school utilise technology & data to help the student enhance their self-reflection and learning?*

- *Does the school deploy technology to help improve back-office efficiencies, collect better data, and streamline communication inside schools, with parents and the community?*
- *Does the school leverage technology to engage the students and communities?*

We designed the following chart 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	Definition	Evidence	Rating Indicator: Trailblazing, Emerging or Developing
Teaching & Learning	Teaching and learning approaches that offer a diverse menu from direct instruction to playful learning so that students are able to develop a wide range of skills and competencies from mastering academic subjects to learning to creatively and collaboratively solve problems to learning how to apply knowledge to real world situations.		
Home, School, & Community Engagement	Increasingly diverse people and places are involved in educating children, an approach that is inclusive and equitable. A wide range of stakeholders including teachers can/or are playing a part in the innovation whether within and/or outside of school.		
Recognition of Learning	Creative forms of recognizing students learning while in school (e.g. from standardized tests on academic subjects to demonstrating mastery of competence on key skill like communication and empathetic listening; from cohort-based to personalized)		

<p>Relevant Technology & Data</p>	<p>Technology and data are used to enhance the learning and pedagogical practice for inclusivity and equity with teaching and learning being modified/redefined. Evidence and data are used to transform the learning experience and improve on programs, procedures, and pedagogy.</p>		
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Criteria for the Overcoming Adversity category

This category recognises that while living in an increasingly uncertain world, schools must support and develop children in the kinds of socio-emotional skills that can support their personal growth and the school as a community. There is increasing scientific evidence that programmes to build these skills result in both better academic outcomes and also better life outcomes. Two specific examples of character strengths that particularly support overcoming adversity are empathy and forgiveness. This category therefore assesses how the school builds the character strengths both individually and as a community in order to support the greater resilience of all students.

With the criteria and the guiding questions, we aim to help and encourage you to tell us what Environmental Action looks like at your school, as follows:

Teaching & Learning: teaching and learning opportunities and pedagogy both inside the classroom and out, that help to build knowledge about the self and others, habits and skills to build resilience and navigate uncertainty amongst students, and all stakeholders in the school community (teachers, parents, headteachers) and community overcoming adversity.

- *Does your pedagogy and learning develop a growth mindset and resilience?*
- *Does the school have pedagogy and programs that help develop mindfulness and self-regulation focused on positive belief in oneself and building healthy relationships within and outside the school?*
- *Did the school overcome a significant challenge(s) within their context to help students and support the quality of teaching & learning, and that helped with education access, relevance and/or opportunity that was inclusive and equitable?*

Home, School, & Community Engagement: linking the school to the broader community, enhancing the range of support available to students, school, parents, and the community. It is the connection between school and all the education stakeholders with proactive consultation, collaboration and shared leadership with these stakeholders to tackle adversity, obstacles, and/or challenges the school faces every day to make it a safe space.

- *Does the school have programs in place for students, parents, and the community to help with equity and inclusivity issues to 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, programs, procedures, and/or systems that help create an inclusive and equitable environment for all students?*

Collaborative Leadership & Practice: shared leadership & management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels is a foundational piece of the school in creating a safe space where all stakeholders can thrive.

- *Does the school lead with inclusivity and equity?*
- *Does the school create an environment where all education stakeholders are engaged and help create a safe space for all students?*
- *Did the school model the steps for overcoming adversity including planning, collaboration and focusing on the school's purpose, mission and/or vision?*
- *Does the school role model, mentor, encourage, inspire, and motivate others by overcoming adversity to help inclusivity and/or equity?*
- *Does the school provide ongoing leadership for your partners, community and/or other schools on promoting the skills and qualities for overcoming adversity, challenges and/or obstacles?*

Integrated Student Services: securing, coordinating, and integrating student support services to help develop and promote resilience for students, families, and communities giving them the tools to self-regulate, practice mindfulness and overcome their personal challenges.

- *Does the school collaborate with all stakeholders to overcome challenges, adversity and/or obstacles to reach all learners?*
- *Does the school have programs that help develop resilience including socio-emotional behaviors, skills, knowledge and ability?*

Forgiveness & Healing: students, school, and staff implement restorative practices that develop the ability to forgive, build positive relationships, develop self-regulation, and a positive mental outlook of themselves and their future.

- *Does the school develop trauma-informed practices?*
- *Does the school have programs that are focused on restorative practice and forgiveness?*

Purpose & Outlook: developing programs, procedures, pedagogy, partnerships that are focused on the purpose of building resilient students, staff, and community. While overcoming adversity, the school stays through to their purpose and tackles any obstacle/challenge with a positive outlook and strength-based approach.

- *Does the school create a safe campus that is inclusive and equitable for all stakeholders?*
- *Does the school create a positive, resilient and strength-based culture for all to thrive?*
- *Does the school make a considerable positive impact on the local community and/or students by overcoming adversity, challenges and/or obstacles?*

We designed the following chart 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			
Criteria	Definition	Evidence	Rating Indicator: Trailblazing, Emerging or Developing
Teaching & Learning	Teaching and learning opportunities and pedagogy both inside the classroom and out, that help to build knowledge about the self and others, habits and skills to build resilience and navigate uncertainty amongst students, and all stakeholders in the school community (teachers, parents, headteachers) and community overcoming adversity.		
Collaborative leadership & practice	Shared leadership & management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels is a foundational piece of the school in creating a safe space where all stakeholders can thrive.		
Home, School, & Community Engagement	Linking the school to the broader community, enhancing the range of support available to students, school, parents, and		

	the community. It is the connection between school and all the education stakeholders with proactive consultation, collaboration and shared leadership with these stakeholders to tackle adversity, obstacles, and/or challenges the school faces every day to make it a safe space.		
Integrated Student Services	Securing, coordinating, and integrating student support services to help develop and promote resilience for students, families, and communities giving them the tools to self-regulate, practice mindfulness and overcome their personal challenges.		
Forgiveness & Healing	Students, school, and staff implement restorative practices that develop the ability to forgive, build positive relationships, develop self-regulation, and a positive mental outlook of themselves and their future.		
Purpose & Outlook	Developing programs, procedures, pedagogy, partnerships that are focused on the purpose of building resilient students, staff, and community. While overcoming adversity, the school stays through to their purpose and tackles any obstacle/challenge with a positive outlook and strength-based approach.		

Criteria for the Supporting Healthy Lives category

This category recognises schools that provide access, relevance, and opportunities for students, staff, and the community to develop healthy habits, behaviors, knowledge, and skills. We understand that health is about balance, resiliency, and consistency and has many components including mental, physical, nutrition, personal safety, sexual, environment, emotional, and much more. We are looking for a school that promotes any and all of these areas of health in a planned, integrated and holistic sustainable way.

With the criteria and the guiding questions, we aim to help and encourage you to tell us what Supporting Healthy Lives looks like at your school, as follows:

Teaching & Learning: teaching and learning opportunities and pedagogy both inside the classroom and out, that help to build knowledge, habits and skills to improve health and wellbeing for students, the school, and the community.

- *Does the school have resources, activities and provincial 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 play as an integral part of how it approaches education?*
- *Does the school have physical activity as a priority in designing the teaching & learning of all subjects, especially at the elementary and middle school level?*
- *Does the school utilize restorative practices to help students learn and build healthy relationships and sense of self?*
- *Does the school participate in the promotion and implementation of inclusive and equity focused initiatives that promote wellness?*

Collaborative Leadership & Practice: leadership & management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels is a foundational piece of the school prioritising health and wellbeing that is inclusive and equitable. They can include everything from guidelines for recess every day, for play based learning, for physical activity, for healthy food programs, social and mental health programs etc.

- *Does the school have procedures, programs, systems that support inclusivity and equity?*
- *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 for its students?*
- *Does the school use social media 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, 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?*

Social & Physical Environments: quality relationships, emotional well-being within the school and the wider community as well as the school infrastructure, grounds, and equipment in and surrounding the school to promote, teach, and enhance healthy behaviors, food security, healthy food choices, skills, knowledge and ability for all stakeholders.

- *Does the school create a social and physical environment that is inclusive and equitable, giving everyone the chance to flourish?*
- *Does the school prioritise in their teaching & learning natural settings, the environment and the local ecology?*
- *Does the school strive to provide a healthy environment?*
- *Does the school have basic amenities such as sanitation, air cleanliness and healthy food?*
- *Does the school advocate for and participate in community development initiatives that improve social and physical environments?*

Home, School & Community Engagement: linking the school to the broader community, enhancing the range of supports and opportunities available to students, parents, educators and others by making connections between the school and the community, including parents, other schools, community organisations and health professionals. Consultation and participation with these stakeholders enhance access, relevance, and opportunities for health promoting school, students, and the community.

- *Does the school have education and programs for self-regulation – mindfulness, positive view, 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?*

- *Does the school engage, collaborate, and partner with health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders?*
- *Does the school have community and school-based services that support and promote student and staff health and well-being?*

We designed the following chart 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.

Supporting Healthy Lives			
Criteria	Definition	Evidence	Rating Indicator: Trailblazing, Emerging or Developing
Teaching & Learning	Teaching and learning opportunities and pedagogy both inside the classroom and out, that help to build knowledge, habits and skills to improve health and wellbeing for students, the school, and the community.		
Collaborative leadership & practice	Leadership & management practices, decision-making processes, systems, rules, pedagogy, culture, procedures and policies at all levels is a foundational piece of the school prioritising health and wellbeing that is inclusive and equitable. They can include everything from guidelines for recess every day, for play based learning, for physical activity, for healthy food programs, social and mental health programs etc.		
Home, School, & Community Engagement	Linking the school to the broader community, enhancing the range of supports and opportunities available to students,		

	<p>parents, educators and others by making connections between the school and the community, including parents, other schools, community organisations and health professionals. Consultation and participation with these stakeholders enhance access, relevance, and opportunities for health promoting school, students, and the community.</p>		
<p>Social & Physical Environments</p>	<p>Quality relationships, emotional well-being within the school and the wider community as well as the school infrastructure, grounds, and equipment in and surrounding the school to promote, teach, and enhance healthy behaviors, food security, healthy food choices, skills, knowledge and ability for all stakeholders.</p>		

Application Form Questions

Please find below the application questions. Note that this are for information purposes only. All applications must be submitted at once at worldsbestschool.org.

QUESTIONS ABOUT YOUR SCHOOL'S EXPERTISE

Introduce your school and context.

Please write between 100 and 200 words

Describe the expertise your school has developed in this area which makes you a candidate for the World's Best School in this category, and tell us why you deserve to win the Prize. [Mandatory question]

Please write between 500 and 1000 words.

What was the challenge you overcame as a school that led you to developing this expertise? [Mandatory question]

Please write between 300 and 500 words.

Who or what has influenced your thinking in this area that has resulted in your development journey? [Optional question]

If so, please describe if you have any other people, mentors, schools, research, theories, literature or benchmarks, academic sources, to support the basis of your undertaking this journey.

What were your school's key learnings in this process? [Mandatory question]

Please write between 500 and 700 words.

What would your school do differently? Please share your reflections about this journey. [Mandatory question]

Please write between 500 and 700 words.

Please describe what are the next steps for the school. [Mandatory question]

Please write between 150 and 250 words.

If you win, how will you use the prize money? [Mandatory question]

Please write no more than 200 words.

QUESTIONS ABOUT THE DEVELOPMENT OF YOUR SCHOOL'S EXPERTISE

In this section in the form, we ask you to summarise the steps your school took in developing this expertise.

We ask you to provide a minimum of 3 and maximum of 10 steps you've taken in this journey to develop this expertise and use relevant examples to highlight key points, including your school's team work approach that led to these outcomes.

Please write between 150 and 200 words per step.

Which is the first step you took in developing this expertise? [Mandatory question]

Please write between 150 and 200 words.

Which is the second step you took in developing this expertise? [Mandatory question]

Please write between 150 and 200 words.

Which is the third step you took in developing this expertise? [Mandatory question]

Please write between 150 and 200 words.

Which is the fourth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the fifth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the sixth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the seventh step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the eighth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the ninth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.

Which is the tenth step you took in developing this expertise? [Optional question]

Please write between 150 and 200 words.