MIDDLE YEARS PROGRAMME

PERSONAL PROJECT

HANDBOOK

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DONE BY : E S S A

MySchool Vision

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

MySchool Mission

MySchool aims to develop an Omani learner who believes in the hopes of the homeland, meets the aspirations of the progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Introductory for the learners

This year will mark your completion of the IB Middle Years Programme. One of the requirements of the MYP is the Personal Project which you will begin and complete over the next six months. Completing this project will allow you to showcase your approaches to learning skills, as well as challenge yourself to take the initiative to envision, plan, create and share a product or an outcome of personal interest to you. This is a big project, and at first it may seem overwhelming, but do not let stress and anxiety take over. You will have a strong and capable support team to help you through this process. Your supervisors will be there to meet with you, offer advice/help and ensure that you meet timelines. You will also have access to your other teachers, alumni, and possibly other specialists from outside of school. This project will ultimately be assessed and reported on by a team of teachers made up of your supervisors, principals, and the Personal Project Coordinator. Finally, a random selection of Personal Projects will be chosen by the IB, and we will send them off for further assessment externally. There is no way of knowing which projects will be chosen, so you need to assume that yours may be one that gets picked. The Personal Project is the culminating activity for the MYP and your opportunity to showcase the skills that you have learned over the past four years of the MYP. The assessment of the Personal Project is largely based on the Approaches to Learning Skills (ATL) that make up the skill development aspects of the MYP. In order to

demonstrate these skills, you will take knowledge learned from your courses to help guide you in showing your understanding of the Global Contexts and the development of the Learner Profile traits through a project of choice which you will share with others.

While the project will not be a class which is regularly scheduled in your time table, there will be a grade 10 advisory scheduled every Wednesday in which all Grade 10s will have an opportunity to meet to receive timely information and to work through various stages of the project. Though this will provide you with some support and time to work on the project, you will definitely need to spend a fair amount of your own personal time completing the project. You and your project supervisor will also determine when you periodically meet in order to track progress on the project. It is ultimately your responsibility to come up with your own project and see it through completion. Communication is key; please remember to seek help whenever you are unsure. We are here to help you and make sure you feel supported in this exciting endeavor.

What is the Personal Project?

As the name suggests, this is a project for you to envision, create and present which is of personal interest. Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance! The personal project is your project to do what you want to do, to show the skills you have developed over the years in your subjects and through approaches to learning (ATL), and to apply them to a global context. The personal project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme closely related to one of the global contexts. Remember, you will be working on this project for an extended period of time, so it needs to be something you really want to do.

Whatever type of personal project you decide on, it should:

- have a clear, achievable and challenging goal
- be focused on one global context
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important and you will be required to sign a document stating that the personal project is your own work
- be researchable – if you cannot research it, then it is a hobby not a project
- answer your question of inquiry

Why A Personal Project?

This is an opportunity for you to develop a very important life skill as well as exhibit your inquiry skills. The aims of the personal project are to encourage and enable you to:

- participate in sustained, self-direct inquiry within a global context
- generate new insights and deeper understanding through in-depth and independent investigation
- develop confidence as principled, lifelong learners
- act with integrity and honesty, and give thoughtful, critical consideration to your own learning and work practices
- communicate effectively in a variety of situations
- appreciate the process of learning and take pride in your accomplishment.

What would a Personal Project look like?

- an original work of art (visual, dramatic, musical, performances, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.,)
- a piece of literary fiction (creative writing)
- an original science experiments
- an invention or specially-designed object or system
- the presentation of a developed business, management, or organizational plan

The Personal Project includes:

- an outcome or product
- a process journal
- a report
- exhibition.

The Process Journal

is where you will document the process of development for your project. It can be written, visual, audio or a combination of these and may include both paper and electronic formats. You must show regular use of the process journal, though not necessarily weekly -- all formats must be uploaded to ManageBac under the "Journal" tab in the Personal Project section. You should begin a process journal at the onset of the project and record the evolution of your progress as you work through developing your project. This is a concrete way for you to demonstrate your self-management skills; so, you should keep track of meetings with your supervisors in your journal and it will also be the place where you record useful information (remember to keep track of all sources). The Process Journal is, in fact, a place to demonstrate all of your Approaches to Learning Skills as you

work through the creation of your project and dialogue all aspects of your project such as, challenges, roadblocks, research adaptations, changes, and successes.

As a part of your final submission, you will be providing 10 pages from your process journal. You will need to choose at least one excerpt that best demonstrates each of the ATL skills.

The Report may take on different formats such as:

written, oral report with visual supports, a multimedia presentation or any other formats which have been approved by the school and your supervisor.

A report aims to inform and explain the process of the personal project. Although these formats vary, the information communicated through the report must be presented in identifiable sections, following the MYP objectives – investigating, planning, taking action and reflecting. The report must include evidence for all strands of all criteria.

As well, when submitting the report for assessment, students must include:

- the completed academic honesty form
- process journal abstracts - 10 pages of appendices
- any supporting visual aids used during the presentation, if applicable
- bibliography

The Exhibition is an opportunity to present and share the personal projects with the whole STS Community. It provides insight for others in the school to become aware of the richness and diversity of talents we have within the school. This is an opportunity to celebrate the process of completing the with the peers, parents and faculty.

Setting a Goal The most important step you can take to ensure a successful project will be to set an appropriate goal.

In fact, the majority of your project will be evaluated on the goal you select and how well you accomplish it. The goal should clearly explain what you want to do and why you want to do it.

Here are some guidelines following the SMART Goal setting format:

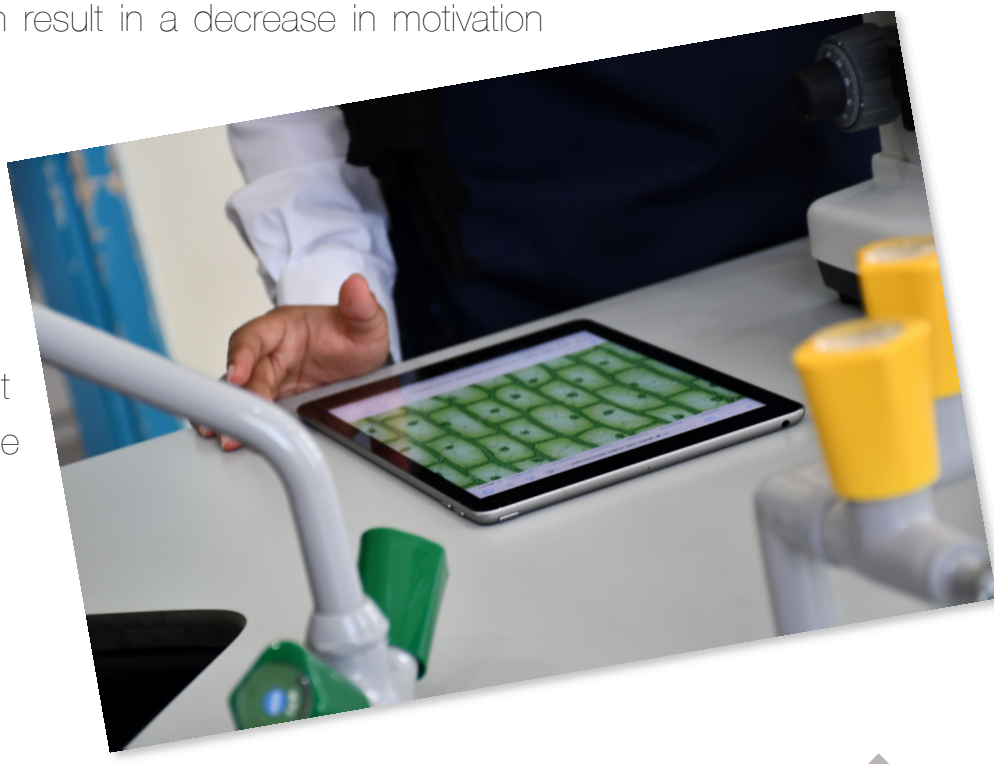
- Specific: A specific goal addresses as many descriptor questions as possible (Who, What, When, Where, Why and How). It has a greater chance of being met if a specific plan is made for its completion.

- Measurable: This involves deciding what you will and can measure when the goal is attained; a finish line has to be set before it can be crossed.

- Attainable: To properly set a goal, you must set the steps that are necessary to reach it. This scaffolding ensures that the goal actually is attainable, and therefore produces motivation as the goal's completion has become a reality.

- Realistic: A goal must be set in the spirit of desiring its completion. In setting a goal, one can determine if it's realistic by asking the following questions; am I capable of attaining this goal? Am I willing to work for this goal? Setting an unrealistic goal will often result in a decrease in motivation over time.

- Timely: Setting the goal within a time frame helps to motivate; without an end goal, there is no set limit to help drive the goal's completion.



Approaches to Learning

The purpose of the personal project is to act as a culminating project for the MYP, plus allow you to show your understanding of the approaches to learning (ATL) skills.

This is your opportunity to develop a project which meets your needs as a learner and to think about yourself as a learner. How do I learn best? How do I know? How do I communicate my understanding?

The approaches to learning skills need to be discussed in the final report as well as throughout the process journal. In fact, it is a very good idea to organize your process journal in sections that correspond to the various ATL skills.

The IB programmes share five broad skill organizers for ATLs which are further broken down into MYP skill clusters:

- Thinking o Critical thinking – the skill of analysing text, ideas and issues o Creative thinking – the skills of exercising initiate to consider challenges and ideas in new and adapted ways o Reflection – the skill of considering and reconsidering what is learned and experienced in order to support personal development through metacognition o Transfer – the skill of learning by making connections and applying skills, knowledge and understanding to new situations
- Social o Collaborating – the skill of working cooperatively with others
- Communication o Interacting – the skill of effectively exchanging thoughts, messages and information o Literacy – the skill of reading, writing and using language to communicate information appropriately, and write in a range of contexts
- Self-management o Organization – the skill of effectively using time, resources and information o Affective – the skills of managing our emotions through cultivating a focused mind

- Research o Information and media literacy – the skill of interpreting and making informed judgements as users of information and media, as well as being a skillful creator and producer of information and media messages o Critical Literacy – the skill of evaluating, questioning and challenging the attitudes, values and beliefs in written, visual, spoken and multimedia texts As was previously mentioned, the ATL skills should be directly discussed in your process journal entries.

Assessment of the Personal Project

The following assessment criteria have been established by the International Baccalaureate Organization (IBO) for the Personal Project. The final assessment required for IBO-validated grades and MYP certification at the end of your time in the MYP must be based on these assessment criteria:

Criterion A – Investigating

Criterion B – Planning

Criterion C – Taking action

Criterion D – Reflecting

Reporting the personal project

You will be responsible for creating a report for your personal project which is an account of what you have observed, heard, done or investigated. This report should

be clearly written and concise in what you include such as, your engagement with the project by summarizing your experiences and skills you have included in the process journal. Organization of the report should be through identifiable sections, following the MYP project objectives – investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria. Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

Report Formats

The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written from, such as an essay or novel, this is considered as distinct from the project report. A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above. An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the IB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. A visual report is usually a short film where the student address the key moments of his or her personal project, informed by the entries in the process and subsequent editing should be taken into account from the outset. An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, students must ensure that the electronic report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

Student: This document records your progress and the nature of your discussion with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/ presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

Work Citation:

Strathcona Tweedsmuir school: https://www.sts.ab.ca/file/MYP-Personal-Project-Handbook.pdf

IBO: https://www.ibo.org/globalassets/digital-toolkit/brochures/10-steps-to-successful-myp-personal-projects-en.pdf