

MYP PERSONAL PROJECT - AN OVERVIEW FOR PARENTS

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This general overview is made for the parents of the M4 and M5 students starting on their Personal Projects. It contains important deadlines and a brief description of the process. M4 students will get a more detailed student guide when they start their Personal Project in May/June.

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Timeline

The exact dates running from May (current school year) to January/February (the following school year) will be made available to the M4 students at the end of May.

M4 timeframe	Actions and deadlines	Who is responsible
March to May	Students find a topic for their Personal Project	Students – with assistance from the Personal Project Coordinator
Late May	PP WS: Students come prepared with their topic, get an overview of the project and start off on Phase 1	Students
Early June	Parent University: Mandatory for Parents and Students	Parents and Students
M5 timeframe	Actions and deadlines	Who is responsible
Late August/ early September	DEADLINE for Phase 1: Inquiry; Planning and researching the topic and product.	Students work independently on these areas with support from their supervisors
Mid to late October	DEADLINE for Phase 2: Action; Making the product.	Students work independently on these areas with support from their supervisors
October to early November	DEADLINE for Phase 3: Reflection; Reflecting on the product and learning.	Students work independently on these areas with support from their Supervisors
November to December	Report writing, Hand-in of Draft Report Report writing day in early December	Students
January	FINAL Report and Product hand in after editing and otherwise fixing feedback given	Students
Late January/ early February	Personal Project Exhibition	Students

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Introduction

The MYP Personal Project is a student-centered and age-appropriate project that enables students to engage in practical explorations through a cycle of inquiry, action and reflection. The MYP Personal Project helps students to develop the attributes of the IB Learner Profile, provides students with an essential opportunity to demonstrate their ATL (approaches to learning) skills developed through the MYP, and fosters the development of independent, lifelong learners.

Nature of the MYP Personal Project

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills. The personal nature of the project is important as it allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or new interest. They plan how to achieve their goal and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP. Most students will find ease in the Personal Project, which helps them in maintaining motivation through May in M4 to January in M5.

Elements a middle level education should cultivate:

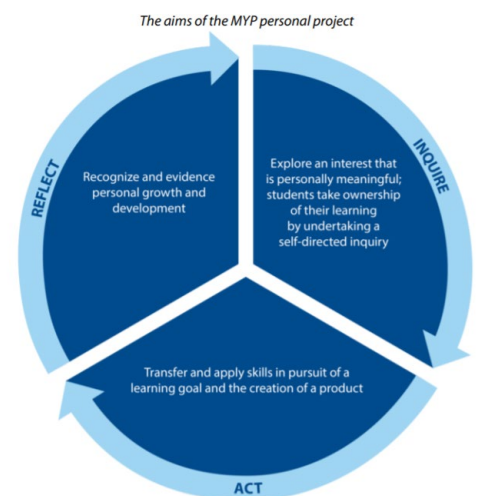
Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own goal and choose how to achieve it. Students create their own articulation of what success will look like.
Lifelong Learning	Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.

Aims and Objectives of the Personal Project

The Aims state what the students are expected to experience and learn through the process of the Personal Project.

The Personal Project gives the students a chance to:

- Inquire
 - Explore an interest that is personally meaningful
 - Take ownership of their learning by undertaking a self-directed inquiry
- Act
 - Transfer and apply skills in pursuit of a learning goal and the creation of a product
- Reflect
 - Recognize and show evidence of personal growth and development



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The **Objectives** state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their studies.

Objective A: Planning

Students should be able to:

- i. state a learning goal for their project and explain how a personal interest led to the goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria

Objective B: Applying skills

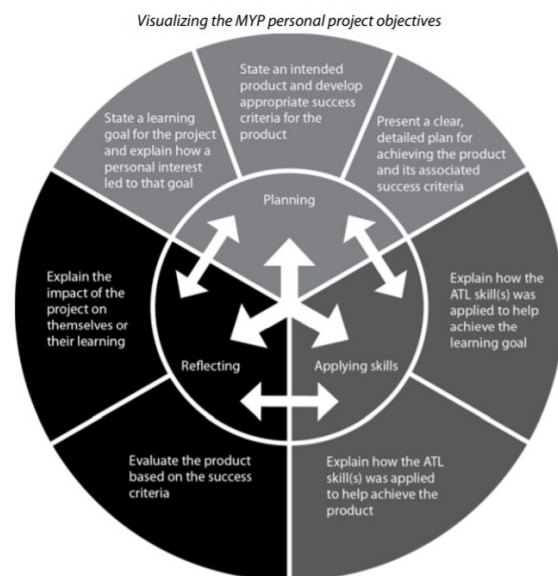
Students should be able to:

- i. explain how the ATL skills were applied to help achieve their learning goal
- ii. explain how the ATL skills were applied to help achieve their product

Objective C: Reflecting

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria



One of the most important thing about the Personal Project is that it is entirely the individual student's project (not the parents' or the teachers'). It is entirely the student's project and it demonstrates what students can do when they work based on their passions, apply what they have learnt in the MYP, and are confident communicators.

The work done in the Personal Project **must** be original and students are expected to be able to prove this. Supervisors help in achieving this by ensuring all three parts of the Personal Project are completed and comply with ISB and IB's academic honesty requirements.

There are three important components that make up the Personal Project.

Personal Project component	How it is assessed
The Learning goal	Through the choice of topic, link to relevant global context, research, etc.
The Product goal	Application of the learning goals towards reaching their product goal, and/or creating a product to share/express their learning goals.
The Report	The content and structure of the report assessed using all three criteria

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The process

The process requires the students to show they can apply the ATL skills learned through their journey in the MYP. Students use a process journal to record their work as they plan, ideate, discuss, develop, research and organise their idea/topic, as well as their learning and product goals. Towards this end of the project, they maintain a Process Journal - something they know well as they have used process journals in different formats in the Arts, Science, PHE and Design.

The Goal

The overall goal for the Personal Project consists of two interrelated parts:

The Learning goal – what the student wants to learn.

The Product goal – what the student wants to create.



One Learning goal can lead to many Product goals or vice versa – however, the students must have only one Learning goal and one Product goal. In both cases, it must be the one that they are most passionate about.

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Creating an action plan

Students are expected to keep track of their planning for both time and tasks. They must work to meet the set deadlines and to be able to communicate in good time with their Supervisors or PP coordinator (if they finish before the deadline or if they feel they need extended time).

The Process Journal

The process journal must contain the work they do towards the Personal Project. Including, but not limited to:

- Work done towards the Personal Project
- Planning
- Applying ATL skills
- Reflecting
- Developing success criteria and tests for the product
- Challenges faced and solutions found
- Resources used
- Evaluation of their own progress
- Building on the last phase, or last task done to improve the current or next task or phase.
- Explaining the impact of the Personal Project - on them personally and the community

The Report

The report has a very specific framework that must be adhered to:

- 15 page limit
- 11 point font size. Headings may be a point or two larger
- 2 cm margins on all sides
- Audio and video recordings have particular requirements that the supervisors will discuss with students at the time of report writing based on the product and student's specific needs.
- All images must be clearly visible at the size submitted
- Bibliography on a separate document in MLA8 format.
- No title page.

Students should be able to achieve the goal, including the learning goal and the product, and prepare the report in approximately 25 hours' work. Students should be aware of the amount of time required to complete all necessary steps and should keep track of their time while planning, drafting, rehearsing, and preparing materials. Students should be careful to ensure that their report is a distinct component of the MYP personal project and is not simply a collection of evidence.

(IB MYP Personal Project guide, February 2021)

NOTE: This is a general overview of the Personal Project. Students must refer to the Personal Project Student Guide when it is made available to them at the end of May in the M4 year for details. These details are discussed with the students by the Personal Project Coordinator and the students are given time to go through the Personal Project Student Guide for themselves and/or with their parents.