Personal Project
2019-20
Parent Presentation

library.wab.edu/myp/parents/p2
If you could spend three hours uninterrupted, what would you do?
Western Academy of Beijing
Middle Years Programme (MYP)

library.wab.edu/myp/parents/p2

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Target 2: WAB develops self-directed learners
Target 4: Inquiry-driven learning
Target 5: Academic and intellectual thinking
Target 6: All learners are prepared for volatility, uncertainty, complexity, ambiguity (VUCA)
Target 9: Transdisciplinary, interdisciplinary, and multidisciplinary learning
Target 10: Co-constructed & personally relevant curriculum
Target 11: Real-world, connected, practical learning
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Teacher Dashboard

ManageBac

- One-stop overview for mentors
- More visible progress for teachers, students and coordinators
- Streamlined documentation & uploads.
  - Focus on quality & regularity over searching for documents or evidence.
- Smoother transition into Diploma
What students do:

• Choose a topic, project, audience and goal
• Research
• Create a plan, implement and revise the plan
• Create a product/outcome
• Present their work
  • Product Testing Day
  • MYP Celebration Evening
• Write a report
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Product Testing Day

https://tigertube.wab.edu/video/P2WAB-Product-Testing-Day/5edfc37ebcf3159474b812b1f3bf8322
Your GOALS STATEMENT
This is the anchor for your project. You will use it all year.

**Specific Outcome/Product**
What are you creating or working towards?

**Specific Audience**
Who is this for? Why is it of value to them?

**Measurable Change/Impact**
How will you know if it has worked or made an impact?

Example:
I will create a custom pillow for people who play Switch that will improve their comfort while playing.

Example:
I will design a braille handbook for visually impaired students that will help them learn about WAB.
From Idea to Action through Inquiry

What skills will I need to succeed?
What knowledge will I develop?
How might I learn and practice this?
Who could help or give feedback?
How will I keep track of my learning?
How will I know it has been successful?
How will I show my work?

Example:
I will create a custom pillow for people who play Switch that will improve their comfort while playing.

Example:
I will design a braille handbook for visually impaired students that will help them learn about WAB.
Research in the Project
library.wab.edu/myp/p2

"Just get all your resources for your personal project from a Google search."

Said no supervisor, ever.

Teacher-Librarian
Jeri Hurd
Email Me

Get Research help

Contact:
WAB HS Library
10 Laiguanying Donglu
Chaoyang District,
Beijing, PRC 100102

Social:

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Grade 10 Mentors

- Guiding students on process and completion
- Reminding students of deadlines, using Managebac
- Facilitating mentor-group workshops
- Facilitating feedback on student progress
- Confirming authenticity of work
- Informing MYP/P2 Co’s of any concerns

Support Learners By:

Community Specialists

- Sharing their knowledge, skills and enthusiasm
- Acting as a primary resource for research and/or action
- Giving feedback on their project
- Informing MYP/P2 Co’s of any concerns

Support Learners By:

MYP & Personal Project Coordinators

Support Mentors with:
- Guidance & PD Workshops
- Resources
- Managebac admin
- Flex Block Workshops

Support Learners with:
- Guidance & Timelines
- Authenticity & Recording
- Flex Block Workshops
- Progress & Deadlines

Ensure that projects are:
- Ethical, legal & safe
- Assessed & standardized fairly with the P2 assessment team
- Celebrated & Showcased

Icons by Freepik on Flaticon. Resources: library.wab.edu/myp
5. Focus on the Learning Over the Work
Learning is the goal of an assignment. Take a moment to ask your child what the purpose of each homework assignment is, what do they think the teacher wants them to learn and get better at as a result. Then monitor the learning, not the work.

4. What Questions Did You Ask Today?
Our questions drive us as learners. Instead of asking your child, “Did you learn anything today?”, you could say, “Did you ask a good question today?” This will encourage your child to be more invested in the types of questions they ask at school.

3. Challenge but Don’t Rescue
When your child encounters difficulties, don’t jump in to solve the problem and rescue him/her. Instead, ask questions that will help him/her to think through the problem, identify, and choose a course of action to moving forward.

2. Develop a Growth Mindset
Develop a growth mindset in your child by focusing your praise on process, learning, and effort (You really worked hard on this and have learned a lot. You’re really developed as a musician,), as opposed to ability (You’re so clever. You’re good at math.)

1. Name and Notice Thinking
Use the language of thinking to name and notice the thinking your child is using and thus make it more visible.
I like how you have used what you already know to make connections. That’s a perspective I hadn’t thought about.

6. Support Your Child in Arguing Effectively and Persuasively
Research has shown that teenagers who argued constructively with their parents by building a case and providing evidence for their position were more enabled to speak up, voice an opinion, and use evidence in other facets of life.

7. Provide Time to Pursue Passions
Students need time and space to pursue their passions and interests. Pay attention to your child’s learning and passions outside of school and make time for them.

8. Make Your Own Thinking Visible
You are a model for your child of what it means to be a thinker and a learner. Model your own interests, passions, curiosity, reflection, learning, and thinking for your child.

9. What Makes You Say That?
By simply asking, “What makes you say that?”, in a curious and non-judgmental tone after someone has given a response, we are able to get a window into the thinking behind that person’s initial response.
Q & A
Which of these Global Contexts best suits or shapes the purpose of your Project?

If you changed it for a different Global Context, what effect would it have? What makes you say that?

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<tr>
<th>Identities &amp; Relationships</th>
<th>Scientific &amp; Technical Innovation</th>
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<tbody>
<tr>
<td>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</td>
<td>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</td>
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<th>Orientation in Space &amp; Time</th>
<th>Globalization &amp; Sustainability</th>
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<td>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</td>
<td>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</td>
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<th>Personal &amp; Cultural Expression</th>
<th>Fairness &amp; Development</th>
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<td>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</td>
<td>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</td>
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