Through the Middle Years Programme (MYP) projects, students experience the responsibility of completing a significant piece of work over an extended period of time.

At WAB, the MYP Personal Project is a powerful, purposeful learning experience in Grade 10. It serves as a process and showcase of student research and action. Culminating in the MYP Celebration evening, the Personal Project helps us celebrate the journey of our learners.

**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?

**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

Prepared for the Faculty of Western Academy of Beijing by Stephen Taylor (@sjtylr) Content adapted from “MYP: From Principles to Practice”
PERSONAL PROJECT
A culminating learning experience of MYP

INVESTIGATING
- Identify and justify a Global Context
- Define a clear and meaningful goal
- Identify prior learning and relevant knowledge

PLANNING
- Establish a partnership with your supervisor
- Determine rigorous success criteria for your Project
- Develop a detailed and accurate Action Plan

TAking ACTION
- Create the product/outcome
- Evaluate progress in response to the Goal, Global Context & success criteria
- Develop the product/outcome further where needed

REFLECTING
- Reflect on your learning of the topic
- Reflect on your learning in response to the Global Context
- Reflect on your development against the IB Learner Profile

Reflecting
- Process Journal
- Self-Management Skills

Research Skills
- Thinking & Communication Skills

System for keeping track of projects
ManageBac

library.wab.edu/myp/parents/p2
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Developing As A Learner

**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?

Discussion Questions:
- 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?

COMMUNITY SUPPORT

**Grade 10 Mentors**
Support Learners By:
- 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

**Community Specialists**
Support Learners By:
- 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

**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’ve 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.

9 Apps for Parents

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.

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