

## PERSONAL PROJECT OBJECTIVE A: PLANNING

Objective A: Planning	REPORT CHECKLIST	EVIDENCE (examples only)
<p><b>LEARNING GOAL &amp; PERSONAL INTEREST</b></p> <hr/> <p><b>Criterion A Strand I.</b> <i>State a learning goal for the project and explain how a personal interest led to that goal</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>LEARNING GOAL:</b> Explain what you want to <b>learn</b> by completing this project</li> <li><input type="checkbox"/> Identify what initially sparked your interest in this topic &amp; explain its connection to the learning goal</li> <li><input type="checkbox"/> Describe what makes your goal <b>personal</b> through your experiences &amp; interests</li> <li><input type="checkbox"/> Discuss what knowledge &amp; skills you had before you begin this process you could:               <ul style="list-style-type: none"> <li>• Identify what you <b>already knew</b> about this topic from your <b>subjects/classes</b> (similar projects/units you completed in school)</li> <li>• Identify what you <b>skills you already had</b> that will help achieve your goal</li> <li>• Identify what you already knew or could do <b>outside of a school subject</b></li> </ul> </li> <li><input type="checkbox"/> <b>OPTIONAL:</b> Connect the goal &amp; Global Context to the real world through research: why does your project matter? In what ways is it significant and worthy of study?</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorms</li> <li>• Planning sheets</li> <li>• Proposal Panel</li> <li>• A list and/or diagram of interests and related learning goals</li> <li>• A list of possible strategies to achieve personal and academic goals</li> <li>• A diagram showing the connections between the learning goal and the product</li> </ul>
<p><b>PRODUCT GOAL &amp; SUCCESS CRITERIA</b></p> <hr/> <p><b>Criterion A Strand II.</b> <i>State an intended product and develop appropriate success criteria for the product</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PRODUCT GOAL:</b> Explain what you want to <b>do</b> or <b>make</b> by completing this project</li> <li><input type="checkbox"/> Develop criteria that are <b>specific, rigorous, realistic, testable</b></li> <li><input type="checkbox"/> Develop criteria that are <b>directly related to the product goal, GC (optional) and research</b></li> <li><input type="checkbox"/> Develop criteria that measure the <b>quality</b> of the goal</li> <li><input type="checkbox"/> Explain &amp; justify criteria based on the transfer of research to product (optional: learning goal and GC)</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorms</li> <li>• Planning sheets</li> <li>• Proposal Panel</li> <li>• Success Criteria (final)</li> <li>• Drafts and plans of success criteria</li> <li>• Research notes that support success criteria</li> </ul>
<p><b>PLAN</b></p> <hr/> <p><b>Criterion A Strand III.</b> <i>Present a clear, detailed plan for achieving the product and its associated success criteria.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include evidence of planning through timelines, calendars, GANTT charts or other tools/strategies</li> <li><input type="checkbox"/> Include details, specifics and personal examples on planning tool</li> <li><input type="checkbox"/> Include both short and long-term planning broken down by steps</li> <li><input type="checkbox"/> Uses the <b>KCS PP Timeline</b> as a guide</li> <li><input type="checkbox"/> Include success criteria &amp; their targeted completion as one aspect of plan</li> <li><input type="checkbox"/> Reference a range of sources in a properly <b>MLA formatted Works Cited</b> (and Works Consulted i.e. Bibliography)</li> </ul>	<ul style="list-style-type: none"> <li>• A series of steps leading to the completion of the product</li> <li>• A timeline for completing short- and long-term tasks</li> <li>• To-do lists</li> <li>• <b>GANTT Charts</b></li> <li>• Long-term plan (personal)</li> <li>• Short-term plans with details</li> </ul>

# Myp Personal Project Essay Example

**Mary Hayden,Jeff Thompson,Jack Levy**

## **Myp Personal Project Essay Example:**

**Personal Project for the IB MYP 4&5** Laura England,Angela Stancar Johnson,2018-09-24 Become an independent lifelong learner and achieve your best possible project grade while strengthening and practising your ATL skills Engage in practical explorations through a cycle of inquiry action and reflection Build ATL skills with strategies detailed examiner advice expert tips and infographics in every chapter for visual learners Clarify IB requirements with concise and clear explanations including assessment objectives and rules on academic honesty Foster the attributes of the IB learner profile with explicit reference made throughout to link with your research Progress independently through your project with advice tips and common mistakes to avoid

**Personal Project for the IB MYP 4&5: Skills for Success Second edition** Laura England,Angela Stancar Johnson,2021-09-03 Unpack the Personal Project objectives to gain a clear understanding of the overall process while building the ATL skills required to become an independent lifelong learner Updated to reflect the new Guide for first teaching 2021 Packed with practical plans and skills to help engage in the project including visible thinking and design thinking routines organised by the ATL skills to ensure easy navigation A comprehensive chapter on planning gives a variety of strategies for goal setting and creating an action plan to guide the Personal Project process Focus on your time with an outline of ways to document the Personal Project process tips on time management an explanation of the role of the supervisor and the best way to engage with them throughout the project Chart development through the project with opportunities for reflection clear assessment objectives and a chance to record expected tangible or intangible results

**Taking the MYP Forward** Mary Hayden,Jeff Thompson,2011 Expert writers share reflections on their experience and explore issues for the future of the International Baccalaureate Middle Years Programme The issues raised are of interest and relevance to those with responsibility for MYP teaching learning and administration in schools and will provoke interest in the programme amongst those considering its adoption

[The International Baccalaureate: 50 Years of Education for a Better World](#) George Walker,Ian Hill,Judith Fabian,2018-10-19 To celebrate its 50th anniversary the IB proudly invites you to read about the first half century of its ongoing story Written by a series of significant figureheads and stakeholders this book describes and celebrates the ways in which the IB has seized the opportunity not only to address the need for an internationally recognized certification of educational achievement but also to frame a global vision for values based learning that improves the prospects for a better and more peaceful world Contributors Carolyn Adams Sir John Daniel Judith Fabian Howard Gardner Laura Gardner Jenny Gillett Matt Glanville Judith Guy Robert Harrison Gareth Hegarty Ian Hill Carol Inugai Dixon Siva Kumari Andrew Macdonald Andrew Macle hose Pilar Quezzaire Angela Riviere Dominic Robeau George Rupp HRH Princess Sarvath El Hassan of Jordan Anthony Tait Nicholas Tate George Walker

[Curriculum Design for Mathematics in the MYP](#) Rita Bateson,2025-04-25 Everything you will ever need to create an innovative supportive MYP Mathematics Curriculum Rita Bateson is the former Senior Curriculum and Assessment Manager for the IB and oversaw the last

curriculum review In this book you will find a one stop shop for everything Middle Years Programme from planning through delivery and assessment

**Exploring Issues of Continuity: The International Baccalaureate in a wider context** Jeff Thompson, Mary Hayden, 2013-09-09 Exploring Issues of Continuity The IB in a wider context examines continuity across the IB programmes and more widely across the sphere of international education

[The SAGE Handbook of Research in International Education](#) Mary Hayden, Jeff Thompson, Jack Levy, 2007-01-03 The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education from the experiences of K 12 schools around the world to the field of teacher education This book raises important questions and should be read by a broad audience Kenneth Cushner Executive Director of International Affairs and Professor of Education Kent State University The editors of this admirable handbook have set out to produce a report on international education Their consummate success in doing so gives those of us working in the field a new and invaluable resource The editors may be academics but this is a book largely written by about and for those whose job it is to teach internationally No one working in international education will fail to be provoked challenged or inspired by the compelling arguments advanced within this authoritative volume Peter MacKenzie Principal Hiroshima International School The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool An indispensable work highly recommended for education reference collections and the libraries of individual researchers J B Thomas Emeritus Professor of Educational Studies Loughborough University Interest in the field of international education has never been more intense than at present There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who through their own professional activities wish to have their sons and daughters educated in schools that offer programmes based on international values Such schools have embraced the promotion of international education as one of their major goals and consequently an increasing number of organisations currently offer curricula that claim to be international in nature Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world This has resulted in wider forms of collaboration between schools in the public and private sectors nationally and internationally generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed This book analyses the origins contributions and interpretations of international education The authors identify approaches to research that will progress our knowledge and understanding of the field and extend and even redraw it on the basis of the research evidence presented Content includes A historical overview of the ways in which the term international education has been interpreted The theoretical interpretation of international education in its current context International education in practice exploration of the issues in terms of students curricula pedagogies and organising formal institutions Conceptual challenges for international education in the future This handbook is an essential

resource for those who are involved in the practice and academic study of international education It will be of particular interest to researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools This volume is another valuable SAGE contribution to the expanding literature on international education Not all handbooks are described as essential reading but this one will be and will become an indispensable work of reference highly recommended for education libraries both academic and governmental and for the bookshelves of individual researchers and all involved in international education the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues practices and future questions presented by international research and practice in international education Journal of Research in International Education **Values and Visions** Sally Burns, 2019-06-01

Values and Visions is extensively revised and updated with fresh additional content a teacher's handbook of 130 innovative practical classroom and whole school activities It provides values education for finding meaning in an uncertain world The perfect resource for teachers initial teacher education and educators creating an innovative framework where students can be engaged and inspired to reach their full potential and find meaning in themselves and in the reality of the world in which they live and will work Filled with original colour drawings photographs and illustrations the book offers 130 easily accessible classroom activities to engage students and bring positive transformation to the classroom and whole school Sally and Georgeanne have over 50 years experience of proven success and results in teaching and training in the education corporate fields The book has been positively reviewed and endorsed by many key movers and shakers in the education field Additional online resources and information are available on the web at <https://valuesandvisions.com> The book is backed by a charitable foundation The Values and Visions Foundation committed to the work of enabling young people to find meaning purpose inner strength and hope in a volatile world It is highly relevant to schools globally working with 8-16 year olds A key resource for the professional educator facing the ever increasing pressures of the day to day reality of working with young people This book has the potential to bring positive lasting change to individuals and to the whole school whatever the curriculum **Gifted?: The shift to enrichment, challenge and equity** Morgan Whitfield, 2024-07-19 Gifted and talented

is a zombie It is dead but still walking around There are new labels to stratify students more able significantly able high aptitude learners New labels do not equal new thinking The concept of gifted is still stubbornly embedded in our educational structures with its legacy of social immobility racism and sexism Students can be more able when they have more financial resources more access more visibility or more cultural acceptance There are pervasive narratives that educators should prioritise extension for some students and not others We can dispel the myth that pitching lessons judiciously to middle ability and then differentiating up and down is effective This book explores how we can provide every student with rigorous challenge Challenge for all is an inclusive approach to teaching whereby every student is invited and given the tools to reach

a place of mastery This can be through project based learning Harkness round tables oracy adaptive teaching inclusive enrichment programs dynamic classroom strategies and a schoolwide mission for equity Educators can embed powerful knowledge into the curriculum reimagine teaching to the top and stretch learners through personalised and responsive instruction The shift to enrichment challenge and equity creates magnificent possibilities The message to all students is you belong here

The International Baccalaureate Diploma Program and the School Library Anthony Tilke,2011-03-11 This book a blend of practice and theory shows how the school library can contribute to the success of the International Baccalaureate Diploma Program Written for librarians in schools that are applying to offer the program as well as those who already work with it The International Baccalaureate Diploma Program and the School Library Inquiry Based Education provides information and strategies specifically relating libraries to the IBDP The guide includes information about the IBDP ranging from the subject matrix to unique aspects of the program such as the Theory of Knowledge course the Extended Essay requirement and the Learner Profile The book also discusses other important features of IB programs such as internationalism and academic honesty Finally it blends theory and practice by providing details and findings from the only two year research study to follow students and teachers through the IBDP The study demonstrates the role of the school library in the program showing how both students and teachers used and valued it Each chapter concludes with a series of points or strategies for the librarian to reflect upon and or use as the basis of action

*MYP - New Directions* Jeff Thompson,Judith Fabian,Mary Hayden,2016-06-01 The new IB Middle Years Programme MYP curriculum for 11 to 16 year olds came into effect in September 2014 and will strengthen the IB s continuum of learning This edited collection will provide support for all those involved in the current period of preparation for implementation of the new programme The chapters are written by experienced practitioners from a range of relevant standpoints about different aspects of the MYP MYP New Directions examines the changes to the programme that have been introduced as well as those that are currently in progress and highlights challenges and opportunities for the future Contributors Judith Fabian Conrad Hughes Alexandra Holland Lance King Marjorie Lope Patricia Villegas Gareth Hegarty Hege Myhre Michael Huber Oyndrilla Mukherjee Anthony Hemmens and Gillian Ashworth

Learning and Teaching for the Twenty-First Century Rupert Maclean,2007-10-05 This book stresses learning and teaching over teaching and learning The contributors contend that education should not focus primarily on teachers and teaching but on learners how best to facilitate learning in the most effective enjoyable relevant and cost effective ways for learners at any age The book brings together thoughts and insights by international leaders in the fields of teaching and learning It seeks to build bridges between researchers policy makers and practitioners

*Inquiry-Based Learning for Faculty and Institutional Development* Patrick Blessinger,John M. Carfora,2014-12-05 This volume covers the many issues and concepts of how inquiry based learning IBL can be applied to faculty and institutional development This volume serves as a conceptual and practical resource and guide for educators and offers practical

examples of IBL in action and diverse strategies for how to implement IBL in different contexts     Transforming the Future of Learning with Educational Research Askell-Williams, Helen, 2015-01-31 The field of education is a vital component of today's society enriching and facilitating the attainment of new knowledge Progress continues to be achieved in this area as new methods are envisioned that increase education's value Transforming the Future of Learning with Educational Research brings together diverse perspectives that underscore the importance of research practices toward the enrichment of teaching Highlighting themes of learning diversity education communities and student wellbeing this book is an essential reference source for teacher educators researchers teaching practitioners and professionals interested in the value of research within the field of education     *The Teaching Guarantee* Ken Darvall, 2023-08-01 This book reflects on the author's experiences and lessons learnt over those 50 years and 20 schools he has enjoyed leading The types of schools and their locations have added depth to his leadership skills and decision making which he shares with the reader The author comments on the important aspects of schooling and being a principal These reflections and observations may result in thoughtful discussions and lead to actions in schools to improve their current practices in any way that will benefit the students under their care     **Global to Local Curriculum Policy Processes** Susan Ledger, Lesley Vidovich, Tom O'Donoghue, 2014-08-20 This book explores the dynamics of curriculum policy processes involved in the adoption production and enactment of the International Baccalaureate Primary Years Programme IBPYP accredited by the International Baccalaureate Organization IBO It addresses deficits in current literature and provides insight into and the complexities involved within a framework that takes cognisance of the relationships between global regional national and local levels of education policy processes In doing so it contributes to the current body of research on international education remote education and policy processes The IBPYP is one of the three programmes that go to make up the increasingly popular suite of programmes offered by the IBO Given the exponential growth of international schools caused by an ever changing globalized world and a mobile workforce international curriculum policy is becoming more complex This has led to a recognition of the need for a range of policy analysis studies in the field The study presented in this book was conceptualised in the light of such recognition This relatively uncharted field has been explored by focusing on one of the most unusual settings Accordingly the adoption production and enactment of the IBPYO at three remote international schools has been examined The study also addresses how the phenomena of international schools and remote schools complement or compete with each other This results in a better understanding of the educational policies informing both international schools and remote schools and the interconnectivity that might exist between them     Perspectives on Assessment and Evaluation in International Schools Jeff Thompson, Mary Hayden, 2018-07-30 Assessment and evaluation are two concepts at the core of schooling which are also central to other forms of education worldwide In an international context assessment and evaluation data are increasingly widely used for accountability and quality assurance purposes at individual student institutional national and global levels

This book does not attempt to include consideration of all the issues that could possibly be covered in a title that addresses assessment and evaluation in education internationally Nor has it set out to cover the myriad technical issues with which assessment and evaluation are inevitably concerned Rather a number of authors working within different contexts of international education whether as teachers or leaders in international schools administrators in international examination bodies or researchers in international educational research organisations have been invited to share ideas arising from their own experiences of what might be interpreted as assessment or evaluation be that assessment of student achievement evaluation of teacher effectiveness or evaluation of school quality The international dimension presents a range of challenges to those with responsibility for implementing assessment and evaluation strategies in widely diverse linguistic cultural social and personal contexts and in this book valuable contributions are shared by colleagues who are authorities in the field It is their personal views on assessment and evaluation derived from professional practice in the international sphere that have been brought together here

**Community Project for the IB MYP 3-4** Angela Stancar Johnson, Laura England, 2019-06-30 Become an independent lifelong learner and feel supported through the Community Project while strengthening and practising your ATL skills Engage in practical explorations through a cycle of inquiry action and reflection Build ATL skills with strategies detailed examiner advice expert tips and infographics in every chapter for visual learners Clarify IB requirements with concise and clear explanations including assessment objectives and rules on academic honesty Foster the attributes of the IB learner profile with explicit reference made throughout to link with your research Progress independently through your Community Project with advice tips and common mistakes to avoid [Web Standards Creativity](#) Andy Budd, Rob Weychert, Dan Rubin, Ian Lloyd, Derek Featherstone, Jeffrey Croft, Andy Clarke, Mark Boulton, Cameron Adams, Simon Collison, 2007-04-30 Be inspired by 10 web design lessons from 10 of the world's best web designers Get creative with cutting edge XHTML CSS and DOM scripting techniques Learn breathtaking design skills while remaining standards compliant Here at friends of ED we know that as a web designer or developer your work involves more than just working to pay the bills We know that each day you strive to push the boundaries of your medium unleashing your creativity in new ways to make your websites more engaging and attractive to behold while still maintaining cross browser support standards compliance and accessibility That's why we got together 10 of the world's most talented web designers to share their secrets with you Web Standards Creativity is jam packed with fresh innovative design ideas The topics range from essential CSS typography and grid design effective styling for CMS driven sites and astonishing PNG transparency techniques to DOM scripting magic for creating layouts that change depending on browser resolution and user preference and better print layouts for web pages We're sure you will find something here to inspire you This full color book's examples are not just stunning to look at but also fully standards compliant up to date and tested in current browsers including Internet Explorer 7 Playing by the rules doesn't have to mean drab or dull websites Web Standards can be fun **Agency**



**for the IB Programmes** Simon Davidson, 2020-04-27 Teach for success and implement effective strategies to develop a learning community that supports student agency and self efficacy with this essential guide developed by an experienced PYP educator Create opportunities for agency in the classroom with guidance and advice that focusses on the three agency strands choice voice and ownership Explore the skills of being a learner and how to build these to enable students to influence and direct their own learning Discover the role of play in learning with a dedicated chapter looking at the characteristics of play why it is important and how it can develop understanding in learners of all ages Agency is not just about the student everyone is an agentic learner even teachers Learn how to change your growth mindset and become agentic learners too

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