PERSONAL PROJECT 2016/17

SCOTCH COLLEGE

NAME: _____

HOUSE: _____

SUPERVISOR: _____

GROUP: _____

IB Middle Years Programme

COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE ·

THE IB LEARNER PROFILE

Contents

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

A Guide To The Personal Project

General:

- You will meet with your Supervisor three times a term; as a guide in weeks 2, 5 & 8 but this can change.

- Details of these meetings are put up on the Personal Project noticeboard outside the Senior Library (near the Community and Service noticeboard) and on the Personal Project website in the week prior to your meetings. It is your responsibility to check these times as they can change. Reminders to do this will be in the daily notices and Supervisors generally email you prior to your meetings as well.

- If you know you will absent on the day/at the time of your meeting for any reason, it is up to you to let your supervisor know (email works best) and attempt to reschedule your meeting. An example of this is if you have a test at the same time as your meeting, you could swap your meeting time with a friend or even find your Supervisor during lunch and have a brief catch-up meeting then. If you miss a meeting, you must email your Supervisor to see what you missed during that session. They are under no obligation to make up this time with you - some supervisors come in especially for these meetings (i.e. they are not Scotch staff and do not work on campus) so please do not expect them to come in on another day just for you.

- As a courtesy, you should respond to Supervisors' emails when they send them to you. This is a skill applicable to the wider world, not just to the Personal Project.

Design:

The Design department are willing to assist boys with their product, provided the following steps are adhered to:
- Contact (via email) the Design staff member who you would like to receive assistance and guidance from prior to going on summer holidays (end of Spring Term).

- Evidence of this contact must be in your Process Journal (print the email and stick it in) and your Supervisor should be made aware of who your Mentor is.

- Present your Design teacher with a plan as to how much assistance you will require as well as a concept sketch of the product you anticipate you will be making. Consider time requirements and materials used.

Please remember that Design staff have a teaching load as well and their spare time is precious. Whilst they would like to help you, some may not be in a position to do so. If you follow the guidelines above, you have a better chance of securing the assistance you require.

Any requests for help after the holidays run the risk of being refused. Any requests not adhering to the above may also be refused.

The Mens' Sheds in Perth are great places to go and you can access these at convenient times (school holidays for example). Please note that students are required to have two adult supervisors with them for duty of care. Their website is www.mensshed.org

The Use of the Scotch College Logo, Name and Branding

The Scotch College logo is the foundation of the School's visual identity. It has been designed to encompass the many and varied facets of Scotch College and represents the School in all visual applications and in all media (e.g. printed publications, websites, advertisements). As the School's most important visual identifier, the logo cannot be altered or adjusted. You are not permitted to attempt to redraw or rearrange it, or alter its colour in any way.

There exists minimum size and spacing requirements as well as logo placement, orientation and colour requirements, should you wish to use the School's crest in any way in your Personal Project. Electronic copies of the official logo are available upon request from the Marketing Department, located in Campbell House, across from Main Reception. The contact people are Kate Quinn; kate.quinn@scotch.wa.edu.au or Kerrin Girando; kerrin.girando@scotch.wa.edu.au. Please arrange to meet with Mrs Quinn or Mrs Girando to discuss your Personal Project requirements if you intend to use the Scotch College logo or crest in any way as the use of the Scotch College logo, brand or name must be approved by either Mrs Quinn or Mrs Girando.

Scotch College Maroon	Scotch College Blue	Scotch College Yellow
Process	Process	Process
C: 0 M: 100 Y: 65 K: 47	C: 100 M: 56 Y: 0 K: 34	C: 0 M: 27.5 Y: 100 K: 0
RGB	RGB	RGB
R: 140 G: 38 B: 51	R: 0 G: 56 B: 107	R: 234 G: 175 B: 15
Web Safe	Web Safe	Web Safe
HTML: 8C2633	HTML: 00386B	HTML: EAAF0F

Fundraising:

Any event held on school grounds or using Scotch College facilities will need the express permission of the Head of Senior School. You will need to apply in writing should you wish to pursue this path with regards to your project. A form to help with this process is available on the Personal Project website. This must be submitted no later than the end of the third week of Summer Term for consideration by the Head of Senior School. You are not to proceed with any events or fundraising until you have confirmation that your proposal complies with the school's operating procedures.

You may like to consider looking to the wider community – the local area in which you live, sporting clubs, church groups, associations to which you belong, to name but a few – to help you with your fundraising or event. As part of the International Baccalaureate's philosophy, boys are encouraged to be global citizens by considering the bigger picture and the impact their project has on the local and international environments. This includes looking to use resources which may be available to you outside of the Scotch community; after all, our students are aiming to be balanced risk-takers who strive to achieve their best by completing a project which may involve the wider community.

Residential Life Students:

In addition to the permissions you need to seek above, Residential Students must also have the permission of the Director of Residential Life, Mr Wilkinson, if looking to hold any on-campus fundraisers or events specifically for Residential Students.

GL🌐BAL CONTEXTS

Identities and Relationships: 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.

Orientation in Space and Time: 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 civilisations from personal, local and global perspectives.
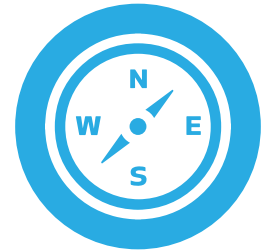
Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation: 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.
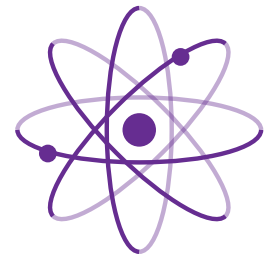
Globalisation and Sustainability: Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and Development: 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.

PROJECT EXAMPLES

Radio Broadcast   Report   Short Film or Video Series   Painting or other artwork   Performance

Personal Project Assessment Criteria

Criterion A: Investigating

Maximum: 8

In the personal project, students should:
- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3–4	The student is able to: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5–6	The student is able to: i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7–8	The student is able to: i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

(International Baccalaureate, 2016, p. 49)

Criterion B: Planning

Maximum: 8

In the personal project, students should:
  i.   develop criteria for the product/outcome
  ii. plan and record the development process of the project
  iii. demonstrate self-management skills.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3–4	The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.

Criterion C: Taking Action

Maximum: 8

In the personal project, students should:
- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	The student is able to: i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5–6	The student is able to: i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7–8	The student is able to: i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:
  i.   evaluate the quality of the product/outcome against their criteria
  ii.   reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
  iii. reflect on their development as IB learners through the project.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.
3–4	The student is able to: i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection
5–6	The student is able to: i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project.
7–8	The student is able to: i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project.

Approaches To Learning Skills Framework

The MYP extends IB approaches to learning (ATL) skills categories into 10 developmentally appropriate clusters. This framework provides common ground from which schools can develop their own ATL planning based on MYP units, student needs, and local circumstances and requirements.

Students are required to demonstrate:
i.   **Research skills**
ii. **Self-management skills**
iii. **Thinking skills**
iv. **Communication skills**
v.   **Social skills**

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

Some of the key questions to be answered by students with respect to ATL skills include the following.

- What are my present skills in this area and what evidence do I have of my development?

- What skills can I improve?

- What new skills can I learn?

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)

- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

- Practitioner/using—students employ the skill confidently and effectively (demonstration)

- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Research	
VI. Information Literacy Skills	
How can students demonstrate information literacy?	**Finding, interpreting, judging and creating information** • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. Media Literacy Skills	
How can students demonstrate media literacy?	**Interacting with media to use and create ideas and information** • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Self-management	
III. Organisation Skills	
How can students demonstrate organization skills?	**Managing time and tasks effectively** • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively
IV. Affective Skills	

How can students manage their own state of mind?	**Managing state of mind**
	
	 • Mindfulness
	    - Practise focus and concentration
	    - Practise strategies to develop mental focus
	    - Practise strategies to overcome distractions
	    - Practise being aware of body–mind connections
	
	 • Perseverance
	    - Demonstrate persistence and perseverance
	    - Practise delaying gratification
	    - Emotional management
	    - Practise strategies to overcome impulsiveness and anger
	    - Practise strategies to prevent and eliminate bullying
	    - Practise strategies to reduce stress and anxiety
	
	 • Self-motivation
	    - Practise analysing and attributing causes for failure
	    - Practise managing self-talk
	    - Practise positive thinking
	
	 • Resilience
	    - Practise "bouncing back" after adversity, mistakes and failures
	    - Practise "failing well"
	    - Practise dealing with disappointment and unmet expectations
	    - Practise dealing with change

V. Reflection Skills	
How can students be reflective?	**(Re)considering the process of learning; choosing and using ATL skills**
	• Develop new skills, techniques and strategies for effective learning
	• Identify strengths and weaknesses of personal learning strategies (self-assessment)
	• Demonstrate flexibility in the selection and use of learning strategies
	• Try new ATL skills and evaluate their effectiveness
	• Consider content
	- What did I learn about today?
	- What don't I yet understand?
	- What questions do I have now?
	• Consider ATL skills development
	- What can I already do?
	- How can I share my skills to help peers who need more practice?
	- What will I work on next?
	• Consider personal learning strategies
	- What can I do to become a more efficient and effective learner?
	- How can I become more flexible in my choice of learning strategies?
	- What factors are important for helping me learn well?
	• Focus on the process of creating by imitating the work of others
	• Consider ethical, cultural and environmental implications
	• Keep a journal to record reflections

Thinking
VIII. Critical Thinking Skills

How can students think critically?	**Analysing and evaluating issues and ideas**
	• Practise observing carefully in order to recognize problems
	• Gather and organize relevant information to formulate an argument
	• Recognize unstated assumptions and bias
	• Interpret data
	• Evaluate evidence and arguments
	• Recognize and evaluate propositions
	• Draw reasonable conclusions and generalizations
	• Test generalizations and conclusions
	• Revise understanding based on new information and evidence
	• Evaluate and manage risk
	• Formulate factual, topical, conceptual and debatable questions
	• Consider ideas from multiple perspectives
	• Develop contrary or opposing arguments
	• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
	• Propose and evaluate a variety of solutions
	• Identify obstacles and challenges
	• Use models and simulations to explore complex systems and issues
	• Identify trends and forecast possibilities
	• Troubleshoot systems and applications

IX. Creative-thinking Skills	
How can students be creative?	**Generating novel ideas and considering new perspectives** • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask "what if" questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
X. Transfer Skills	
How can students transfer skills and knowledge across disciplines and subject groups?	**Using skills and knowledge in multiple contexts** • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

Communication	
I. Communication Skills	
How can students communicate through interaction?	**Exchanging thoughts, messages and information effectively through interaction** • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	**Reading, writing and using language to gather and communicate information** • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports

Social	
II. Collaborative Skills	
How can students collaborate?	**Working effectively with others**
	• Use social media networks appropriately to build and develop relationships
	• Practise empathy
	• Delegate and share responsibility for decision-making
	• Help others to succeed
	• Take responsibility for one's own actions
	• Manage and resolve conflict, and work collaboratively in teams
	• Build consensus
	• Make fair and equitable decisions
	• Listen actively to other perspectives and ideas
	• Negotiate effectively
	• Encourage others to contribute
	• Exercise leadership and take on a variety of roles within groups
	• Give and receive meaningful feedback
	• Advocate for one's own rights and needs

References

IB (International Baccalaureate). (2014). *MYP: From principles into practice*. Cardiff, Wales: International Baccalaureate Organization (UK).

IB (International Baccalaureate). (2016). *Projects guide*. Cardiff, Wales: International Baccalaureate Organization (UK).