



LADY ANDAL SCHOOL

PERSONAL PROJECT HANDBOOK

Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

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.

INTRODUCTION

Dear Students, parents and supervisors,

This handbook contains information and guidelines for students, mentors and supervisors. We consider that the effective use of this handbook is crucial for students to document their Personal Project fully to maximize their IB MYP achievement. Students should refer to this book while meeting the supervisor and carrying out the project. This handbook is modelled on the guidelines in the IB MYP Projects guide for use, from September 2021.

We feel that the Personal Project provides an opportunity for students to explore, research and develop skills in a topic that is their passion which is not directly related to their daily school work.

Jennipher Kerenhappuch J

Personal Project Coordinator

Personal Project Timeline 2025 - 26

On/before March 31 st	Submission of Proposal on Toddle
April 7-11th	PP Pitch
By April 11th	Submit minimum of 2 (evaluation of sources) First meeting with supervisors Presenting ideas
On or before April 25th	Submit Draft for Success Criteria Submit Draft for Action Plan
On or before May 6th	Meeting with supervisor to discuss: Success criteria Action Plan Evaluation of sources Academic Honesty Form Fill in main points under "Meeting 1"
Summer Break	Work to be completed over the summer - Research - Product Creation / Outcome - Action Plan Modified - Process Journals
July 2nd	Action plan and Success criteria on Toddle and Process journal are up-to-date
On or before July 27	Meeting with Supervisor To discuss progress of product
On or before Sept 15th	Product / Outcome completed and submitted to PP Coordinator
October 15th	Meeting with Supervisor Evaluation of the product against success criteria Update Academic Honesty Form for "Meeting 2"
On or before November 3	Meeting with Supervisor Update Academic Honesty Form for "Meeting 3"
December	PP Exhibition
December	Full draft report
On or before January 17	Meeting with Supervisors Supervisors give feedback on full draft report
On or before January 28	Complete Academic Honesty Form 3 most significant Meeting and email the AHF to Supervisors
On or before Feb 6	Final Report and Academic Honesty Form Due to the PP coordinator

Imp: Students are expected to spend approximately 25 hours on their MYP personal project. This time includes:

- **Meeting with supervisors**
- **Independent learning through research, planning, development and completion of the project**
- **Reporting of the project**

What is a Personal Project?

The MYP Personal Project is a student-centred exploration designed to help students consolidate their learning throughout the programme. This independent project typically involves around 25 hours of practical engagement. MYP projects help students to develop the attributes of the IB Learner Profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

Each student collaborates with a personal project supervisor who provides guidance and ongoing feedback. Projects are evaluated according to established criteria, and schools conduct internal standardization to ensure a consistent understanding and fair assessment of student performance.

Students are required to select a focus for their project, which can be either an existing interest or a new one. They will decide how to achieve their goals and establish their own success criteria for the final product. This project provides an excellent opportunity to create a personal and creative outcome while demonstrating a synthesis of their learning in the MYP.

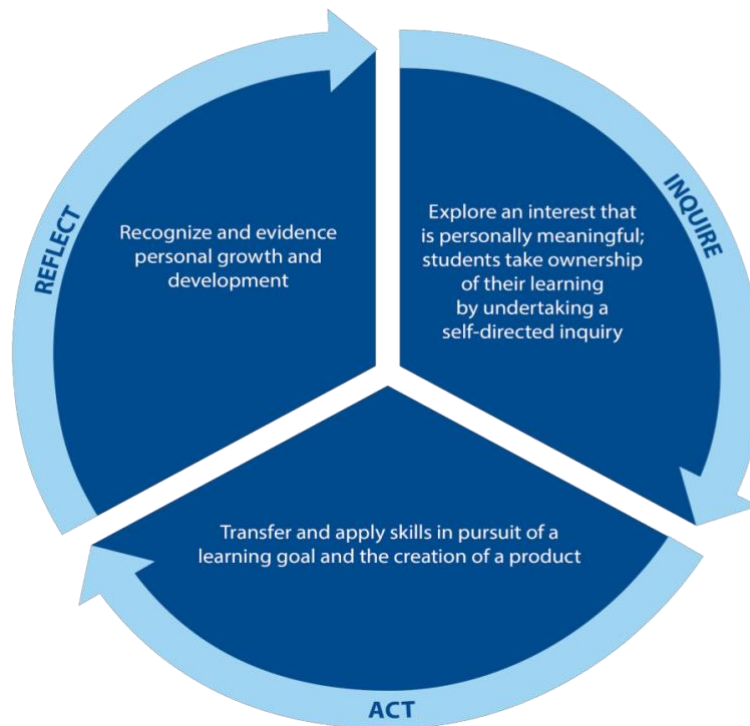


The elements that make up the MYP Personal Project

Aims of the Personal Project

The aims of the MYP Personal Project are to encourage and enable students to:

- Engage in a sustained, self-directed inquiry within a global context.
- Generate innovative insights and develop a deeper understanding through thorough investigation.
- Exhibit the skills, attitudes, and knowledge necessary to successfully complete a long-term project.
- Communicate effectively across various situations.
- Show responsible action as a result of their learning.
- Value the learning process and take pride in their achievements.



The aims of the MYP personal project

THE PROCESS

Students are expected to document their process. They can do so by:

- Using a process journal
- Using a range of tools to generate evidence across a variety of platforms as they develop their project.
- Develop their own format and design.

Setting a goal

The personal project is truly personal because each student sets their own goal based on something that they have found interesting. They draw inspiration from their past experiences in the MYP, such as:

- A global context that they find interesting.
- A service as an action experience that they would like to build on.
- A unit of Inquiry that they would like to explore further.

The overall goal for the personal project consists of two interrelated parts: a product and a learning goal.



What would a personal project look like?

The MYP Personal Project can take many forms depending on the skills and interest of the student:

- Creative art projects
- Innovation in technology
- Community Service
- Research
- Sustainability and the Environment

Any personal project a student chooses should:

- Have a clear, achievable, and challenging goal.
- Focus on a single global context.
- Allow for the expression of a personal message.
- Reflect the student's initiative, creativity, and organizational skills.
- Showcase the student's interests, hobbies, abilities, or concerns about specific issues.
- Address a topic or area to which the student is genuinely committed.
- Be entirely original, as authenticity is crucial; the student must sign a document affirming the project is their own work.
- Be researchable; if it cannot be researched, it is considered a hobby rather than a project.
- Answer a meaningful inquiry question.

The project must not:

- Be part of any assessed coursework.
- Dominate the student's personal and social life or interfere with their studies, despite requiring a significant time commitment.
- Be overly linked to any specific subject area.
- Take the form of an essay.
- Be a group activity, though it can involve others as long as it remains the student's individual project.
- Have an excessively broad scope for the allotted time frame.

MYP PERSONAL PROJECT OBJECTIVES:

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Students **must** address **all** strands of **all** three objectives in the MYP Personal Project.

Objective A: Planning

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that 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:

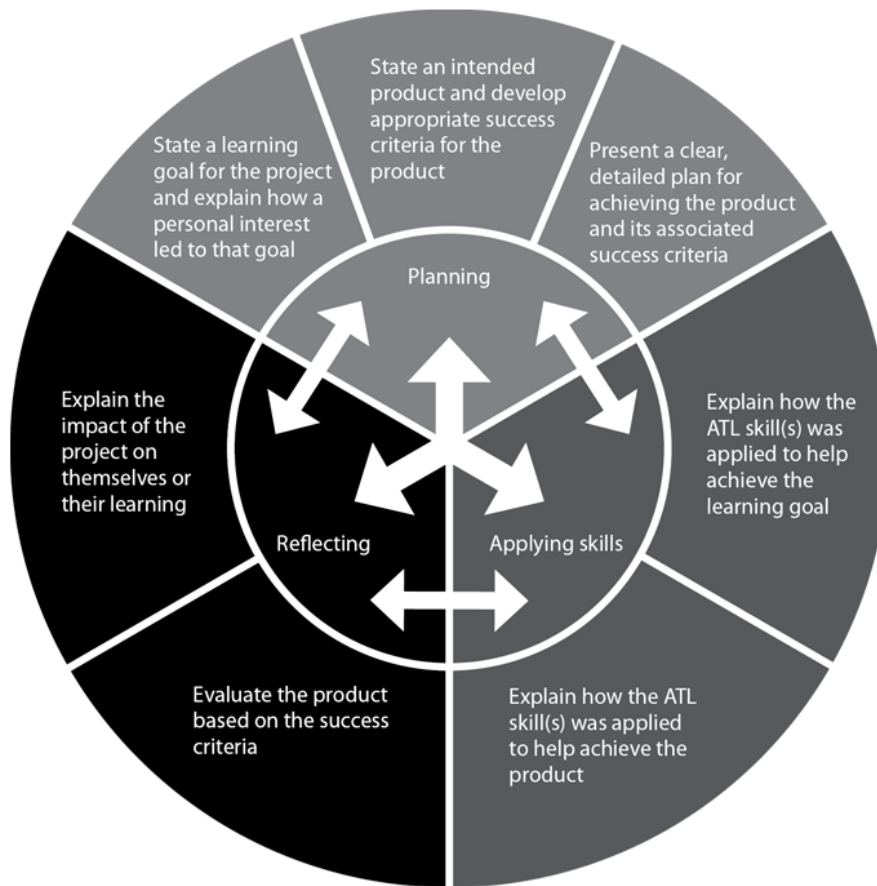
- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal.
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

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.

Assessment for the MYP personal project is criterion-related, based equally on the above three objectives.



Visualizing the MYP personal project objectives

PERSONAL PROJECT COORDINATOR’S ROLE:

The personal project coordinator requires the support of the community in general, and the pedagogical leadership team in particular

Responsibilities to students	Responsibilities to supervisors
<ul style="list-style-type: none"> • Communicate the timeline for completing the personal project. • Communicate expectations and provide clarification as needed. • Facilitate the process of submitting the report, bibliography and academic integrity form. 	
<ul style="list-style-type: none"> • Assign or facilitate the selection of a supervisor. • Explain the role of the supervisor in supporting the personal project. 	<ul style="list-style-type: none"> • Provide access to relevant guidance from the personal project guide. • Facilitate the process of standardization and assessment. • Share or provide results of subject report and internal assessment feedback report for samples submitted for moderation.

SUPERVISORS' ROLE:

The supervisor's responsibilities are to provide guidance to students in the process and completion of the project.

This includes:

- ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- giving guidelines about the MYP project
- providing a timetable with deadlines
- providing the assessment criteria for the project
- giving advice on how to keep and curate evidence of the process
- emphasizing the importance of personal analysis and reflection
- providing formative feedback
- ensuring requirements for academic integrity are met
- confirming the authenticity of the work submitted
- assessing the MYP project using the criteria in this guide
- participating in the standardization of the assessment process
- If a student fails to keep up with the work/assignment, the Personal Project Coordinator will need to be informed.

The role of the student

To complete a personal project, students must undertake independent learning.

Through the personal project, students:

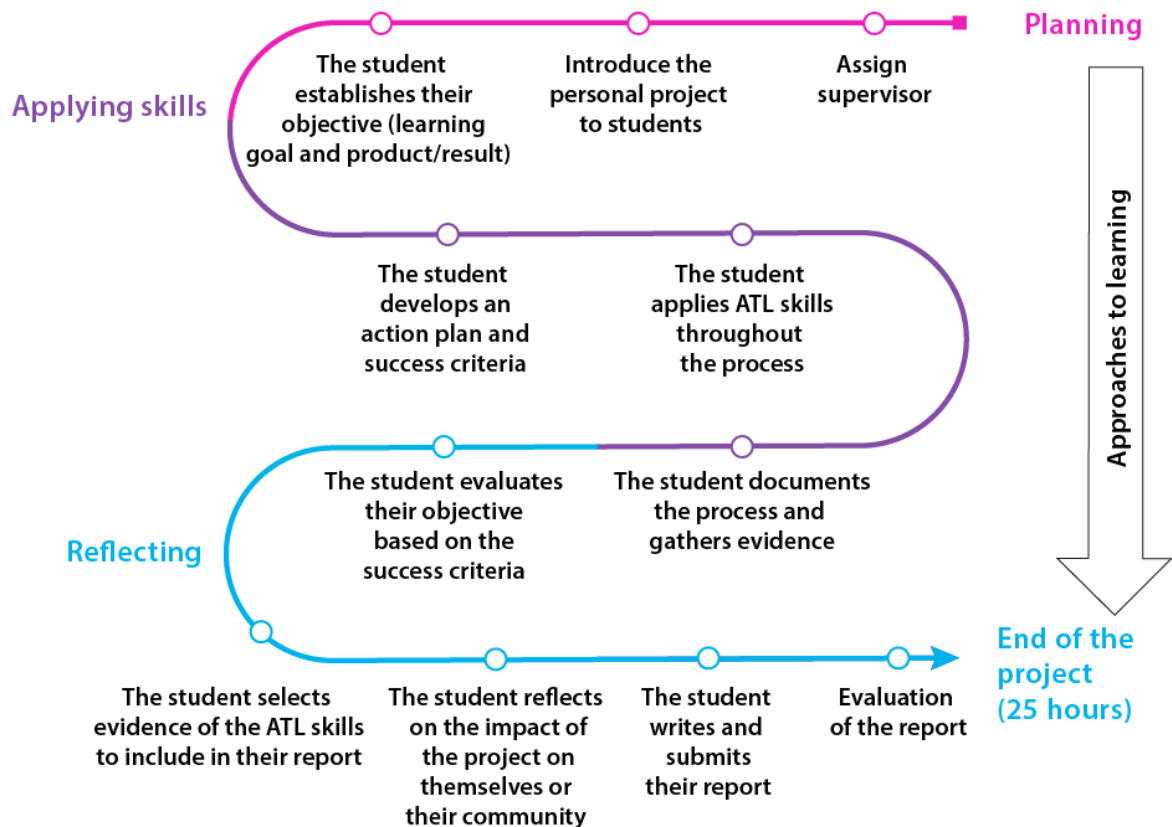
- explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc)
- take ownership of their learning by undertaking a self – directed inquiry
- transfer and apply skills in pursuit of a learning goal and the creation of a product
- recognize and evidence personal growth and development

Specifically, students must:

- establish a goal, an action plan and success criteria
- apply ATL skills throughout the project process
- gather evidence of how they have applied ATL skills throughout the personal project
- evaluate the project based on the success criteria
- select evidence to add to the report
- reflect on the impact of the project
- write a report

Time frames

To complete the personal project, students must follow the following steps.



Evidence of the process:

Students are expected to document the process they followed to complete their project.

Possible evidence may include:

- visual thinking diagrams (mind maps)
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback

The Process Journal:

Students are expected to document their processes in the process journal. In this way, they demonstrate their working behaviours and academic honesty.

Documenting the Process:

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to back-up their work. Students may develop their own format and design.

The process journal is personal to the student, in the sense that he or she is exploring ways of recording his or her processes.

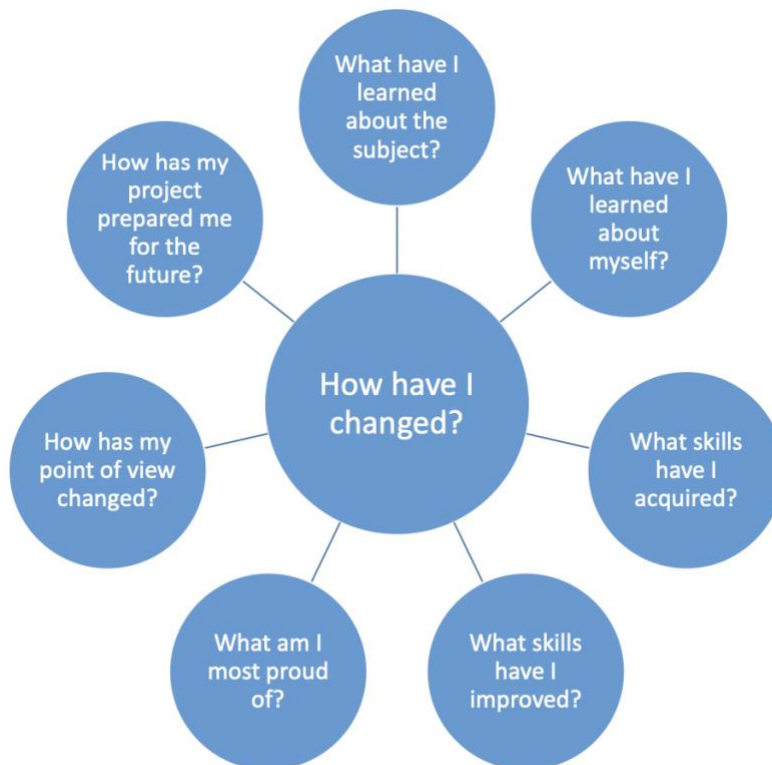
The Process journal is:	The Process journal is not:
<ul style="list-style-type: none"> • used throughout the project to document its development. • to be kept up to date - record dates and times of action. • an evolving record of intents, processes, accomplishments. • a place to record initial thoughts and developments. • brainstorming, possible lines of inquiry and further questions raised. • a place for recording interactions with sources eg, teachers, supervisors, external contributors. • a place to record selected, annotated and/or edited research and to maintain a bibliography (see student diary or appendices in this handbook) • a place for storing useful information eg, quotations, pictures, ideas, photographs. • a means of exploring ideas and solutions. • a place for evaluating work completed. • a place for reflecting on learning. • devised by the student in a format that suits his or her needs eg, display folder, book, digital format. • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student). • written up after the process has been completed. • additional work on top of the project; it is part of and supports the project. • a diary with detailed writing about what was done. • a static document with only one format.

Students must bring their Process Journal to every meeting with their supervisor. The Process Journal should include as relevant to the project topic:

- Research materials.
- Photos (explained and dated).
- Plans, designs, patterns.
- Interviews, questionnaires, surveys.
- Letters, emails.
- Materials, fabrics, colour samples.
- Actual costs/invoices/receipts.
- Video, CD, DVD, Power Point.

REFLECTING

Below are **ideas** to help students assess the impact of their projects.



Academic Honesty:

For MYP projects, students and their supervisors must use the MYP projects academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

Report

There are two possible formats for the MYP personal project report: written and/or oral. Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
 - 11-point font size
 - 2 cm margins.
2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.
4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
5. The bibliography is uploaded separately and is not included in the page limit.
6. Please do not include a title page; if included it will count towards the page limit.

Students may submit their report and evidence in any combination of documents and recordings that fits within the limits outlined in the table below.

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

The maximum length of student submissions

Command Terms:

Describe	Give a detailed account or picture of a situation, event, pattern or process.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations
Explain	Give a detailed account including reasons or causes.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

Bibliography:

Personal Project - International Baccalaureate®, www.ibo.org/programmes/middle-years-programme/assessment-and-exams/personal-project/. Accessed 25 Sept. 2024.

MYP Curriculum - International Baccalaureate®, www.ibo.org/programmes/middle-years-programme/curriculum/. Accessed 25 Sept. 2024.