



The MYP personal project

Introduction for parents
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What is the personal project?

- ▶ Student-initiated project completed over an extended period of time 長期にわたり自発的に取り組む探究課題
- ▶ The **personal** nature of the project is important: the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently. 興味のある題材への挑戦をプロジェクトの中心とする

What is the personal project? (cont.)

- ▶ Opportunity for students to produce a truly personal and often creative product/outcome
独自の創造的な成果を結ぶ
- ▶ Many opportunities for differentiation of learning and expression 表現、学びの多様性が発揮される
- ▶ Enable students to engage in practical explorations through a cycle of inquiry, action and reflection.
探究-行動-振り返りの学びのサイクルを実践

What is the personal project? (cont.)

- ▶ Helps students to develop the attributes of the IB learner profile. 「IB学習者像」の資質をさらに養う機会
- ▶ Provides students with an essential opportunity to demonstrate ATL skills developed through the MYP. 「学習のアプローチATL」を試す
- ▶ Fosters the development of independent, lifelong learners. 生涯にわたり自ら学ぶ姿勢を身につける

What is the personal project? (cont.)

- ▶ Students are assigned a supervisor who acts as a mentor and monitors their progress
- ▶ Students are paired with supervisors who have similar areas of interests and knowledge of the topic (as much as possible)
- ▶ Ends with an exhibition

担当指導教員の元、「発表会」までの間、継続的に経過を監督してもらう。

The PP's place in the MYP

パーソナルプロジェクトMYPにおける要件

- ▶ Must be completed by all students in MYP5 (Grade 10)
- ▶ Students should spend **at least** 25 hours on their project
- ▶ Internally marked and standardized and externally moderated 学内評価の後、IBによる評価の適正化が行われる

Format of the Personal Project

パーソナルプロジェクトの構成

Three main components:

三要素: プロセスジャーナル、作品(成果)、レポート

- ▶ Process journal (written, visual, audio or a combination of those methods)
- ▶ Product
- ▶ Report (1500-3500 words, 13-15 min if recorded)

Approximate timeline

April 2017: Students are introduced to the requirements of the Personal project. 要件説明

May-June 2017: Brainstorm topics and allocate supervisors 題材決定

Summer 2017: No requirement to work on the PP, but students can use this time to explore a topic 探究

End of September 2017: Students submit their action plan 行動計画

October 2017-January 2018: Project is researched and executed 実行

February 2018: Reports and products submitted レポート、作品 提出

March 2018: Exhibition 発表会

Aims of the personal project

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

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

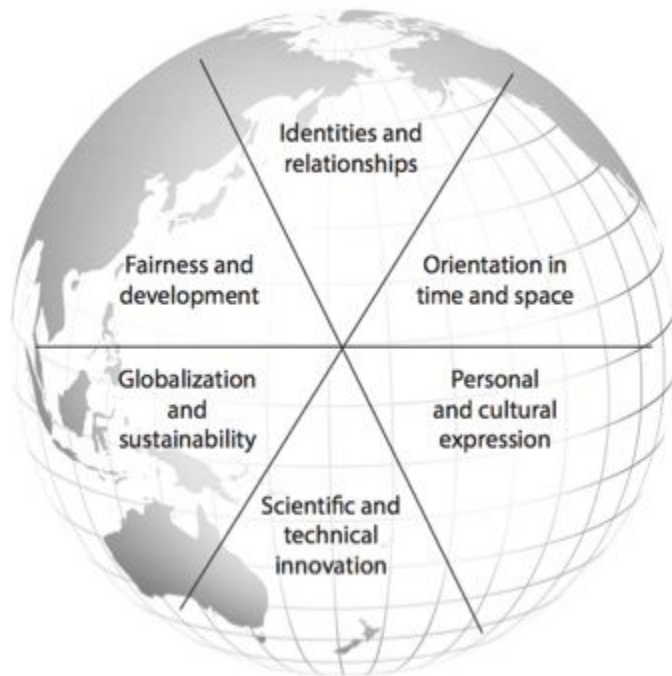
ねらい

- ▶ 「グローバルな文脈」で、継続的で、自発的な探究を行う。
- ▶ 掘り下げた研究を通して、新たに創造的な洞察力を生み出し、理解を深める。
- ▶ 長期間にわたってプロジェクトを行うために必要なスキル、姿勢、知識を示す。
- ▶ さまざまな状況において効果的にコミュニケーションをとる。
- ▶ 学習を通じて、または学習の結果として、責任ある行動を示す。
- ▶ 学習プロセスを正しく理解し、成果に誇りをもつ。

Global contexts

MYPにおける「グローバルな文脈」とは？

- アイデンティティと関係性
- 空間的、時間的位置づけ
- 個人的表現と文化的表現
- 科学技術の革新
- グローバル化と持続可能性
- 公正性と発展



Objectives / Criteria

A: Investigating 調査

B: Planning 計画

C: Taking action 行動

D: Reflecting 振り返り

→ Each is marked out of 8 各最高点8

Role of the supervisor

The supervisors' responsibilities are to:

- ensure 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
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project grades to the MYP coordinator to enter in IBIS (from 2016).

指導教員の責任

- ▶ 生徒の選択したMYPプロジェクトのトピックが、安全衛生、機密保持、人権、動物保護、環境問題に関して、法的および倫理的基準を満たすよう確認する
- ▶ プロジェクトの進行から完成まで生徒を指導する
- ▶ 提出された作品が、生徒本人が取り組んだものであることを保証する
- ▶ 本ガイドが示す評価規準に照らし合わせて、MYPプロジェクトを評価する
- ▶ 学校が定める評価プロセスの標準化に参加する
- ▶ MYPコーディネーターがIBインフォメーションシステム(IBIS)に入力するための、「パーソナルプロジェクト」の成績を提供する(2016年より)

Example

Aim: Raise awareness of children's rights violations in IDP camps in Georgia
グルジアにおける国内避難民キャンプでの
子供の権利条約違反について

Global context: "Fairness and
Development" 「グローバルな文脈」は
「公正性と発展」

*IDPs = Internally displaced persons
国内避難民



Helping the IDPs: One Student's Story



Every child has the right to be protected from harm. These rights are among the ones set out in the Convention on the Rights of the Child. Agencies such as UNICEF (United Nations Children's Fund) are committed, in Georgia and world-wide, to ensuring special protection for the most disadvantaged children- victims of war, disaster, extreme poverty, all forms of violence and exploitation, and those with disabilities.

In Georgia in the early 1990s, the conflicts in Abkhazia and Tskhinvali regions resulted in the displacement of over half a million people. Further displacement took place in 2008 following an armed conflict with Russia. The majority of ethnic Georgians who fled Abkhazia and then Tskhinvali region/South Ossetia, have not yet been able to return. In accordance with data from the Ministry for Internally Displaced Persons from the Occupied Territories, Accommodation and Refugees of Georgia (MRA), there were 256,528 Internally Displaced Persons (IDPs) in Georgia as of 31st December 2010, of which 65,412 were under the age of 18. Most IDPs originate from Abkhazia and over 60 percent live in the cities of Tbilisi, Zugdidi and Kutaisi. Internally displaced children can be found living in very poor conditions, suffering the psychological trauma of displacement. Not fully integrated locally and facing social stigma that leads to feelings of inferiority and further isolation, they also need health care and education.

Following the 2008 war, the Government of Georgia quickly realized that returning the IDPs might not be feasible in the foreseeable future and that measures needed to be taken to promote their social-economic integration; improve their living conditions; reduce their dependency on the State, and to coordinate activities with the international community. The government then began to develop standard operating procedures with the assistance of the UNHCR, aimed at improving the protection of IDP rights. IDPs from both groups receive monthly cash benefits disbursed by the Social Services Agency (SSA). Most children displaced as a result of the war in August 2008 were enrolled in new schools within three months.

To date the author of this article has made a great deal of investigation into the topic of Internally Displaced Children in Georgia but also by fund-raising for Internally Displaced



[Georgia Signs Free Trade Memorandum with China](#)



[MIA Opens New Joint Operations Center](#)



[Georgia to Hold Pro Bono Creative Workshop](#)



[A Sporting Chance: Etseri, Svaneti](#)



[INTERVIEW: State Minister of Georgia for Diaspora Issues](#)



[The Gender Starts with Me Festival](#)



[Give a Man a Fish... Georgian IDPs in Western Georgia](#)



[Finnish MEP Praises Georgia's Commitment to EU Association Agreement](#)

Example (cont.)

- ▶ Product: article in an English-language Georgian newspaper (online and print)

成果物(作品): グルジアの英字新聞への記事掲載

- ▶ Action: 行動
 - ▶ Visited the Vashlijvari IDP camp in Tbilisi
 - ▶ Organized a football tournament at school to raise money for the IDP camp's school

避難民キャンプへの取材、キャンプ地の学校支援のため、生徒の学校で慈善サッカー大会を主催

Something to consider...

- ▶ What did she gain from completing the personal project?
- ▶ How does this prepare her for DP?

More examples IB校の実践例



Frequently-asked questions

Q: Can it be completed in Japanese?

A: 提出の文面は英文となりますが、日本語の文献を読んだり、日本語でのインタビューを行うなどの場面は十分に想定されます。

Q: Does it have to be based on something students have learned at HIS or in a specific subject (art, science, etc)?

A: 教科の学習範囲を超えた内容を選択することも可能です。

Q: What is the impact of the grade?

A: パーソナルプロジェクトの成績が、進級に影響することはありません。DP科目やレベル選択の目安となったり、自らの総合的な学びのスキルを振り返る材料として、DPでの発展的な学びに活用します。