Community Project Guide
IB-MYP

MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS

Community Project

The MYP provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement. Essential qualities for young people who are becoming global leaders. In this programme, the MYP community project takes in a central position. MYP community projects are student-centred and they enable students to engage in practical explorations through a cycle of inquiry, action, and reflection. Community 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. Since the MYP ends in year 4 (year 3 within the Dutch educational system) at our school, the students must complete the community project at the end of year 4. Since we do not offer year 5 of the MYP, our students do not have to do a personal project.

The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The aims of the MYP community project are to encourage and enable students to:
- Participate in a sustained, self-directed inquiry within 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.

In the first and second year each student participates in one community projects. In the final MYP year each student participates in two projects. Students are expected to spend approximately 15 hours on their community project. The objectives of the MYP community projects encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge. Listed in the appendix are the objectives of the community project specifically.

MYP Community Project Objectives

MDT #CHANGEMAKERS

<u>About MDT</u>
MDT is a journey of discovery for young people to become the best version of themselves. It is an opportunity for young people to discover their talents, be meaningful, meet new people and make choices for the future. Their personal development and volunteering for others makes our society stronger. Within this ambition 3 key concepts are important, namely social impact, talent development and meeting each other[1] .

<u>MDT in education</u>
In education everyone is busy innovating, but how do you do this? Because of Covid the situation only seems to have become more challenging, or does it offer opportunities? MDT in education was developed together with the Ministry of Education and several school boards specifically for education. A large cross-curricular coat rack under which several curricular goals (of different subjects) can be hung, and citizenship is given a more concrete form.

<u>#CHANGEMAKERS</u>
This MDT project is about our young people. Everyone has (hidden) talents within them. Maybe someone is super social, incredibly creative or very caring. With all these different talents they can make a difference! In addition, we believe in: doing good is feeling good, so going the extra mile for others also makes you feel good yourself. In this changing world a lot is asked of young people. It is therefore important that, besides science subjects, there is room for personal development with attention and time for the individual. The focus is therefore entirely on personal development (looking at affective/social learning goals instead of cognitive ones). This is extra necessary and relevant during these Covid-times, and it strengthens mental well-being. In addition, the workshops ensure that young people face the future with more concrete handles on 21ct skills. Useful for your future, but also for now!

<u>The workshops</u>
In the overview below, you can find all workshops. Here you can see the theme, learning objective and time indication. The workshops can be molded with input from teachers.

During the workshops, we ask the attending teacher to take only an observing role. Before/after the workshop, students may be given a preparatory or final assignment. It would be nice if the mentor could remind the pupils of this during the next mentor lesson. Each workshop will indicate later whether it includes a preparatory or final assignment.

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[1] For all info check: https://www.zonmw.nl/nl/onderzoek-resultaten/jeugd/programmas/programma- detail/action-programme-social-service-time/

Community Project Johan de Witt Scholengroep, January 2024

Summary overview

Kick-Start DAY 1 & Kick-Start day	2x half-day (trainers & mentor)
Skill Upgrade phase – Your Talent	1x2 hours (trainers)
Skill Upgrade phase – Network	1x2 hours (trainers)
Skill Upgrade phase – Project Management	1x2 hours (trainers)
Planning phase - Meet the changemakers	1x2 hours (trainers & mentor)
Planning phase - Escape Game	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 1	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 2	1x2 hours (trainers & mentor)
Execution phase - Prep phase day 3	1x2 hours (trainers & mentor)
Execution phase - Action day	1x half-day (trainers & mentor)
Closure phase – Reflection 1x	1x2 hours (mentor)
Closure phase – Ceremony 1x	1x2 hours (trainers & mentor)

MYP community project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the community project specifically.

Objective A: Investigating
Students should be able to:
i. Define a goal to address a need within a community, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project
iii. Demonstrate research skills

Objective B: Planning
Students should be able to:
i. Develop a proposal for action to serve the need in the community
ii. Plan and record the development process of the project
iii. Demonstrate self-management skills

Objective C: Taking action
Students should be able to:
i. Demonstrate service as action as a result of the project
ii. Demonstrate thinking skills
iii. Demonstrate communication and social skills

Objective D: Reflecting
Students should be able to:
i. Evaluate the quality of the service as action against the proposal
ii. Reflect on how completing the project has extended their knowledge and understanding of service
learning
iii. Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

Visualizing the MYP community project objectives
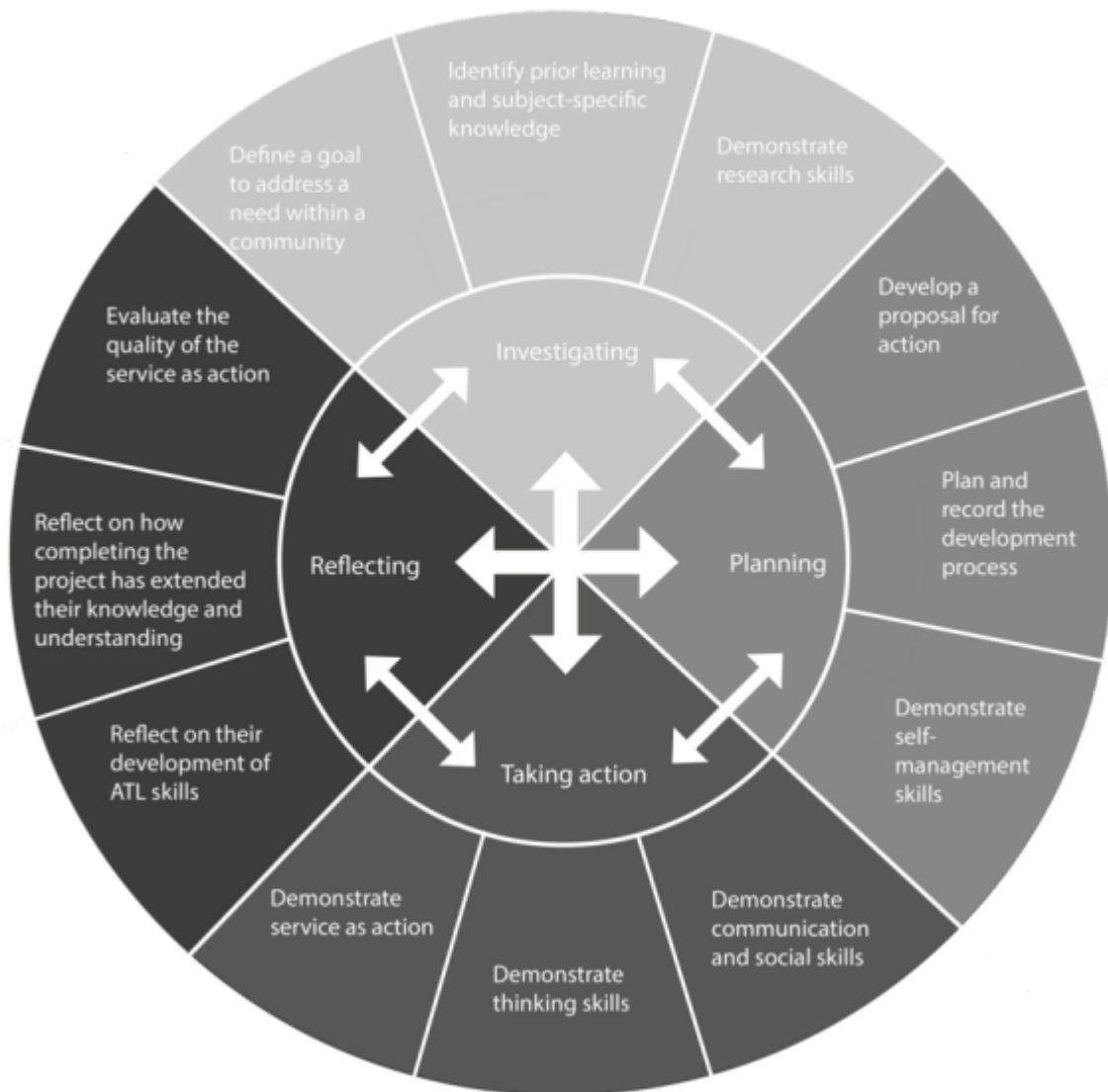
The Role of Staff

The role of the project coordinator(s)

The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of the projects in the school. The number of project coordinators appointed will depend on the size of the school and the number of students involved with the community project. In schools where the MYP coordinator assumes responsibility for the MYP projects, extra time allocation is often necessary for the role. As an alternative, schools may choose to assign the role to another staff member.

Project coordinators are responsible for organizing the systems that supervisors and students need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

The role of the supervisor(s) (mentor)

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise. Each student, or each group of students who have decided to work together, has a supervisor. The systems that schools set in place for supervision of projects will also vary according to the size of the school and the number of students participating in the MYP projects. To ensure sufficient supervision for students, schools may choose to involve all teaching and professional staff in supervising projects.

Schools use a variety of methods for allocating supervisors to students, including:
• students approaching a supervisor of their own choosing
• supervisors choosing from a list of projects proposed by students
• schools assigning supervisors to students randomly or based on specific scheduling demands.

The role of the library, media or resource centre

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

The role of specialist(s) in the community

Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, he or she does not assess the project. If schools use such a role, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment. Schools should refer to school policies and any legal requirements when using an external specialist, in the interest of student safety.