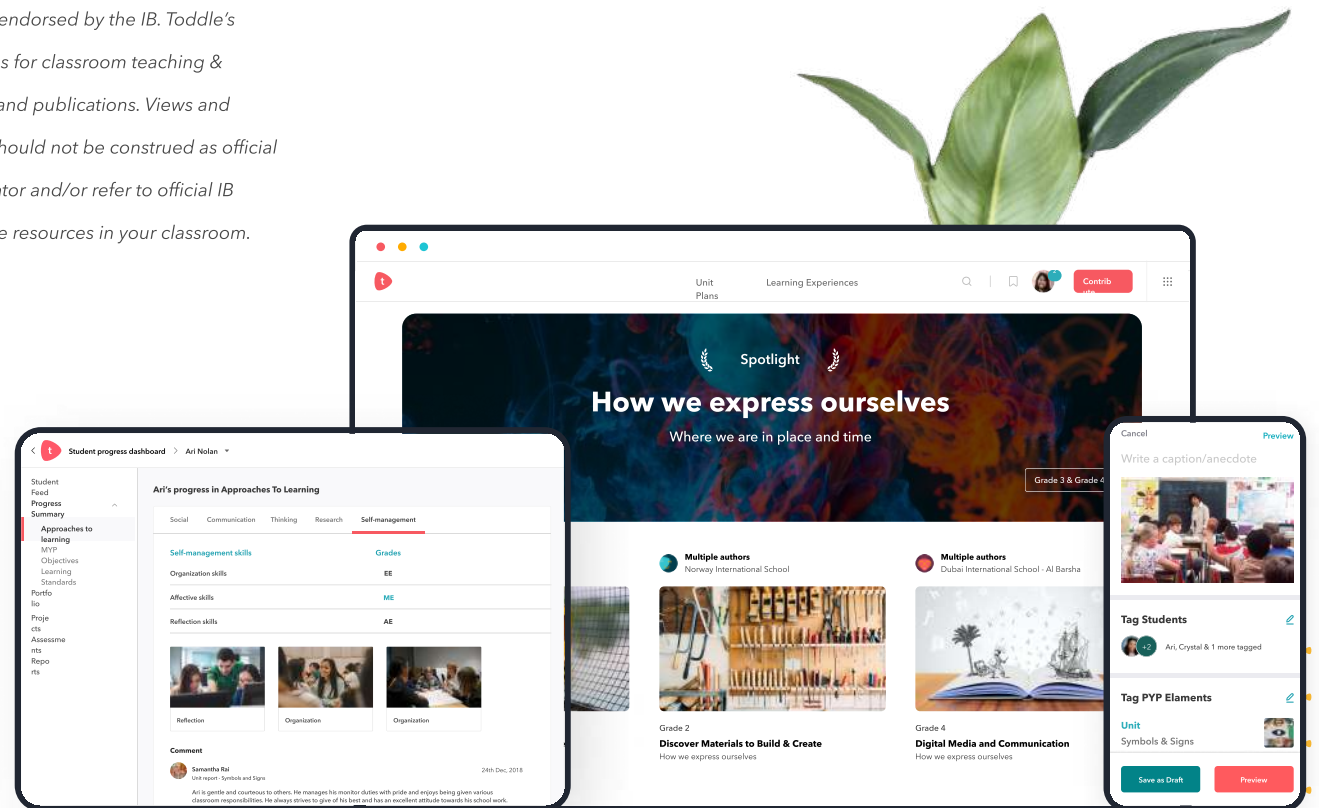# toddle

The Personal Project Supervisor Handbook

About Toddle

Toddle is an all-in-one teaching-learning platform for progressive schools. With Toddle, teachers can plan collaboratively, assess authentically, foster student agency, and engage families - all from one intuitive interface. Toddle is currently used by 1,000+ schools around the world!

Visit www.toddleapp.com to learn more about how you can use Toddle at your school!

In this guide

t

General guidelines

What is the personal project?

The personal project is completed by students in the last year of their IBMYP journey. It is a culminating experience that allows students to showcase what they have learnt across the five years of the MYP.

The Aims of the IB MYP personal project are:

Reflection

Inquiry

Recognize and evidence personal growth and development

Explore an interest that is personally meaningful; students 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
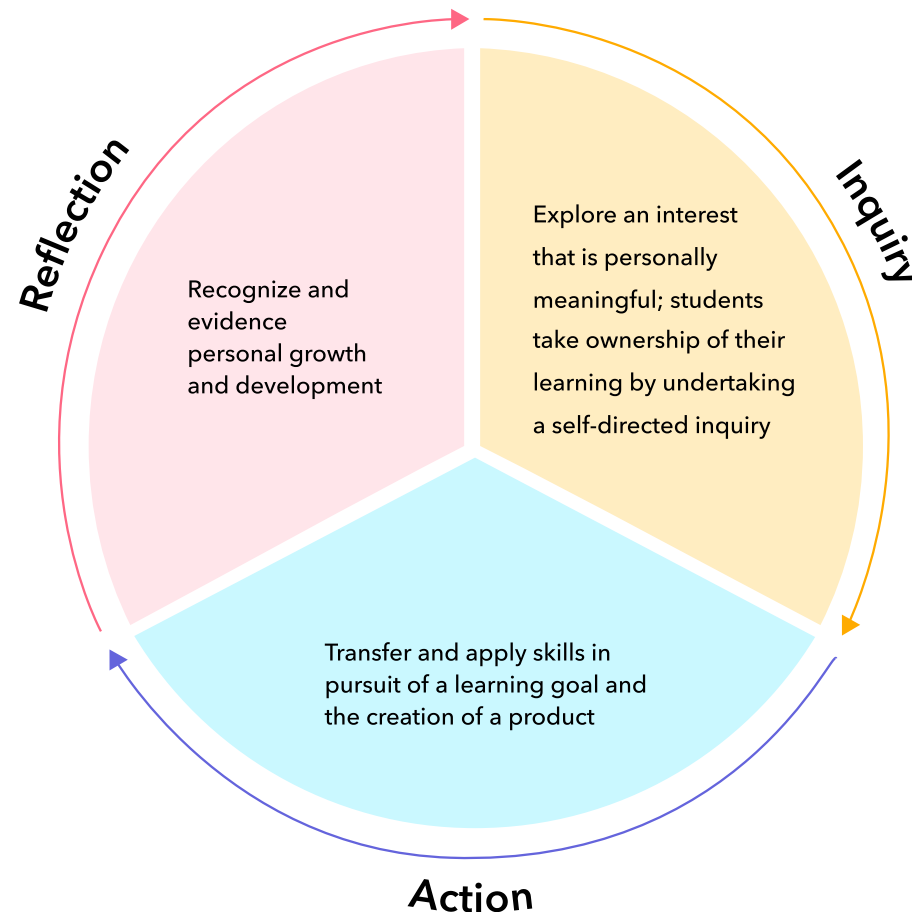
Action

The personal project consists of a process of **inquiry, action** and **reflection** and results in a **product** and a **report.**
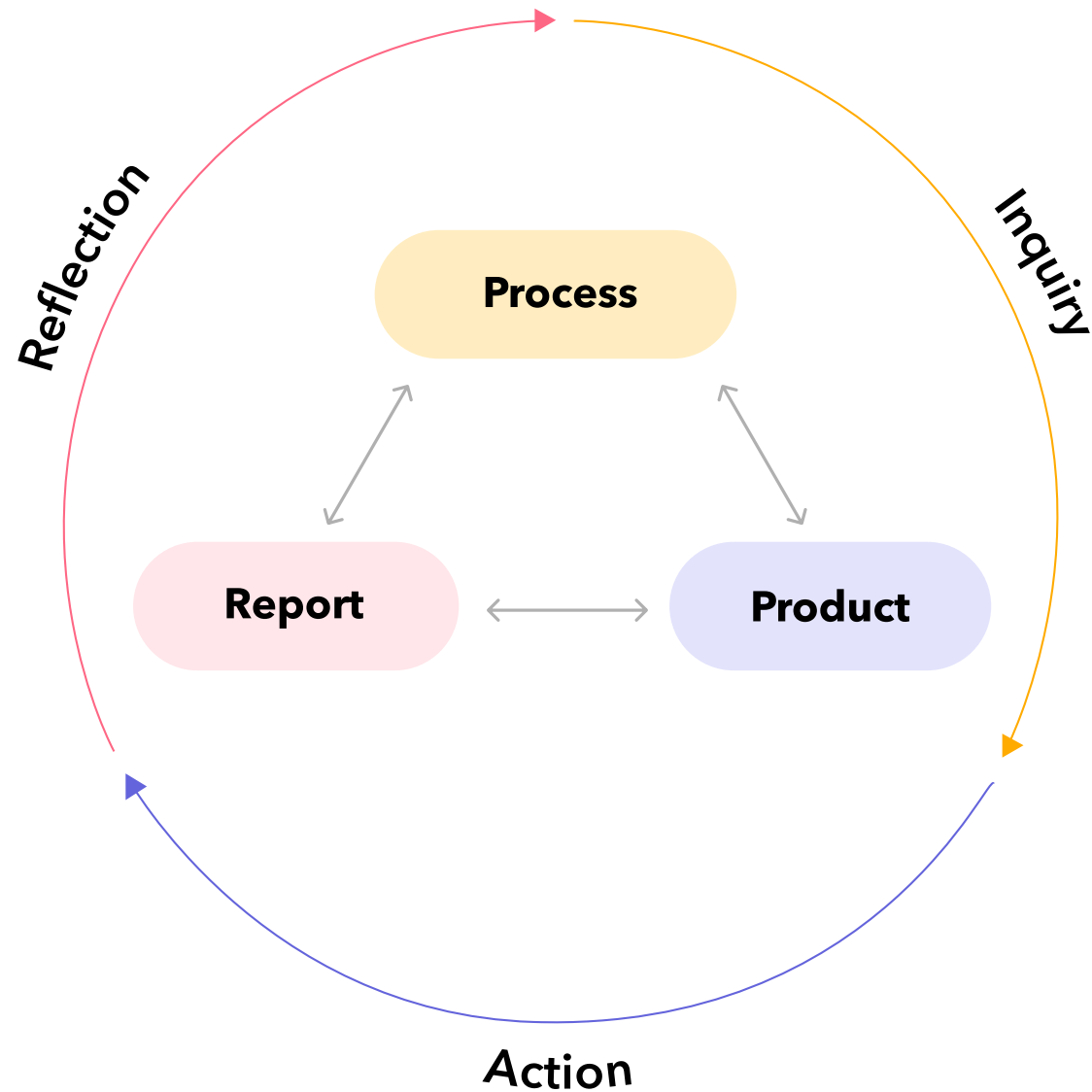
Your responsibilities as a supervisor include:

1 Guiding students through the process

2 Ensuring that students topics satisfy appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues

3 Giving students guidelines about the requirements of the project

4 Ensuring students meet the deadlines

5 Advising students on how to document the process in their process journal

6 Supporting students with personal analysis and reflection

7 Providing students with formative feedback on their work

8 Ensuring the authenticity of their work

9 Assessing their work

💡 Tip

Find out whether the personal project coordinator (or MYP coordinator) has established these expectations with students. If they have not, you should review these with students when you first meet.

Stages of the personal project: An overview

Planning

Students set a learning goal

Students set a product goal

Students determine success criteria for their product

$\longrightarrow$

Applying Skills

Students apply skills to achieve their learning goal

Students apply skills to achieve their product goal

$\longrightarrow$

Reflecting

Students reflect on the impact of the personal project

Students evaluate their product against the success criteria

$\longrightarrow$

Reporting

Students decide on a format for their report

Students collect and present evidences for different criteria strands
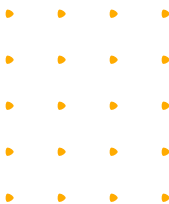
Part 1: Suggestion for timeline

Task	Due date	Done
Part 1		
Student session on introduction to the project and the **planning stage**		
Students set initial meeting with supervisor		
Students inform supervisors of how they will document the process		
Students decide on a learning goal		
Students decide on a product		
Students document personal interest		
Supervisor feedback		

Part 2: Timeline

Task	Due date	Done
Part 2		
Students set second meeting with supervisor		
Student session on **success criteria** and the **action plan**		
Students present a plan of action		
Students develop success criteria		
Supervisor feedback		
Students to start working on their products		
Students finalise their product and achieve learning goal		

Part 3: Timeline

Task	Due date	Done
Part 3		
Student session on **applying Skills**		
Students set third meeting with supervisor		
Students present evidence on learning and skills		
Student session on **reflecting**		
Students present reflection on the impact of their project		
Students evaluate their product		
Students create a bibliography		
Supervisor feedback		

Part 4: Timeline

Task	Due date	Done
Part 4		
Student session on writing the report		
Students write up their reports		
Students submit first draft		
Supervisor feedback		
Students submit final draft		
Assessment of student work		
Standardization of assessment		
Sample preparation for submission		

	September	October	November	December	January	February	March
Example school calendar for Year 5 students from northern hemisphere school							
Choose your learning goal and product	▬						
Create success criteria and an action plan	▬						
Create your product and achieve your goal		▬▬▬					
Keep a record of skills you used	▬▬▬▬						
Reflect on the impact of your product				▬			
Evaluate your product				▬			
Write up your report						▬▬▬	

Meeting your students

In order to be successful in this process, you must ensure that you meet your students regularly. Here are some suggestions to provide focus to meetings:

- Agree on how often the meetings will be and how they will be recorded (Toddle, any other platform etc.)

- Always provide feedback and encourage self evaluation using the assessment criteria

- Consider using the GROWTH model to guide your meetings:

Goals
What do you need to achieve?

Reality
What is happening now?

Options
What could you do?

Will
What will you do?

Tactics
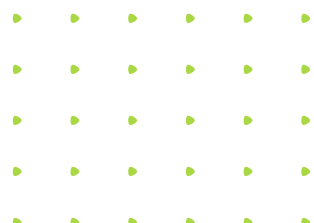How and when will you do it?

Habits
How will you sustain your success?

Helping your students work through the personal project

In order to reach the goal, you will help students address the three objectives for the personal project on which they will be assessed— planning, applying skills and reflecting—following the inquiry process.

planning

applying skills

reflecting

Supporting students
as they **plan**

Setting learning and product goals

What is a learning goal?

What students want to learn through completing their project

What is a product?

What students will create as they achieve their learning goal

Helping your students work through the personal project

Goal of the personal project

Students choose a goal based on their interest, it is their chance to follow their passion and choose their dream project.It has two interrelated parts: the learning goal and the product. Helping them set a smart goal will impact the success of the whole project.

Action plan

Students create an action plan to create their product taking into account their resources and time. This involves setting success criteria for the project which will require research.

This iterative process requires the application of ATL skills and your guidance here is strongly recommended.

Establishing personal interest

Getting students to channel personal interest:

Do preliminary research

Think about what they love doing

Think about why what they're doing is important

Thinking about what they already know and what they would like to learn

Questions you should encourage students to ask themselves as they decide on their learning goal:

1   What do I love doing?

2   What would I love spending my time on?

3   What would I like to learn more about?

4   What is something I have always wanted to do?

5   Is my goal SMART?

6   Does my goal satisfy appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues?

The don'ts of learning goals for students:

❌ Don't do something just because someone else has done it before

❌ Don't do something just because your friend is also doing it

❌ Don't take the easy way out – challenge yourself
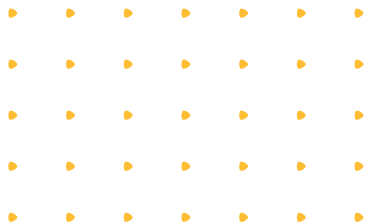
Questions you should encourage students to ask themselves as they decide on their product:

1. What would best showcase my learning?

2. Is my product SMART?

3. What limitations will I have and how can I overcome them?

4. Does my product satisfy appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues?
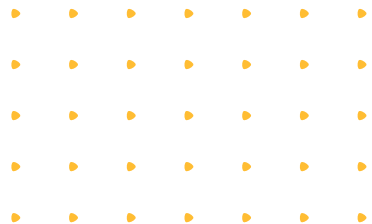
Writing success criteria

Success criteria are like a builder's manual. These set of specifications should allow others to recreate students' products and tackle all aspects of the product. When creating products, students always have to have a reason for why they are choosing one thing over another.

Students will use these criteria when assessing whether or not their product was successful, so they need to be specific and detailed. There are several ways to do this. Students need to ensure they have thought through all aspects of their work.
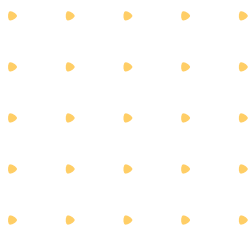
Time-management

💡 Tips for helping students plan their time:

🎯 Help students set mini goals

📝 When planning, ensure students give time for errors and breaks

🔄 Help students prioritise

📅 Encourage students to set time limits for tasks

📄 Encourage students to write everything down

📕 Encourage students to keep you informed throughout the process

Tips for writing Criterion A - Addressing command terms

The command terms indicate what is expected of students in order to reach the highest level of achievement.

State a learning goal for the project	Give a specific name, value or other brief answer without explanation or calculation.	**What is your learning goal?**
Explain how a personal interest led to that goal	Give a detailed account including reasons or causes.	**Be specific about personal interest and talk about why that drove you to decide on what your learning goal is**
State an intended product	Give a specific name, value or other brief answer without explanation or calculation.	**What is your product?**
Develop appropriate success criteria for the product	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.	**Talk about all the aspects of your product and show the thinking behind each decision**
Present a clear, detailed plan	Offer for display, observation, examination or consideration.	**Talk about your dates, deadlines, plans and to-do lists - what are the steps involved**

Definitions - Criterion A

|	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Supporting students as they **apply skills**

ATL Skills and evidence

Throughout the process, students will be utilising different Approaches to learning (ATL) skills to help them achieve their learning goal. When choosing which skills students would like to discuss, keep in mind the depth of examples and evidence. The following are the five ATL categories:
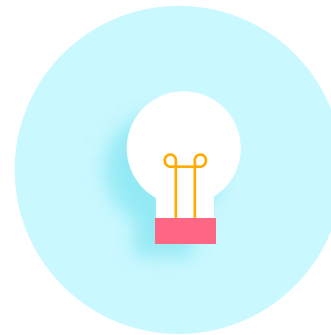
Communication skills
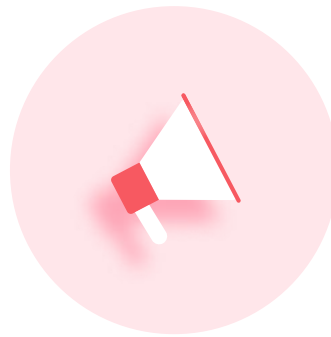
Social skills

Self-management skills

Research skills

Thinking skills

Helping students stay on track

A way to help students keep track of these skills is through documenting their thinking in a process journal. Students need to think about the most important skills they need to achieve their goal. Students need to think about how they will use them and in what context? Which specific strands have students used and needed throughout their journey?

Having a colour-coded header can help support students record their skills along the way.
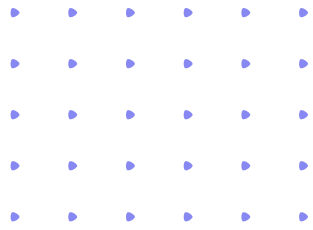
Reflecting on ATL skills

When reflecting on the ATL skills students have used throughout the project, it is important that they consider their strengths and limitations. Discussing which specific skills they had at the start of the project and which skills they needed to work on is paramount. It is also crucial that they discuss which skills they got better at and how.
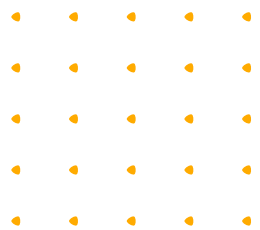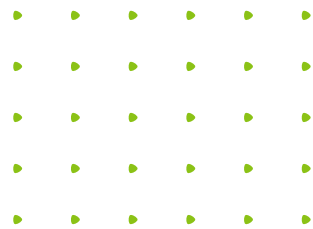
Guidelines for collecting evidence of the MYP personal project

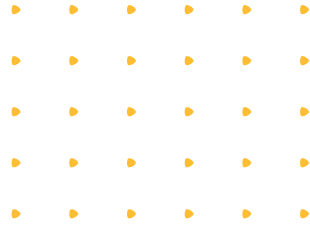| Evidence of the process is:	Evidence of the process is not:
• Gathered throughout the project to document its development • An evolving record of intents, processes, accomplishments • A collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • A record of interactions with sources, for example, teachers, supervisors, external contributors • A record of selected, annotated and/or edited research and to maintain a bibliography • A collection of useful information, for example, quotations, pictures, ideas, photographs • A means of exploring ideas and solutions • A place for evaluating work completed • Reflection on learning • Devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• Collected 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 (unless this is useful for the student) • A single, static document with only one format (unless this is useful for the student).

Evidencing ATL skills

Once students have recorded the skills they have used throughout the project, they need to provide evidence on how they have used these skills. Ideas for evidence include:

Objective A: **Planning**	Objective B: **Applying skills**	Objective C: **Reflecting**
• A list and/or diagram of interests and related learning goals • A list of possible strategies to achieve personal and academic goals • A diagram showing the connections between the learning goal and the product • A series of steps leading to the completion of the product	• A series of inquiry questions (research skills) • Sample correspondence with the project supervisor (communication skills) • Screenshot of daily reminders or alerts to complete personal project tasks (self- management) • Reflection about resolving a conflict (social skills) • Summary of prior learning that is relevant to the project (thinking skills).	• Evaluation of the product against the success criteria • Images showing key features of the product • Analysis of the causes for success and/or failure • Summary of new knowledge or insights related to the learning goal

Tips to keep evidence of the process

Encourage students to keep digital or physical evidence of the process:

This will help them produce pieces of evidence that
correspond to each strand of the three objectives such as:

1   A collection of initial thoughts and developments, brainstorming,
     possible lines of inquiry and further questions raised

2   A record of interactions with sources, including teachers, supervisors, external contributors

3   A record of selected, annotated and/or edited research and to maintain a bibliography

4   A collection of useful information, like quotations, pictures, ideas, photographs

5   A record of reflections and formative feedback received

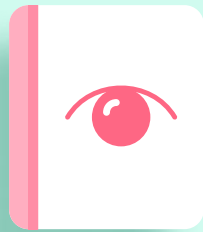# Tips for writing Criterion B - Addressing command terms

The command terms indicate what is expected of students in order to reach the highest level of achievement.

Explain how the ATL skill(s) was/were applied to help achieve their learning goal

Give a detailed account including reasons or causes.

What skills did you already have?

What skills did you gain?

What skills do you still need to work on?

Show your evidence

Explain how the ATL skill(s) was/were applied to help achieve their product

Give a detailed account including reasons or causes.

What skills did you already have?

What skills did you gain?

What skills do you still need to work on?

Show your evidence

Definitions - Criterion B

|	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Supporting students
as they **reflect**

Evaluating products

When evaluating products students need to go back to the success criteria. In Criterion A they indicated what specifications would make their products a success. Now, they need to discuss each specification and reflect on what worked, what didn't and why. They also need to consider what they would do differently in the future. If they had a chance to do their project over, what would they change and why.

Students need to consider the strengths and limitations of their product, being specific about which parts prove these strengths/limitations. Make sure students evaluate all of the success criteria.
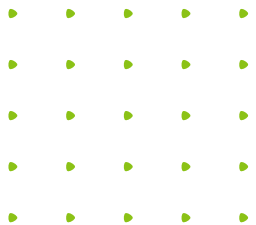
Considering the impact of the project

Now that students have completed their projects, they need to consider what impact the project has had on them and their learning.

Questions you should encourage students to ask themselves:

1   Where were you when you started the project? How is that different from where you are now?

2   What new learning have you gained? What are you better at?

3   What attributes have you acquired as a result of going through the process?
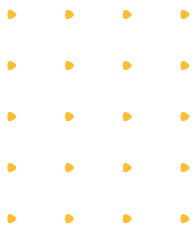
Possible impacts of the project
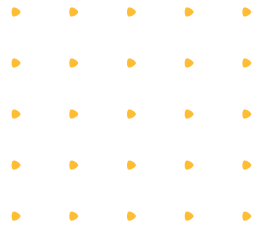
Notes about impact of the project:

- Could refer to any aspect of having done the project: inquiry, action and/or reflection

- Could include progress made towards the learning goal

- Could include ways in which the student has grown as a learner
  such as improvement in the ATL skills or learner profile attributes

- Could include ways in which the student has grown or changed as a result of the project.

| Impacts of the learning goal	Impact of the product

Tips for writing Criterion C - Addressing command terms

The command terms indicate what is expected of students in order to reach the highest level of achievement.

Explain the impact of the project on themselves or their learning

Give a detailed account including reasons or causes.

What did you know when you started the project?

What do you know now?

Evaluate the product based on the success criteria

Make an appraisal by weighing up the strengths and limitations.

What went well? Why?

What didn't go well? Why?

Definitions - Criterion C

Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
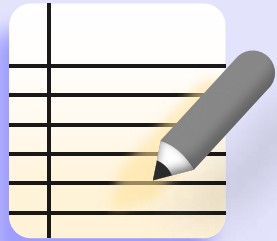
Supporting students as they prepare the **report**
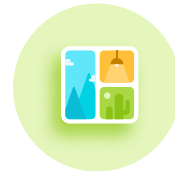
Tips for the report

A **report** is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible.

The report must include evidence for all the strands of all criteria.

The report should be presented in identifiable sections following the MYP personal project objectives strands—planning, applying skills, and reflecting

The format of the report for the personal project can vary depending on the resources available and the interests of the students: written, multimedia, podcast or a combination
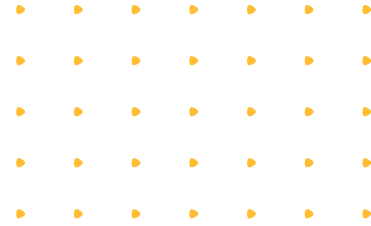
Report: word count requirements

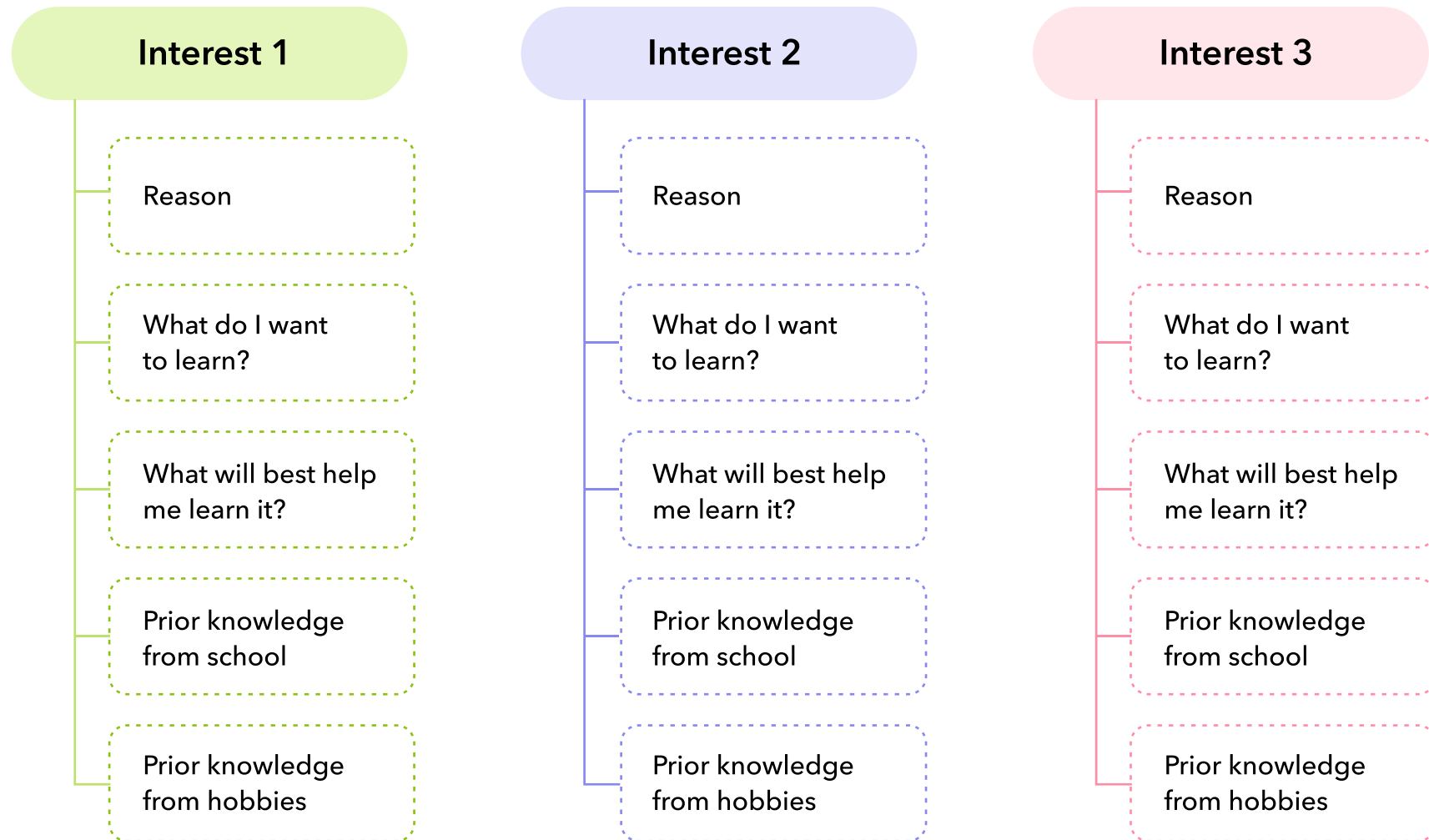| Document File types: .doc, .docx, .pdf (non- editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and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

Report: layout specifications
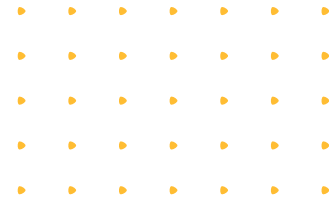
1 Written work needs to have:

   a. 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 needs to be uploaded separately and is not included in the page limit

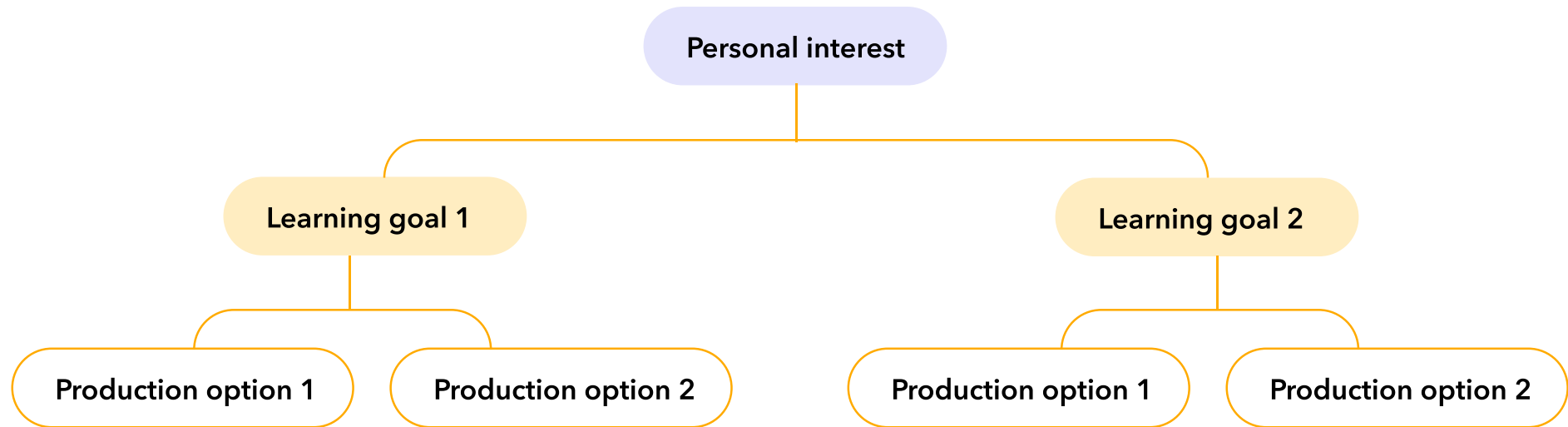6 A title page is not required; if included, it will count towards the page limit

Student
support material

Establishing personal interest (Ai)

Interest 1

- Reason
- What do I want to learn?
- What will best help me learn it?
- Prior knowledge from school
- Prior knowledge from hobbies

Interest 2

- Reason
- What do I want to learn?
- What will best help me learn it?
- Prior knowledge from school
- Prior knowledge from hobbies

Interest 3

- Reason
- What do I want to learn?
- What will best help me learn it?
- Prior knowledge from school
- Prior knowledge from hobbies

Linking personal interest to goals (Aii)

Creating SMART goals (Aii)

Aspect		Description of my goal	Yes	No
S	**Specific:** Answer the following questions: 1. What do I want to do? 2. Why do I want to do it? 3. Who is involved? 4. Where am I going to achieve my goal? 5. What resources do I need?			
M	**Measurable:** How will I know if my goal has been achieved?			
A	**Achievable:** 1. How will I achieve my goal? 2. What limitations may I face? 3. Why is my goal realistic?			
R	**Relevant:** Why is my goal important? What need is driving my goal?			
T	**Time-based:** Can I achieve my goal within the timeframe? How?			

Option 1: Template for success criteria

Specification	Considerations
Function	Describe what your product will do. Be sure to consider: • What environment/conditions it will be used in
User requirements	Who will use my product? What features are important to them?
Form	Describe how the form of the product will support its function. Be sure to consider: • Size • Materials • Cost
Safety	What features will ensure my product is safe?
Aesthetics	What does my product look like?

Option 2: Template for success criteria

| Specification	Considerations
Function	What will it be used for?
Audience	Who is my target audience? What features of the product will make it useful to them?
Aesthetics, materials and size	What design, colours and materials will make this product effective?
Cost	What is a reasonable cost for my product? What choices can I make to stay within that budget?
Environment	How can I minimize the impact of my product on the environment?
Safety	What are the risks associated with developing and using product? How can I minimize the risks?

Template for setting mini-goals (Aiii)

Big goal 1:			
Mini goals (What do I need to do to complete my big goal?)			
Mini goal 1:		My deadline:	
Mini goal 2:		My deadline:	
Mini goal 3:		My deadline:	
Big goal 2:			
Mini goals (What do I need to do to complete my big goal?)			
Mini goal 1:		My deadline:	
Mini goal 2:		My deadline:	
Mini goal 3:		My deadline:	

Action plan template (Aiii)

What do I want to do?	How will I do it?	Who will do it?	What do I need?	When will it be done?	Any changes?
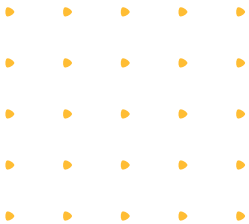
To do list template (Aiii)

Item		Related Criteria (circle one)	Done
1.		A,B,C	
2.		A,B,C	
3.		A,B,C	
4.		A,B,C	
5.		A,B,C	
6.		A,B,C	

Calendar template (Aiii)

📅 **Month:**						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Meeting minutes template (Aiii)

Name:	
Date:	
Supervisor:	
Meeting number:	
Aspect(s) discussed:	

Next steps

Action item	Person responsible	Timeline

Next Meeting

Date:		
Time:		

Applying ATL skills (Bi + Bii)

	Skill category: (highlight)				
	Communication	Social	Self-management	Research	Thinking
Specific skill and how it was used (consider adding a snapshot for each)					

Discussing ATL skills (Bi + Bii)

Skill category	Specific skill	My skill level before the project	How I used this skill throughout the project	My skill level after the project
Communication				
Social				
Self-management				
Research				
Thinking				

Explaining the impact of the project (Ci)
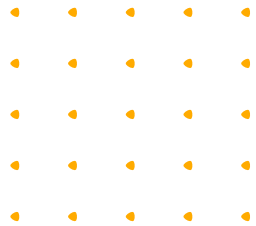
Consider
how you have
changed

Consider
what you have
learnt

Consider the
different
perspectives

Consider how
you've made
the world a
better place

Consider how
you will use what
you have learnt
in the future
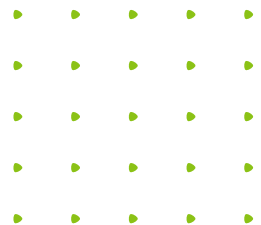
Measuring the success of projects (Cii)
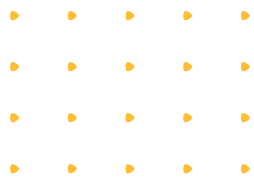
Success Criteria	Was it achieved and how?	What would I have done differently?	Evidence and detailed examples

Appendices

Creating a bibliography (MLA)

What I need for printed material:

1. The author's name

2. The title

3. Where and when it was published

4. Who published it

5. The number of the edition/volume *(if available)*

6. The page number

What I need for a website:

1. The author's name

2. The title

3. The company or organisation

4. The URL

5. When you last accessed the page

Tips for creating a bibliography
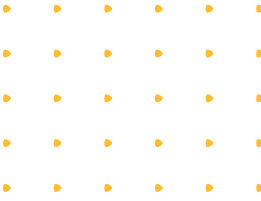
1   Generate formatted bibliographies, citations, and works cited automatically

https://www.mybib.com/

2   Evaluating websites with the 5 W's

https://www.youtube.com/watch?v=OPI7FVon29k&feature=youtu.be

Examples of bibliography entries in MLA format

Book

Format: Last Name, First Name. Title of Book. Editions (if any) Publisher, Publication Year, page(s) cited.

Example: Rowling, J. K. Harry Potter and the Chamber of Secrets. 1st ed., Scholastic (US), 2021, pp. 10-15

Magazine

Smith, Jane. "The Personal Project". The Myper, 2021, p. 7, Accessed 22 Feb 2021.

Website

Smith, John. "MYP | Toddle". Toddleapp.Com, 2021, https://www.toddleapp.com/myp/. Accessed 5 Feb 2021.

Tips for evaluating sources

CRAAP Test : Tips on Evaluating Sources

Currency | the timeliness of the information

How recent is the information?

Can you locate a date when the page(s) were written/created/updated?

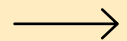Based on your topic, is the information current enough?

Reliability | importance of the information

What kind of information is included in the Web site?

Is the content primarily fact, or opinion? Is the information balanced, or biased?

Does the author provide references for quotations and data?

If there are links, do they work?

Authority | the source of the information

Can you determine who the author/creator is? is there a way to contact them?

What are their credentials (education, affiliation, experience, etc.)?

Who is the publisher or sponsor of the site? Are they reputable?

Accuracy | the reliability, truthfulness, and correctness of the information

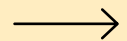Is it accurate? Is it supported by evidence?

Is the information balanced or biased?

Was it peer-reviewed?

Can you verify the information from another reliable source?

Are there spelling, grammar, or typographical errors?

Can you determine who the author/creator is? is there a way to contact them?

→

Purpose | the reason the information exists

What's the intent of the website (to persuade, to sell you something, etc.)?

What is the domain (.edu, .org, .com, etc.)?

Are there ads on the Web site?

How do they relate to the topic being covered (e.g., an ad for ammunition next to an article about firearms legislation)?

Is the author presenting fact, or opinion? Who might benefit from a reader believing this Web site?

Based on the writing style, who is the intended audience?

The 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 con dently 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 di erent 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.

toddle

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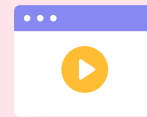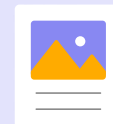
Let's have a chat

Collaborative Planning

Assessments and Reports

Remote Learning

Evidence Collection

Portfolios and Projects

Family Communication