MYP Community Project

International School of Nanshan Shenzhen

SUPERVISOR HANDBOOK

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This booklet was created using a variety of information from the following sources who generously gave us permission to use their ideas:

The IB Project guide
Bali International School
Renaissance College
Discovery College

Updated July 2019

Roles

Role of the Supervisor

- Advise the student as to whether they are undertaking an achievable project
- Help the student to create a schedule for completing the project
- Discuss the Global Context and topic to ensure they complement each other
- Meet to discuss and review progress regarding the project's criteria and specifications
- Advise should any part of the project start to present difficulties
- Monitor and record the student's progress, ensuring they stay on task
- Inform the MYP Service Learning Coordinator and the MYP Coordinator should the student's ability to complete the project become doubtful
- Assist the students in generating an appropriate proposal for action
- Prompt students to reflect on the progress of their project and things they can do to make it better

Role of the Service Coordinator

- Inform students, staff, and parents about school policies, procedures, and expectations regarding the project
- Generate documentation regarding project guides, timelines, templates, and digital tools (e.g. OneNote)
- Coordinate supervisor assignments, workshops, exhibitions, assessment
- Support students, staff, and parents
- Collaborate with MYP Coordinator, classroom teachers, and supervisors regarding the successful completion of the project
- Evaluate and approve student topic and goal proposals

Expectations and Responsibilities

The Supervisor is expected

- To know the assessment criteria and have the rubric available when meeting the student
- To know what is in the student guide and to have a copy when meeting the student
- To have read the IB Projects guide and understand how it fits within the MYP
- To have a good understanding of the Global Contexts (GC) and how they relate to the Project
- To give written and verbal feedback/suggestions to the student
- To report to the Service Learning & MYP coordinators about any concerns regarding the students' progress, work, attitude.
- To keep personal records of the students' progress, discussions etc.
- To have a good understanding of the goal/GC of the students they are supervising.
- To provide guidance and comments on at least one draft of the final Project presentation
- To be familiar with the Project timeline set by the Service Learning coordinator
- To support students in preparing for their presentations, and exhibition
- To moderate and assess other students' work (up to 2 other students on top of your own student)
- To be familiar with Project resources available on ManageBac
- To ensure the chosen project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues (IB Projects Guide, 2014)
- To provide guidance to students in the planning, research, and completion of the Project (IB Projects Guide, 2014)
- To confirm the authenticity of the work submitted (IB Projects Guide, 2014)
- To assess the personal according to the criteria (IB Project Guides, 2014)
- To take part in the internal standardisation of assessment process established by the school (IB Projects Guide, 2014)

The Supervisor is **not** expected

- To chase after the students for meetings, work, etc. (see Pathways below)
- To deal with parents if they do not want to - refer to MYP Service Learning Coordinator
- To be at the beck and call of the students - refer to MYP Service Learning Coordinator if any problems/issues
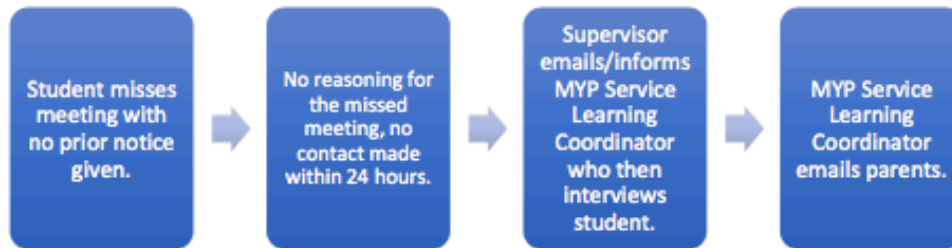
The student is expected

- To contact their supervisor to arrange the meeting times
- To turn up for meetings
- To work independently
- To ask for help when it is required
- To let their supervisor know when they have problems of any kind that may interfere with their completion of the project to a satisfactory level.
- To write in their journals - how they feel, what they have done, what they plan to do next, information sources, photographs of the journey
- To create a detailed proposal for action and carry it through to the best of their abilities
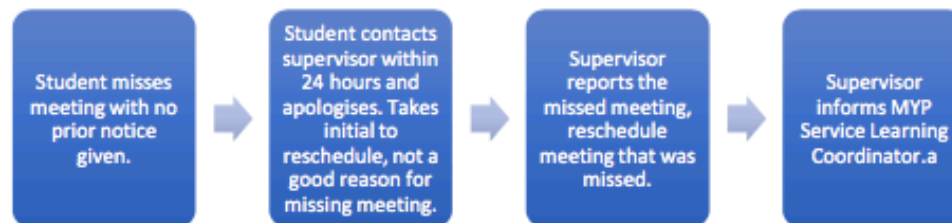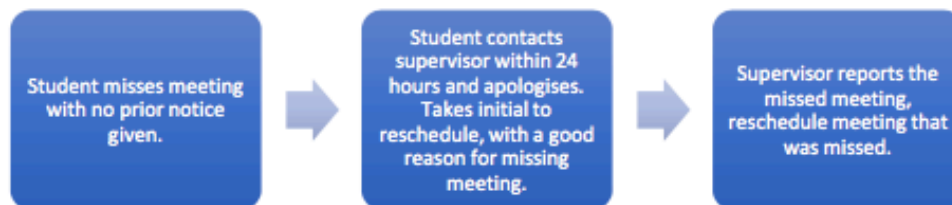- To write a bibliography in MLA format should students do research

Pathways

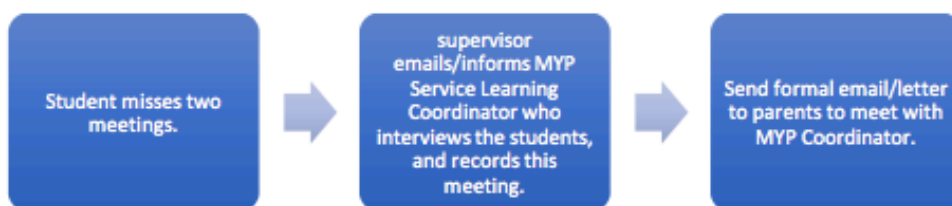## Situation #1: Student misses one meeting, no sign of communication from student.

Student misses meeting with no prior notice given. → No reasoning for the missed meeting, no contact made within 24 hours. → Supervisor emails/informs MYP Service Learning Coordinator who then interviews student. → MYP Service Learning Coordinator emails parents.

Situation #2: Student misses one meeting, informs supervisor, however reason is questionable.

Student misses meeting with no prior notice given. → Student contacts supervisor within 24 hours and apologises. Takes initial to reschedule, not a good reason for missing meeting. → Supervisor reports the missed meeting, reschedule meeting that was missed. → Supervisor informs MYP Service Learning Coordinator.a

Situation #3: Student misses one meeting with a valid reason.

Student misses meeting with no prior notice given. → Student contacts supervisor within 24 hours and apologises. Takes initial to reschedule, with a good reason for missing meeting. → Supervisor reports the missed meeting, reschedule meeting that was missed.

Situation #4: Student misses two meetings.

Student misses two meetings. → supervisor emails/informs MYP Service Learning Coordinator who interviews the students, and records this meeting. → Send formal email/letter to parents to meet with MYP Coordinator.

Situation #5: Lack of progress/not meeting deadlines.

Lack of progress/does not meet deadlines → Supervisor emails/informs MYP Service Learning Coordinator → MYP Service Learning Coordinator meets with student → Send formal email/letter to parents to meet with MYP Coordinator. → Student attends homework club, detention, etc. until they are caught up/on track.
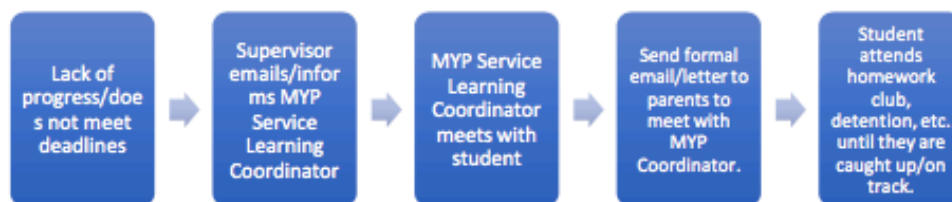
Meeting Outlines/Timeline

Meeting #	Agenda
1 Start of October	1. Invite student(s) to explain project (students should explain why they picked their topic) 2. Review students' topic, community & need, type of service, global context (can be found on students' Worksheets in ManageBac) 3. Students will show you that they have uploaded the following documents to their Process Journal: SWOT chart, SOAR chart, Extension Scaffolding, Global Context brainstorm (if they do not have one or more of these documents, please e-mail kathryn.crossman@isnsz.com) 4. Look at the goal and ask the following questions. Give feedback where appropriate. • Is it clear, concise, challenging, and achievable? • Is the global context appropriate? • Can you see the community, need, type of service implicitly or explicitly within the goal? **Student**: Log meeting notes in process journal **Supervisor**: Write a brief comment on Word Doc or Pages doc. I will show you what to do with this during our training. https://isnsmypcp.weebly.com/
2 November	1. Ask for an update on their project - what have they been doing/how are they doing? 2. Ensure you have double checked and ok'd their goal 3. Double check that students have uploaded these items to their Process Journal: Prior Learning Reflection, Subject-Specific Knowledge Reflection, Knowledge and Skills Research Questions 4. Spend time reviewing students' Knowledge and Skills Research Questions. Give feedback as you see fit. We are looking for detail in students' answers and questions as well as evidence of critical/deep thinking. 5. Review the group's Compass Points Reflection, discuss and question their responses (this is also in their Process Journals). **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/
3 December	1. Ask for an update on their project - what have they been doing/how are they doing? 2. During our MYP Hour sessions, we have talked about creating 4 criteria (see visual attached in this e-mail "6-design-specifications"). The specifications/criteria are essentially topics/ideas that they want to evaluate to measure the success of their project (Think Criterion for us in MYP). Students were then shown how to take those criteria and turn them into a rubric. (It's essentially a TSC) All students were to post this in their process journal. **Please give suggestions/feedback on the criteria they've chosen, as well as the descriptors that students have created. Please help them if help is needed to distinguish the 3 levels. Chances are they will need significant tweaking/changes to distinguish the 3 levels.** 3. Groups have also created a Proposal for Action. Be sure you double check and give feedback on groups' proposals to ensure it has these six elements: • The community they are serving • The need they are serving within the community • How they plan to engage in service as action, and what type of service you will engage in • The global context • How they know they will have successfully implemented their service as action (success criteria) • The time and resources they have organized in order to put their goal into action 4. Check that students' process journals are up to date (documenting the process) **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/
4 January	1. Ask for an update on their project - what have they been doing/how are they doing? 2. Scrum Board/Action Plan: During our MYP Hour sessions, we have talked about creating an action plan in the form of a Scrum Board (using a site called Trello). Using this format allows students to organize the items on their "To Do" list and move tasks as they are in progress, need verification, or are completed. 3. **Please give suggestions/feedback on their Scrum Board: Are the tasks detailed? Are they missing any steps you see as necessary or helpful? Are they sorted/organized in a way that makes sense?** 4. Check that students' process journals are up to date (documenting the process) **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac.

	https://isnsmypcp.weebly.com/
5 January	1. Check Scrum Board - Is it up to date? (Are tasks being accomplished/moved?) Get an update on how things are going and talk about what's left to do for students to achieve their goal. Feel free to give suggestions on ways they could improve their time management, or ways that would enhance the implementation of their project. 2. Have a **SERVE Conversation** with your group. You can ask the following questions to your students (they have answers prepared), update your overall feelings in your meeting notes at the end of the meeting. **SERVE CONVERSATION:** Strategic: How have you strategically planned for successfully placing your community project goal into action? What next steps will you take? Empathy: How have your empathy skills been strengthened so far? How can your CP goal enable you to strengthen your empathy skills? As you take action how can your community project empower others to strengthen their empathy skills? Realistic**:** How can your goal become a reality? What can the community you are serving expect to experience as a result of your service? Viable: What community-specific factors have you considered? How have you thought deeply and strategically about these in order to ensure your service as action is thoughtful and appropriate? Excellent: How are you taking risks and striving to be an excellent learner? What Learner Profile attributes have you developed? Provide an example. ***Please note that students are now required to use some of their own time to work on this project.** I've recommended they use one lunch hour during Week 1 so that they're consistently working on it. Otherwise, their presentation at the end will more or less describe something that didn't work and they'll have to provide justification as to why that is. This is fine, but not ideal! **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/
6/7/8 Feb/March/April	1. Check Scrum Board - Is it up to date? (Are tasks being accomplished/moved?) Get an update on how things are going and talk about what's left to do for students to achieve their goal. Feel free to give suggestions on ways they could improve their time management, or ways that would enhance the implementation of their project. *Please note that students are now required to use some of their own time to work on this project. I've recommended they use one lunch hour during Week 1 so that they're consistently working on it. Otherwise, their presentation at the end will more or less describe something that didn't work and they'll have to provide justification as to why that is. This is fine, but not ideal! **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/
9 April	1. Ask students to share their big take aways on the ATL Skills Development Reflection/interview they did with their peers. 2. Ensure Process Journal is up to date **Student**: Log meeting notes in process journal **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/
10 May	1. Presentation Rehearsal! Have your group/student practice their presentation in front of you. Some requirements you should be considering: ● TIME: For an individual presentation, the time allocated is 6-10 minutes, for a group presentation, the time allocated is 10-14 minutes. ● CONTENT: Groups/students must have content that connects with each of the four objectives and aligns well with the objective strands. ● FORMAT: It will be a TED-Style talk with students completing the oral presentation with visuals in the background. ● PROCESS JOURNAL EXTRACTS: If you have completed your CP in a pair/group, you're allowed a maximum of 15 process journal extracts, and if you have completed your CP individually, you're allowed a maximum of 10 process journal extracts. Students should be selecting extracts that will allow them to best meet the objectives.

	Student: Make any last minute changes to visual aids, oral speech. **Supervisor**: Upload comment/meeting notes to "Academic Honesty" section of **each student's** ManageBac. https://isnsmypcp.weebly.com/

The Process Journal

What is the Process Journal?

According to the esteemed MYP expert, Adrian Gan, the process journal is "in many ways the most crucial element of the project." The process journal may be a sketchbook, traditional notebook/diary, a website, ManageBac, or video recorded. A process journal could also be the coalescence of any number of the aforementioned media.

How can I help?

Supervisors can help students with the process journal by sharing their own planning, research, and reflecting resources in terms of organization charts, personal "to-do lists", brainstorming, note-taking, and general organizational techniques they use or have used.

Supervisors should also check on progress made and comment upon this progress at each meeting with students. **This is no suggestion, this is in fact required for the student to score well on their process journal and immensely helps in preparing for their presentation, as well as carrying out their proposal for action**. Students are also encouraged to print and paste email correspondence with supervisors, mentors, and parents as evidence of collaboration.

What makes a good process journal?

- All entries should be dated and titled

- Include appropriate headings, subheadings

- Supervisor feedback and response to feedback

- Entries that demonstrate an extension of learning and understanding

- Evaluation of research and sources

- Application and development of ATL skills (e.g., organization, collaboration, communication, information literacy…)

- Personal reflection on engagement, learning, their journey to understanding

What should I look for?

- mind maps
- bullet lists
- charts
- short paragraphs
- notes
- timelines
- Pictures

How should student entries be organized?

Entries should follow the template that students were given. Should students consistently miss entries, or not provide enough information after several reminders please contact the Service Coordinator.

How is it assessed?

The journal is throughout all four criteria (see "Assessment" for details). Supervisors will need to consider how well students have demonstrated use of ATL skills. The following questions might be considered:

- *Is there evidence of personal goal setting and planning, such as plan of action? Gantt charts etc*

- *Does the student have relevant materials during meetings with the supervisor?*

- *Does the student follow meeting arrangements with the supervisor? Does the student initiate meeting arrangements?*

- *Does the student use the meeting time productively to ask questions and seek information*

- *Is there dialogue between the student and supervisor?*

- *Does the student record sources consulted?*

- *Does the student include extracts of relevant information?*

- *Does the student show evidence of brainstorming and use organisational tools such as flow charts, diagrams or lists?*

- *Does the student anticipate and identify problems as they emerge?*

- *Does the student create solutions?*

- *Does the student include reflections at various stages of the process?*

- *Does the student include feedback from the meetings with the supervisor?*

Supervisor Records

Supervisors are strongly encouraged to comment on students' progress on ManageBac.

The supervisors will be marking their own student's projects, so it is important that you have records of what was suggested, actions by the students and problems that were encountered along the way.

Resources

ManageBac will be used for supervisor assignment, communication, and collaboration throughout the duration of the project. However, the ISNS Community Project website (isnsmypcp.weebly.com) will be the central location where important information for both supervisors and students will be held. Other information regarding MYP Service can be found on the MYP Service Hub (isnsmypservice.weebly.com)

Resources

The ISNS Community Project website will hold all resources. Supervisors should use this location first they are searching for documents such as guides, rubrics, templates, and general information.

ManageBac

ManageBac is where supervisors will be access information about their groups. Supervisors will have access to all groups' research notes, process journals, and more.

Each supervisor is expected to know how to use ManageBac for project supervision, please see the Service Coordinator if you have any questions.

Assessment and Assessment Criteria

Supervisors will be expected to mark their own student's presentation and process journal. Training will be provided in March and April for report assessment, marking, and commenting.

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- define a goal to address a need within a community, based on personal interests

- identify prior learning and subject-specific knowledge relevant to the project

- demonstrate research skills.

Achievement level	Level descriptor
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: 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	Students: 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	Students: 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	Students:

	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.

Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- develop a proposal for action to serve the need in the community

- plan and record the development process of the project

- demonstrate self-management skills.

Achievement level	Level descriptor
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: • develop a **limited** proposal for action to serve the need in the community • present a **limited or partial** plan and record of the development process of the project • demonstrate **limited** self-management skills.
3–4	Students: iv. develop an **adequate** proposal for action to serve the need in the community v. present an **adequate** plan and record of the development process of the project vi. demonstrate **adequate** self-management skills.
5–6	Students: iv. develop a **suitable** proposal for action to serve the need in the community v. present a **substantial** plan and record of the development process of the project vi. demonstrate **substantial** self-management skills.
7–8	Students: iv. develop a **detailed**, **appropriate and thoughtful** proposal for action to serve the need in the community v. present a **detailed and accurate** plan and record of the development process of the project vi. demonstrate **excellent** self-management skills.

Criterion C: Taking Action

Maximum: 8

In the community project, students should be able to:

- demonstrate service as action as a result of the project

- demonstrate thinking skills

- demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: vii. demonstrate **limited** service as action as a result of the project viii. demonstrate **limited** thinking skills ix. demonstrate **limited** communication and social skills.
3–4	Students: vii. demonstrate **adequate** service as action as a result of the project viii. demonstrate **adequate** thinking skills ix. demonstrate **adequate** communication and social skills.
5–6	Students: vii. demonstrate **substantial** service as action as a result of the project viii. demonstrate **substantial** thinking skills ix. demonstrate **substantial** communication and social skills.
7–8	Students: iv. demonstrate **excellent** service as action as a result of the project v. demonstrate **excellent** thinking skills vi. demonstrate **excellent** communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- evaluate the quality of the service as action against the proposal

- reflect on how completing the project has extended their knowledge and understanding of service learning

- reflect on their development of ATL skills.

Achievement level	Level descriptor
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: • present a **limited** evaluation of the quality of the service as action against the proposal • present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning • present **limited** reflections on their development of ATL skills.
3–4	Students: x. present an **adequate** evaluation of the quality of the service as action against the proposal xi. present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning xii. present **adequate** reflections on their development of ATL skills.
5–6	Students: x. present a **substantial** evaluation of the quality of the service as action against the proposal xi. present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning xii. present **substantial** reflections on their development of ATL skills.
7–8	Students: x. present an **excellent** evaluation of the quality of the service as action against the proposal xi. present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning xii. present **detailed and accurate** reflections on their development of ATL skills.

References

Projects guide. May 2014. Cardiff, UK. International Baccalaureate.

"MYP Teacher: Getting Started". 2011. Faria Systems Inc. Managebac.com