

A Day of PLAY – *Passionate Learning About You*
A Teacher’s Personal Project (TP2)
October 1st, 2009 KB PD Day

Find your passion, learn how to add value to it, and commit to a lifetime of learning.
Ray Kurzweil

Vision

- To provide staff with a Professional Development Day (October 1st) to explore their own interests or passions

Rationale

- Diversified and open-ended allowing staff to customize their own PD and thereby inclusive for all staff
- Staff develop deeper passions for their own interests
- Staff share their passions with the students
- Staff instill in students the importance of developing your passions
- Staff will develop a better understanding of the MYP Personal Project

"Whatever you do, put romance and enthusiasm into the life of our children."
Margaret Ramsey MacDonald

How the Vision will be carried out

1. Using a Google Form, staff will write a short proposal about what Passion/Personal Project they wish to explore for the day, answering:
 - Starting with a passion, mix it with an Area of Interaction, from that combination develop a personal goal, a question to be explored for the day. Explain how and where you will carry it out?
2. During the Oct 1st PD Day (8:30 to 4:15), staff may not log into email, plan lessons, write curriculum or mark papers, it can be any activity on or off campus as long as the passion can be justified.
3. At the end of the PD Day, staff will be required to
 - email one photo of the day to Ted that captures them exploring their passion
 - complete the PD Reflection Form and Self Assessment, using Edward de Bono’s 6 Thinking Hats as the framework and the rubric below:
(http://en.wikipedia.org/wiki/Six_Thinking_Hats)
 - Red Hat (feelings) What did you think about this PD Opportunity?
 - White Hat (facts) What did you do and how did you go about planning it?
 - Yellow Hat (positive) What was the best part of the day?
 - Black Hat (negative) What was the worst part of the day?
 - Green Hat (creativity) What could you bring into the classroom or ECAs?
 - Blue Hat (thinking) How do you extend what you started today?
 - During the October 21st KB staff meeting, we will do a donut sharing activity using Edward de Bono’s 6 Thinking Hats as the framework
4. Teachers’ experiences for the day will be shared with students during a TA session.

"I believe that education is all about being excited about something. Seeing passion and enthusiasm helps push an educational message."
Steve Irwin, Crocodile Hunter

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Self-Evaluation

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Criterion A: Planning and Development	Criterion D: Analysis of information	Criterion G: Personal Engagement
0 The teacher has not reached a standard described by any of the descriptors given below.	0 The teacher has not reached a standard described by any of the descriptors given below.	0 The teacher has not reached a standard described by any of the descriptors given below.
1 The teacher identifies the goal of the personal project but does not provide an outline of how he/she aims to achieve this goal.	1 The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive . The teacher misses many opportunities for personal treatment of the topic/theme.	1 The personal project shows little evidence of any of the required qualities and working behaviours.
2 The teacher identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.	2 The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.	2 The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviours.
3 The teacher identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.	3 The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The teacher generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued .	3 The personal project is judged to be good in terms of most of the required qualities and working behaviours.
4 The teacher identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.	4 The personal project clearly shows the depth of reflection and vitality of the teacher’s own ideas and vision . The teacher consistently supports a truly personal response to the topic with arguments and evidence.	4 The personal project is judged to be outstanding in terms of the required qualities and working behaviours.