Community Project Guide

IB-MYP

Schoolyear 2026-2027

Johan de Witt scholengroep

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Introduction

Service as action is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Service as action requires students to engage with their local community through community and/or personal projects and provides opportunities for students to explore, design, implement and reflect on their efforts to positively impact their local environment.

The MYP community project and the MYP personal project are known together as MYP projects. MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP 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.

At the Johan de Witt Scholengroep we aim to establish a continuous learning progression for the Community Project. In MYP 1 students get introduced to the community project. In MYP 2 students start with significant guidance and limited personal responsibility. As they advance through the programme, the level of support gradually decreases, while their ownership and independence increase. By MYP 4, students are expected to carry out a more independent project with minimal supervision, demonstrating initiative, critical thinking, and a strong sense of community engagement. Students must complete the community project at the end of MYP 4 (year 3).

If students proceed to MYP5, the final year of the MYP, they are required to complete a Personal Project which they work on, supported by a supervisor. The Personal Project is an extensive independent piece of work that offers students the opportunity to undertake an in-depth inquiry into a topic that interests them personally (see Handbook Personal Project for more information). In this handbook we aim to provide more insight in the Community Project at the Johan de Witt Scholengroep.

MYP Community Aims

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

- Participate in 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.[1]

[1] Community Project Handbook 2025

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.

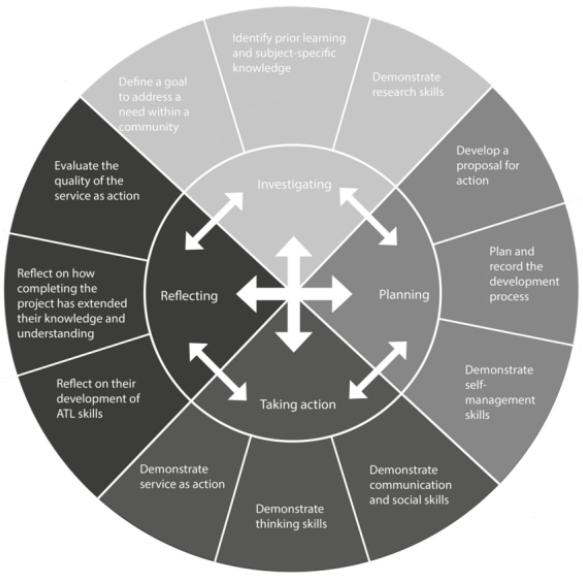
Objective A: Investigating
Students should be able to:
i. Define a goal to address a need within a community, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project
iii. Demonstrate research skills

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 Community Project at our School

For both the Community Project and Personal Project we have chosen to collaborate with United World College (UWC) Maastricht. Together with UWC we have made a programme which starts in MYP1 and guides students to MYP 4 and MYP 5.

The MYP community project consists of three components
- Focus on service as action
- Process journal
- Presentation

Students can choose to work on the MYP community project independently or in groups of up to three students. In cases where students work together, they work collaboratively to address the objectives of the project, develop their service learning together and give their presentation at the end as a group.

The objective of investigating requires students to make choices in the focus of their MYP community project. Students should follow a series of procedures to identify the focus.

They will need to:
- define a goal to address a need in the community, based on their personal interests
- identify the global context
- develop a proposal for action.

In situations where students choose to work in groups, the goal is defined collaboratively. Students are expected to spend 16 hours on their community project.

Set-up Community Project (MYP 1 to MYP 4)

MYP1
April: Information set-up to teachers
May: Kick off Changemakers
May-June: Workshops
Workshop 1: Subject “Poverty”
Workshop 2: Mental Health
Workshop 3: Gender equality and discrimination
July: Changemakers Celebration

MYP2
April: Kick-off teachers
May: Kick-off Changemakers
May – June: Workshops
Workshop 1: Project Management and collaboration
Workshop 2: Project planning
Workshop 3: Networking
Workshop 4: Pitching and preparations Changemakers Day
July: Changemakers Day

MYP3
April: Kick-off teachers
May: Kick-off Changemakers
May – June: Workshops
Workshop 1: Meet other changemakers
Workshop 2: Networking
Workshop 3: Pitching
Workshop 4: Get ready Changemakers Day
July: Changemakers Day

MYP4
MYP 4 is the final year of the Community Project. In this year students must complete the
Community project.
In MYP 4 the community project consists of five phases. To monitor progress effectively,
natural checkpoints are built into the timeline for the completion of each phase.

The Five Phases of the Community Project (MYP 1 to MYP 4)

In MYP 4, students complete the Community Project through five structured phases: Introduction, Research, Planning and Reflection.

The school provides approximately 16 hours of structured guidance across these phases. Students are also expected to work independently or collaboratively outside these scheduled sessions to complete their research, carry out their service activities and prepare their final presentation.

Each phase includes specific learning activities and checkpoints to monitor student progress. Mentors and UWV coaches provide guidance and feedback, while students remain responsible for planning, documenting and completing their projects.

	Mentor	**Coaches**
Phase 1: Introduction 2 hours	Introduction for students	-

	Explanation process journal (workbook in Toddle)	Present
	Brainstorm & first idea on paper	Present
	Form Groups	-
Phase 2: Research phase 3 hours	Introduction to: Fill in the Community Project Plan (non-static document)	Coaches assist with: Completing the Community Project Plan document
	Introduction to: Start of the research phase	Coaching during research
		Coaching and checking process journals
Phase 3: Planning 3 hours	Introduction to: Proposal for Service as Action	Coaching
		Coaching to deepen research (Select, evaluate and acknowledge information)
		Preparation for service as action
		Coaching and checking process journals
Phase 4: Action 4 hours		Support during the execution of Service as action, if needed
		Coaching and checking process journals
Phase 5: Reflection 4 hours		Coaches to complete: - Evaluation of action versus proposal - Reflection on learning - Preparation of presentation
	Feedback on rehearsal oral presentation	

Documenting the process

Throughout the Community Project, students maintain a process journal in Toddle. The process journal provides evidence of their inquiry, planning, action and reflection.

Students document relevant research findings, project goals, planning decisions, feedback, challenges, actions taken and reflection on their learning.

Work completed during UWC workshops may also be documented offline and subsequently incorporated into the process journal in Toddle.
Mentors and UWC coaches regularly review student's progress and provide formative feedback. The process journal supports students in demonstrating their learning and preparing their final presentation.

Roles and Responsibilities

MYP 1-3

Role of the Project coordinator(s)
The project coordinator leads the implementation, organization and management of the UWC workshops & Changemakers Day in the school.

The project coordinator is responsible for making sure that UWC's program matches the MYP Community Project criteria and that there's a clear progression from MYP 1 to MYP3.

Role of the supervisor (mentor)
The supervisor is responsible for the process of the students and will be present during the UWC workshops.

Role of UWC
UWC ensures that the shared values of the UWC and IB philosophies are reflected in the Community Project Criteria and effectively implemented through UWC workshops.

MYP 4

Role of the Project coordinator(s)
The project coordinator leads the implementation, organization and the quality assurance
of the Community Project within the school.

The project coordinator is responsible for:
- Establishing and communicating the project timeline, expectations and deadlines.
- Coordinating the collaboration between mentors and UWC coaches.
- Ensuring that the project is implemented in accordance with the MYP Community Project objectives and assessment criteria.
- Providing mentors with guidance on assessment procedures and expectations.
- Monitoring the completion and submission of required project documentation.
- Ensuring that academic integrity expectations are communicated and followed.

Role of the supervisor (mentor)
The Mentor is responsible for supervising students throughout the Community Project and monitoring their individual progress.

The mentor:
- Introduce the objectives, assessment criteria and five phases of the Community Project.
- Supports students in understanding the requirements and expectations.
- Monitors progress through regular communication with students and UWC coaches.
- Encourage students to take responsibility for their own learning, planning and deadlines.

- Reviews evidence of students' learning, including the process journal and final presentation.
- Provides formative feedback throughout the project.
- Assesses the Community Project using the four official MYP assessment criteria: Investigation, Planning, Taking Action and Reflecting.
- Ensures that the final assessment is recorded and that the required documentation is completed.

Role of UWC
The UWC project coaches provide additional guidance and support to students throughout the five phases of the Community project.

The coaches:
- Support students in identifying community needs and developing meaningful project goals.
- Guide students through research, planning and implementation.
- Guide students through research, planning and implementation.
- Encourage collaboration, problem-solving and reflection.
- Monitor progress and help students identify challenges and possible solutions.
- Support students in maintaining their process journals in Toddle.
- Provide formative feedback and communicate relevant observations to mentors.
- Inform mentors when students are at risk of falling behind or require additional support.

Assessment of the Community Project

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria:

Criterion	Objective	Maximum weighting
Criterion A	Investigating	8
Criterion B	Planning	8
Criterion C	Taking Action	8
Criterion D	Reflecting	8

All strand of the criteria must be addressed and assessed. Students demonstrate their achievement through the final presentation, supported by evidence collected throughout the project.

Assessment is based on the published MYP Community Project achievement level descriptors. Mentors use best-fit approach to determine the achievement level that most accurately reflects the student's demonstrated performance.

Formative feedback is provided throughout the project to support student progress. The final assessment is carried out by the mentor, using the official assessment criteria.

The school aims to ensure consistency and fairness in assessment through shared assessment expectations and collaborative discussion among mentors.

MYP Assessment Rubrics

Criterion A: Investigating

Maximum: 8

In the community project, 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.

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:
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.

Achievement level	**Level descriptor**

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

Criterion C: Taking Action

Maximum: 8

In the community project, 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.

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

Criterion D: Reflecting

Maximum: 8

In the community project, 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.

Achievement level	Level descriptor

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

Final presentation and Project Documentation

At the end of the Community Project, students present their project and reflect on their learning achievements.

The presentation should provide evidence of how students have addressed the four assessment objectives:

- Investigation
- Planning
- Taking action
- Reflecting

Students use evidence from their process journals to prepare their presentations and demonstrate their learning.
Mentors communicate the presentation arrangements, documentation requirements and submission deadlines to students in advance.

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