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| Shell iMind  **Personal Project Mentor Guide** |

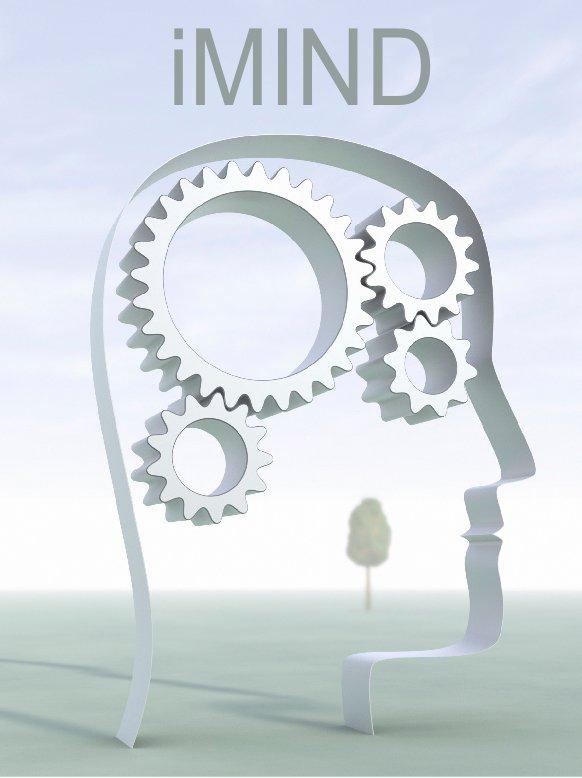
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Image from [www.padouglas.com/images/products/imind.jpg](http://www.padouglas.com/images/products/imind.jpg)

Accessed 20th July 2016

*“Ardingly Learners should be independent, creative thinkers who, through innovative teaching and learning achieve their potential and make a difference in the world beyond Ardingly.”*

**Aim**

The aims of the iMind programme which is followed in Shell are:

* To develop independent research skills and foster in students a deeper level of critical engagement with information.
* To improve analytical thinking, time management, study skills and decision making.
* To develop greater self-awareness and emotional intelligence.
* To develop greater mental calm and stillness in students.

**The Personal Project**

The Personal Project forms an integral part of the iMind curriculum. It is completed by all students and provides a unique opportunity for students to produce an entirely personal and creative work of their choice, and to develop skills which will benefit them in their further studies and beyond.

The Personal Project is designed to enable students to focus on the **processes** of decision making, locating, evaluating and synthesising information in order to answer a research question.

For this project our aim is for students to be assessed on the whole process, not just the outcome – the development of skills is the prime aim of the Project.

The Personal Project therefore consists of a **Process Journal** as well as the **Final Product.**

**The Process Journal**

The Process Journal is a way for students to write about and reflect on the learning journey they have made throughout their Personal Project. It forms an important part of the Personal Project and will be submitted for assessment at the same time as the Final Product. It should be shown to the mentor throughout the Project.

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| The Process journal is…. |
| * Begun at the start of the Project and used throughout |
| * A place for planning and setting out the goals for the Project |
| * A place for storing useful information – ideas, pictures, websites, resources |
| * A place for your mentee to reflect on their learning journey and how they learn. |
| * A place for writing about problems encountered and how they were overcome. * A place to evaluate sources of information |

**The Final Product**

The Final Product can be presented in any appropriate creative format, as long as it answers the research question. So, it could be written, oral, multimedia, dramatic, performance or an artefact. It will be given, or presented to the mentor, along with the Process Journal in the summer term.

Mentors can be tutors, subject teachers or those with an enthusiasm for the area the student wishes to explore in their Personal Project.

**Responsibilities of the Mentor:**

* To meet with students to refine their chosen topic in the Michaelmas term.
* To meet with students at least once a term
* To assess the Personal Project (summer term)
* To offer advice, particularly on choosing a topic and question formation

**It is not the responsibility of the Mentor to:**

* Be the main point of contact for the student during the Personal Project – this will be Mr Large and the Librarians during the iMind lessons
* Decide the Project topic or question – that is for the student
* Chase students about their progress

**The Assessment Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Evidence** | **Relevant questions** | **Marks (Total 24)** |
| **A**  Using the Process Journal & Reflecting on Learning | Process Journal & Bibliography | Has the student shown organisational skills?  Has the student reflected on the learning process? | Max 4 |
| **B**  Defining the research question | Process Journal | Has the student identified a topic and framed a research question?  Has the student set a challenging yet achievable question? | Max 4 |
| **C**  Using information | Process Journal  & Final product | Has the student used a range of information sources?  Have they evaluated and critiqued their sources?  Have they successfully synthesised information and used it for a purpose?  Is the final work truly their own? | Max 8 |
| **D**  Final Product | Process Journal  Final Product.  Student discussion with Mentor | Has the student successfully answered their research question?  Was the final product of a high quality? | Max 8 |