

Impact Projects Igniting Passions

'There is really only one way to learn how to do something, and that is to do it,'

-Prof R Schank.

'Students of today enter an increasingly globalised world where they must be technologically literate, good communicators, great collaborators. The new work environment requires responsibility and self-management, as well as interpersonal and project-management skills that demand teamwork and leadership,'

-(adapted from Pearlman, 2005).

To fulfill our vision and give life to our values at Albany Senior High School you will be engaging in an Impact Project. This is your chance to follow and explore your passions in an authentic project that makes a positive contribution to our community. You will be in charge of your learning.

The 5Ps will guide you through this process:

Preparation

Performing the plan

Proposal

Presentation of learning

Planning

Preparation

You may work on your own or in a group.

- Choose a topic based on your interests.
- Think about how your project will benefit your community.
- Present your topic to the Impact Project Committee. The Impact Project Committee link you with other people who have shared interests, register your group and assign a supervising teacher.
- Develop a focus for your topic. You may ask an open-ended question about what you are hoping to do.
- Investigate the potential of your idea to see if it is achievable, and to ensure that the contribution you intend to make will be meaningful!
 - Talk to a community advisor or other expert to get feedback about your idea.
 - Identify some potential stakeholders and work out ways to gather and understand their points of view e.g. survey, focus groups, video-conferencing.
 - Do some reading around your idea, and look up recent articles on the internet or in the library so you become more of an expert.

During this time you will be offered support and guidance from your tutor as well as your supervising teacher.

For example: Your passion is dance. You and a group of friends want to create a dance performance. The community coordinator for Albany is organizing a Matariki celebration and is looking for local acts that might be able to contribute to this event.

Proposal

Once you have registered your group topic, clarify the focus of your project.

- Clearly identify the need or problem.
- Through consultation with your key stakeholders supervising teacher and / or community advisor, identify the key outcomes you are hoping to achieve.
- Agree on what your success criteria might look like, how you will know whether your project has been successful. (One of the ways your project will be judged will be on whether you meet these success criteria)
- Work out possible solutions, and propose the strategy that you consider is the best option, ensuring your project is manageable and successful

There is a proposal template that will help guide your through this stage, to make sure you have thought about all the things you need to.

For example: You have to get up even earlier for school to make it in time, because the traffic moves so slowly along the main road. You have asked the question 'What can be done to improve traffic flow at peak times?' You begin working with the North shore council to find out what key factors they feel need to be considered to help you explore possible solutions.

You will be given a time to present your proposal to a panel of teachers and peers. They will ask questions to help you critique your ideas so far and based on this feedback you may wish to modify or refine what you intend to do. If a proposal covers all the aspects of the template and is achievable it will be approved.

Planning

This is when the proposal is modified and refined and a workable plan is designed. During this period you will be in regular contact with your supervising teacher, tutor teacher as well as seeking feedback from your community advisor and key stakeholder(s) when it is appropriate. This will help you to continually reflect on and improve the projects design and outcomes.

The plan will include details such as;

- a timeline with milestones for your project
- identifying tasks and roles
- creating a task schedule
- preparing a detailed budget and resource plan
- gaining resources and commitments for support

It is important that throughout this process you keep and maintain a reflective journal (logbook or e-portfolio) as a record of your progress. This should consider how well key milestones of the project were achieved and include any problems you encountered and your solutions. This journal will help you, your tutor teacher and your supervisor to check and reflect on your progress.

For example: After preliminary testing of Lucas creek, you have decided to look at whether adding more riparian planting will improve the water quality for your silver CREST project. Your main challenges are how to get all the planting completed in a short space of time with limited money. You identify the key actions that need to happen for success, then map these out on a timeline in consultation with your mentors from Waicare.

Performing the plan

This is when you begin to implement your plan.

- Choose a project manager who will keep the Impact Project checklist.
- Organise regular meetings with your supervising teacher who will sign off your progress in discussion with the project manager.
- Make sure that the whole group is involved. Allocate Tasks and give deadlines to ensure that you keep on track.
- Ensure that you follow procedures for going to out of school meetings.
- Reflect regularly on your progress and make changes to your plans when you need to.
- Ask for help if you get stuck.

Presentation of Learning

The presentation is a key part of your project. Find an interesting way to present to your audience that is engaging and delivers your message. For some of you, your project will be your presentation, such as a dance or drama. For others, you will have to present your learning as an expert in your field in an interesting and engaging way.

Check presentation dates on the school calendar.

After the presentation has been completed, you may decide to extend the work you have done, or begin a new project. In both cases you will begin working through the 5P guide again. If you want to continue with the same project you will need to show how you intend to progress the work you have already done.

NCEA

In addition to this your project can also be used as evidence to achieve appropriate NCEA standards.

For example: You are working with a local boat builder to gain practical knowledge as well as insights into possible future pathways. To recognize your learning as part of this Gateway programme you will be completing the standard, 'Demonstrate knowledge of workplace health and safety requirements' level one.

Support Material

Visit Impact Projects on the intranet to find out what support material is available.

Glossary

- **Authentic learning:** Learning that is meaningful because it is connected to your interests, experience and the real world.
- **Community:** Any group of people who share a common interest, e.g. Your family, friends, school, where you live, your country, the world!
- **Community Advisor:** An expert who is willing to be involved in offering you expert support and advice with your project.
- **Milestone:** A deadline set for the completion of an important task or event.
- **Presentation:** Showcasing what you have done in your impact project for example:
- **Success criteria -** The standards you have set to know how successful your project has been.

**Impact projects nurturing
a 'lifelong' delight in
learning.**