

PBL Toolkit Templates and Action Plans

Overview of the project – first draft initial project plan

	Key prompts and questions	Notes
Curriculum to be covered. i.e. standards, national curriculum or syllabus	<p>What curriculum knowledge skills and understanding will the project aim to cover?</p> <p>What are the learning goals?</p> <p>Is this in student speak?</p>	
Assessment	<p>How will students be assessed?</p> <p>What are the key checks, formative and summative assessment students will need to achieve and attain to progress?</p>	
Driving question	<p>Have you decided on the driving question?</p> <p>Will it support sustained inquiry?</p> <p>Are there any sub questions which will help scaffold and frame the project?</p>	
Student voice and choice	<p>What opportunities will students have to make decisions about the project's products or processes?</p>	
Make the product public - 'exhibition' 'expedition'	<p>Have you established at the outset – what the students will 'do' or 'create'?</p> <p>What will the product be?</p> <p>What will this look like?</p> <p>How will the product be made public?</p> <p>When? How?</p> <p>What help, and resources will you need to support this?</p>	
Timelines deadlines and calendar	<p>Are you clear what these are?</p> <p>How much time can you allocate to the project?</p> <p>Are students clear what the deadlines are and what they have to achieve and produce by when?</p>	
Authenticity	<p>How will the project be authentic? For example, is there employer / expert or community involvement? Has the project got a real-world context and setting – is it authentic? Are there experts who can help input into the project?</p>	

Checklist for successful PBL execution

Project design overview			
1. Project documents – are these all available and in place at the start of the project?			
2. Assessment – are students clear how they will be assessed both formative and summative? The checks and milestones they are required to hit?			
3. Work time – have you built this into your planning and shared with students?			
4. Scaffolding resources – don't give students all the resources at once stage them			
5. Project wall – have all the information in one place for students to refer to			
6. Calendar – clear and shared with students – authentic deadlines			
7. Rubrics – students are clear from the outset on how they will be assessed			
8. Check lists and deliverables – are these available to students?			
9. End product – are students clear what they are being asked to do? When? How?			

Top tips for success

Entry event

- > Students are led into the project in an imaginative and creative way, with no sense of what the project is. It is important all students have the same experience at the start of the project to ensure there is equality of access

Project wall

Make sure the project wall is not displayed until after the entry event has been completed. Include the following on it:

- > Driving question
- > Need to know list of questions
- > Word/concept list

- > Resources
- > Project calendar including milestones and checkpoints
- > Rubrics e.g. assessment criteria
- > End product information

Scaffold resources

Through your planning make sure students are clear of deadlines and the end product. It might be easiest in the first instance to split the larger project up into mini projects with clear milestones which students are aware they need to achieve and attain before moving onto the next stage.

Appendix – ‘six As’ checklist for successful project design¹

Having developed your idea. Finally check your project against Adria Steinberg's 'six As' of project-based learning. These are a set of design principles which have been developed by Steinberg and provide a useful set of prompts to check your project against at all stages of design.

Use the rag rating to reflect on the project you have created

Six As			
Authenticity – projects should:			
Use a real-world context			
Emanate from a problem that has meaning to students			
Result in a product or performance that has personal and/or social value			
Academic rigour – projects should:			
Address key learning standards (could be national, local or school specific...)			
Pose essential question(s) of relevance to the student			
Develop habits of mind & work associated with academic & professional disciplines			
Applied learning – projects should:			
Engage students in solving structured problems			
Demand skills expected in high-performance and work organisations			
Require students to develop organisational and self-management skills			
Active exploration – projects should:			
Extend beyond the classroom			
Connect to field-based investigations, community explorations, & work internships			
Require real investigations using a variety of methods, media and sources			
Adult relationships – projects should:			
Connect students with adult members and coaches from the wider community			
Expose students to adults with relevant expertise			
Engage adults in the design and assessment of student projects			
Assessment – projects should:			
Provide milestones /checkpoints			
Involve lots of reflection for students and teachers			
Result is exhibitions and performances			
Be grounded in personal. School and real-world standards of performance			

¹⁴ *Work that matters – the teacher's guide to project-based learning*, published by Paul Hamlyn Foundation 2012, page 40