



Model Upper Secondary School of Agioi Anargyroi

IB Diploma Programme

Extended essay planning tool for candidate schools

This optional resource offers support to schools planning their extended essay (EE) supervision and completion process. Please describe the school's current plans and resources for supporting the EE, and their alignment with the [Extended essay guide](#) (first assessment 2027) available on the Programme Resource Centre.

This resource and any other documentation related to the supervision or completion of the EE may be uploaded to the *Application for authorization* as "Other" documents.

Note: Ensure that key dates and deadlines for the EE supervision and completion process are included in the school's preliminary calendar of internal and external assessment deadlines that is submitted with the Application for authorization.

Please complete the following sections to indicate how the EE is planned for and will be supported in your school context.

How, and when, will students be introduced to the EE?

Students will be introduced to the Extended Essay during the first semester of their first year in the IB Diploma Programme, typically in November/December. This introduction will occur through a structured orientation session led by the extended essay coordinator. The session will cover the purpose, expectations, and timeline of the EE, as well as a brief overview of the research and writing process. Students will also receive an EE handbook tailored to the school's process. Follow-up workshops in January will allow students to begin brainstorming topics and research questions with guidance from the EE coordinator, subject teachers and teacher in charge of the library.

What resources are available for the extended essay? Please include a description of:

- resources available to students to complete their research
- faculty who will support the EE completion and supervision process (the DP coordinator, the extended essay coordinator, the librarian/teacher and EE supervisors)
- responsibilities of the EE support personnel.

Resources available to students to complete their research: Students will have access to the school library's physical and digital collections, including academic journals, books, and databases such as JSTOR, EBSCO, and Google Scholar through school subscriptions, if applicable. A dedicated EE section will house resources like the Extended Essay guide, exemplar essays, and subject-specific advice. The Municipality of Agioi Anargyroi Library is open for the students' research.

Faculty who will support the EE completion and supervision process: The EE process will be supported by the DP coordinator (oversight of the program), the extended essay coordinator (EE-specific guidance and timeline management), the librarian (research support and resource training), and subject-specific EE supervisors (mentoring and feedback).

Responsibilities of the EE support personnel: The DP coordinator ensures alignment with IB standards, the EE coordinator organizes workshops and monitors deadlines,

the librarian conducts research skills sessions and assists with source evaluation, and supervisors guide students through topic selection, research, and writing while providing feedback during reflection sessions.

How will the EE process be supervised? Please include a description of:

- how supervisors will be allocated or matched with students, including the number of students per supervisor
- how supervisors will be informed of, and supported in, their role
- the number of planned hours that supervisors have for each assigned student, including the time spent on the three mandatory reflection sessions.

How supervisors will be allocated or matched with students, including the number of students per supervisor: Supervisors will be allocated based on subject expertise and student topic choices, with a maximum of 3–5 students per supervisor to ensure manageable workloads. The EE coordinator will match students to supervisors by reviewing student proposals and teacher availability in December of the first year.

How supervisors will be informed of, and supported in, their role: Supervisors will be informed of the student request to be supervised by them in January, voluntarily attend a training session in November, led by the EE coordinator, covering IB expectations, the supervision process, and marking criteria. Ongoing support will include access to the Extended Essay guide, a supervisor handbook, and regular check-ins with the EE coordinator.

The number of planned hours that supervisors have for each assigned student, including the time spent on the three mandatory reflection sessions: Supervisors will allocate approximately 3–5 hours per student, including 30–45 minutes for each of the three mandatory reflection sessions (totaling 1.5–2.25 hours) and additional time for reviewing drafts and providing feedback.

Describe the school's plans for ongoing monitoring of the completion of the EE. Please include a description of the following:

- reflection process and expected outcomes for each of the three mandatory reflection sessions
- use of the reflections on planning and progress form (RPPF)
- a process for training supervisors so that the role is undertaken effectively and consistently regardless of supervisor (to include standardization of marking).

Reflection process and expected outcomes for each of the three mandatory reflection sessions:

- *First reflection session:* Held after topic selection (e.g., February of Year 1), students discuss their research question and initial plans with supervisors. Expected outcome: a refined research question and preliminary source list.
- *Interim reflection session:* Conducted mid-process (e.g., May of Year 1), students review progress and challenges. Expected outcome: adjustments to the research approach and a draft outline of 1,000 words.
- *Final reflection (viva voce):* Held after EE submission (e.g., November of Year 2), students reflect on their learning and process. Expected outcome: a completed RPPF and personal insights into their growth.

Use of the reflections on planning and progress form (RPPF): The RPPF will be completed online via the school's e-platform software after each reflection session. Supervisors will review and sign off on entries, ensuring they document student progress and reflections accurately for IB submission.

A process for training supervisors so that the role is undertaken effectively and consistently regardless of supervisor: Regular EE workshops will standardize expectations using IB-provided materials, supplemented by peer moderation sessions led by the EE coordinator.

EE timeline

Please list the estimated dates for:

- the three mandatory reflection sessions
- the submission of a draft of the EE and the final submission of the completed EE.

Milestone	Date
First reflection session	February-March 2027 (Year 1)
Interim reflection session	May 2027 (Year 1)
Submission of the full draft of the extended essay	September 2027 (Year 2)
Final submission of the completed extended essay	October 2027 (Year 2)
Final reflection–viva voce session	November 2027 (Year2)

Academic integrity

Describe the process that will be used to ensure the authenticity of student work. This may include plagiarism detection software and/or the process whereby the school plans to create a culture of academic integrity at the school. The process should align with the school's academic integrity policy.

The school will ensure authenticity through a multi-layered approach. Plagiarism detection software (e.g., Turnitin) will be used to screen drafts and final submissions, with results reviewed by supervisors and DP coordinator and the EE coordinator. To foster a culture of academic integrity, the school adheres to an academic integrity policy (n.b. the word 'policy' is not used internally to avoid confusion with legal policies) integrated into the DP orientation, including workshops on proper citation and ethical research practices at the end of Year 1. Teachers will model integrity by emphasizing original thought in classwork, and students will sign an academic integrity declaration document before the EE submission. Regular discussions during reflection sessions will reinforce these values, aligning with the school's broader academic integrity framework.