



Service as Action

The Canadian International School Middle Years Programme



Canadian International School is a Candidate School for the Middle Years Programme (MYP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Canadian International School believes is important for our students.*



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**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit www.ibo.org*

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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CIS Mission

CIS is committed to providing quality education by creating a stimulating learning environment that supports students to meet high international standards. We have adopted a rigorous curriculum and we are committed to ensuring that all students are provided access and support through differentiated instruction.

We advocate a student-centered approach inside our classrooms and place emphasis on active and cooperative learning strategies.

Our focus on life skills ensures that our students practice ethical behavior, think critically to solve problems, and appreciate and respect varied perspectives on any issue by engaging them in inquiry-based, real-life learning experiences.

At CIS, we foster family-school partnerships by giving voice and choice to each community member to make valuable contributions.

CIS Vision

At the Canadian International School – Amman, our goal is to graduate life-long learners and responsible global citizens who take pride in their heritage and aim to play an integral role in promoting peace and advancing their communities and the world. We aim to nurture students as principled, knowledgeable, lifelong learners with agile minds who communicate effectively with others and are caring and open minded. Our graduates will be focused on problem solving and look to the future in this complex, interconnected and fast-paced world.



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History of the International Baccalaureate

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme. What started life as a single programme for internationally mobile students preparing for university, has today grown into three programmes for students aged 3 to 19.

What is the IB Middle Years Programme?

The International Baccalaureate (IB) offers three programmes:

- the Primary Years Programme (PYP) for students aged 3–12, available since 1997.
- the Middle Years Programme (MYP), designed as a five-year programme for students aged 11–16, available since 1994.
- the Diploma Programme (DP), an internationally recognized pre-university course of study for students aged 16–19, available since the late 1960s.

The MYP began as an initiative formulated by groups of practicing teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in the DP. The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. At present, Middle Years Programme is offered by 981 schools spread over the 144 countries and is still growing.

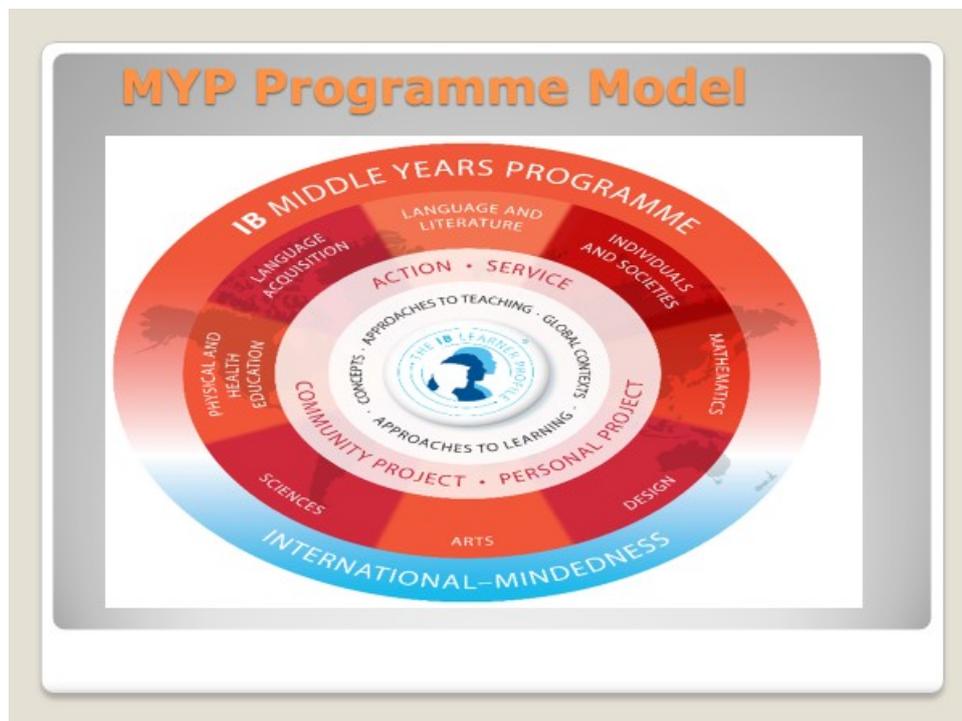


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Why choose the IB Middle Years Programme?

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

At the Canadian International School, The Middle Years Programme (MYP) provides a natural progression from the Primary Years Programme, and acts as preparation for – and a precursor to – the Diploma Programme. It also articulates well with other academic programmes around the world in terms of both curriculum and adolescent development.



The IB Learner Profile



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The IB MYP model of education is firmly grounded in the IB Learner Profile. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” As IB learners, we strive to be.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves contently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



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Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive experience in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

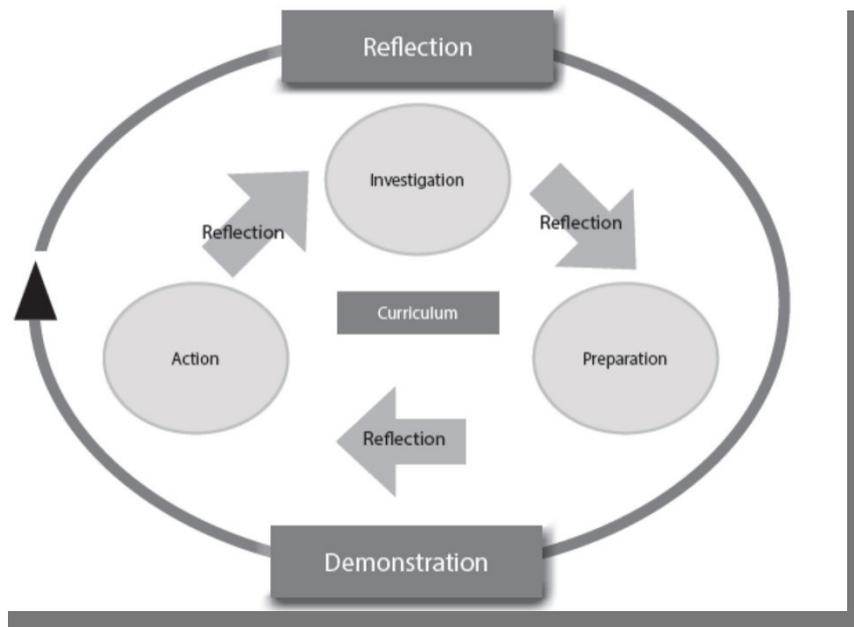
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Understanding the philosophy

Learning by doing and experiencing, as part of action and global engagement are central to the IB philosophy and practice. Through the practice and use of approaches to learning skills that support the learning and practice of the learner profile attributes, students get involved with issues they are interested in as they explore the curriculum of the different subjects and identify needs and conflicts in the community, through the way these issues affect their lives and the lives of others around them or around the world. As students explore different topics in the different subjects using inquiry-based learning, they discover issues, confront the consequences of different actions, and identify global contexts which help them to take service as the natural outcome for action.



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Investigating, preparing, taking action, reflecting and sharing become the training for the acquisition of tools and skills that will allow students to be successful as problem solvers in the 21st century.

MYP Service as Action is more about developing in students the appropriate attitudes and outcomes.

This action will be different from student to student and may involve students in:

- Showing empathy.
- Modifications on behaviour and habits.
- Taking responsibility for longer projects.
- Acting alone and acting with others.
- Taking physical action.
- Suggesting changes for the benefit of all involved and
- Lobbying people in more influential positions to act.

Service and Action

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community.

When connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school.



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Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

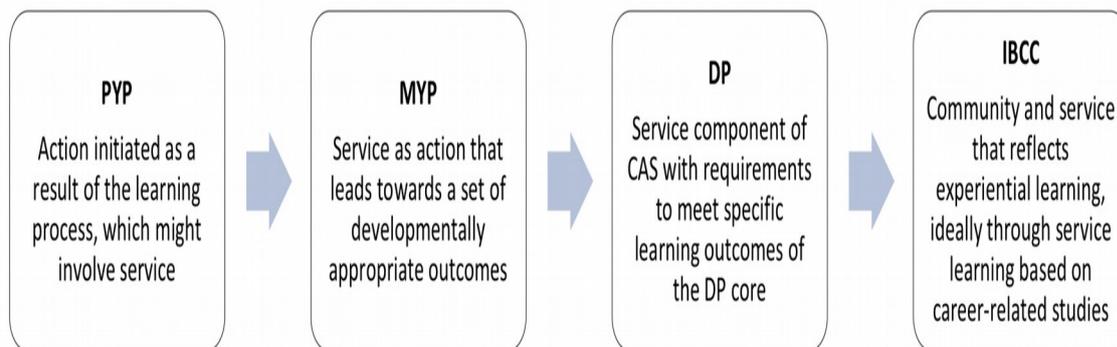


Figure 4 from MYP: From principles into practice (May 2014: 23).

***Service as Action in all IB Programmes.**

MYP students should, through their engagement with service and action:

- Become more aware of their strengths and areas for growth.
- Undertake challenges that develop new skills.
- Discuss, evaluate and plan student-initiated activities.
- Persevere in action.
- Work collaboratively with others.



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- Develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- Consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

At Canadian International School, MYP students must meet requirements for service and action:

1. Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighborhood, state and world communities. Find ways to make a real difference in the lives of the people and environment around you.

2. Choose a mentor/supervisor who will guide you through your activity (a teacher, an older student, another adult person from outside the school.

>> Your parents may only act as your supervisor if they are acting in a role other than your parent.

>> Students from the same grade cannot be mentors/supervisors for one another.

3. Service as Action experiences according to grade level for each semester:

Year 1 students (grade 6):

- one Service as Action experience should be done individually (it can be a long-term work on yourself-improvement)
- one Service as Action experience should be done in a group.

Year 2 students (grade 7):

- one Service as Action experience should be done individually,
- one Service as Action experience should be done in a group.

Year 3 students (grade 8):

- one Service as Action experience should be done individually,
- one Service as Action experiences should be done in a group(s).

Year 4 students (grade 9):

- one Service as Action experiences should be done individually,
- one Service as Action experiences should be done in a group(s).



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Year 5 students (grade 10):

- one Service as Action experiences should be done individually,
- one Service as Action experiences should be done in a group(s).

Tips for your Service as Action experience

Preparation to your activity:

If you are going to do in on your own you need to:

- What will be the purpose of your Service as Action?
- What resources do you need?
- Who needs to be involved?
- For how long are you going to be working on this issue?
- What do you expect will happen at the end of the experience?

If you are going to work with a group of students:

- You need to organize the group, assigning roles and responsibilities and time frames.
- You need to consider if you need to do more research on issues you did not consider when you started planning the experience.

Your action can be planned and prepared according to a **SMART model**.

S – Specific: What exactly do you want to do in your action?

M– Measurable: How will you measure that you have achieved your goal?

A– Attainable: Is your goal attainable? Are you going to achieve it?

R– Relevant: Does your goal align with all the requirements described in this document?

T– Time bound: Did you prepare a plan which has specific time when it starts and when it finishes?

Reflection

You can broaden your reflection with answering below questions to consider when reflecting on your experience:

- What are the new things that I learned from this Service as Action experience?
- How did I increase the knowledge of my strength and weakness areas?



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- What new skills did I develop by participating in this Service as Action experience?
- How can I describe a development of self-management my ATL skills?
- Which outcomes of seven MYP learning outcomes for service did I achieved in this single activity?
- Was my action directed to global community or local as well?
- How was this Service as Action experience a challenge for me?
- How was I an active participant in the investigation and preparation of this experience?
- How did my participation in this Service as Action experience increase my awareness of the community, I am part of?
- How well did I work collaboratively with others involved in the Service as Action experience?
- How did I help others by doing this Service as Action experience?
- In what ways was I committed with this Service as Action experience?
- How was this Service as Action experience related to issues of global importance?
- What did I accomplish related to what I expected to accomplish?
- What difficulties did I encounter?
- Did anyone help during the experience? What did they do for me?
- How did this activity benefit other people or institutions?
- If I get to do this Service as Action experience again, what would I change?
- What would I like to do next if I am to continue with this Service as Action experience?

Above and Beyond

Canadian International School does not want to limit the range of service activities that the students participate in. We encourage the students to go above expectation and take an active role within their community. Canadian

International School will give special recognition for those who go above and beyond the requirements set above.



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Service as Action IS ...

Identifying a community need and working in association with an agency, organisation or to meet or improve the need as long as there is no monetary benefit to the recipient because of the student's involvement.

- 👤 charity fund raising
- 👤 teaching, monitoring or tutoring others after school
- 👤 Community Volunteer

Service as Action is NOT...

Any activity for which the student receives in payment or that personally benefits individual family member or relative.

- 👤 babysitting for payment or for family
- 👤 doing household chores
- 👤 working at a place of business

Canadian International School Service as Action Planner

Name of Student: _____ Grade: _____

You have the opportunity to choose your own service activities. With guidance from the Service as Action Leader and Homeroom Teacher, you should choose activities for yourself, initiating new ones where appropriate.

Responsibilities of S.A

You are required to:

Self-review your service experience and set personal goals for what you hope to achieve through your Service as Action programme

Plan, do and reflect (plan activities, carry them out and reflect on what you have learned)

Take part in a range of activities, some of which you have initiated yourself

Keep records of your activities and achievements using the Activity Proposal and Evaluation Form

Show evidence of achievement when appropriate

Please, follow the steps:

1) complete the Planner Form with at least 3 suggested activities

2) the Planner Form should be signed by both Parent and Student

3) submit the Planner Form

Below is a summary of my plan to complete my service activities:



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Name of Activity	Start Date	Goals	Name of contact/ Supervisor

Student Signature: _____ Date Submission: _____

Parent Signature: _____

Service as Action Observation Form

(Supervisor should complete this hard copy of the observation form for each SA activity)



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Date: _____

Name of student: _____ Grade: _____

Person observing the student during the activity:

Name: _____ Title: _____

Email contact: _____ Phone contact: _____

Name of activity organizer or organization: _____

I observed the above-named student as he/she completed the following service as action activity:

Name/type of activity:

Date(s)/hours of participation:

Please, mark only this/these point(s) which was/were actually visible in student's activity (students are not expected to complete all of below requirements in a single activity):

- The activity was really challenging for student.
- Student developed new skill for her/him – if yes, write what was that skill:

- Activity was organized by student herself/himself.
- Activity was organized by another student and it was group work.
- You have seen that student actively participating in planning this activity.
- You have seen that student actively participating in discussing a plan and/or evaluation of the activity.
- The activity was long-term and student has shown perseverance in action.
- Student was working collaboratively with others within the school.
- Student was working collaboratively with others within the wider community.
- It was an action with global range.
- Student worked with people from other (for her/him) nations.
- Student communicated in foreign language(s) during activity.
- Student's action addressed a need of a specific person or group of people.

Please comment on the student's attitude, initiative and effort:

Signature:

Please give this completed form to your SA Leader at school. Your Service as Action experience will not be credited without this form.

Service as Action



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Activity Evaluation Form

Name of Student: _____ Grade: _____ Date: _____
Proposed Activity: _____ Location of Activity: _____
Community Served (ex. Family, School, Neighbourhood): _____
Date(s) of Activity: _____ Number of Hours: _____

**Supervisor's Approval
Hours Completed**

Signature: _____

**Service as Action Coordinator
Approval**

Signature: _____

NOTE: YOU MUST OBTAIN THE SCHOOL SERVICE AS ACTION LEADER'S APPROVAL BEFORE COMMENCING ANY ACTIVITY

Activity Reflection and Evaluation

1. What did I do? What did this activity involve?
2. Have there been any new responsibilities for me?
3. What have I learnt about myself and others through this activity?
4. How did this activity help and benefit others?
5. What aspect of this project suited my personality/strengths?
6. What difficulties did I encounter? What did I find challenging from this activity? Who helped/supported me with overcoming challenges?
7. Did I try my best? What did I do well? How successful have I been in achieving my goals? What abilities and values have I developed so far?
8. What could I do next time to improve?
9. How can I apply what I have learnt to other life situations?

To be Completed by the Homeroom Teacher

I have read the above responses.

Homeroom Teacher's name: _____

Signature: _____ Date: _____

Service as Action Leader name: _____

Signature: _____ Date: _____