

Diploma Programme programme outline–CAS			
School name	Haganässkolan	School code	051587
Name of CAS coordinator	Krista Baker	Date of IB training	23 Nov-21 Dec 2016
Date when outline was completed	October 25, 2016 Updated March 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	CAS (category 1) online

A: Context

1. Number of students correctly in the program

32

2. Describe the social and physical environment of the community in which the school is located.

The school is located in Älmhult, Swede, a locality with about 9,000 inhabitants. It was in this town that the first IKEA store was built, and indeed it's tagline is « Home of Home ». We have many international families who move here to work for IKEA. This region is also known for the botanist Carl Linnaeus who was born nearby in Råshult, which is currently a working 17th century style farm.

Haganässkolan offers many interesting and exciting meetings. The school is located in Älmhult in Småland, very close to the border with Skåne. We have many different educations - both university preparatory and vocational programs, introductory programs, IB programs, SFI, adult education and upper secondary special school.

Haganässkolan is more than a school. There is both a gym, a newly built sports facility and a newly renovated swimming pool. We have nature close by if you want to take a walk or a jog. In the Haganäs area, there is a retail area with shops and restaurants. You can walk to the center of Älmhult in a few minutes.

Nearby there is also an IB authorized EYP, PYP, MYP school.

B: Organization of CAS

Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme.

1. Coordination

a. Will the CAS coordinator have only this role in the school?

Yes

X

No

b. If your answer is no, answer the following questions:

i. What additional responsibilities will the CAS coordinator have?

DP Coordinator, Deputy Head, Visual Arts teacher

- ii. What percentage of the CAS coordinator's scheduled time will be devoted to CAS?

CAS coordinator is about 6% of the CAS coordinator's overall workload and it is accounted for in the division of responsibilities expected by the school.

- c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

- i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

The school follows Swedish law whereby a mentor is required for each student to follow their overall academic and socio-emotional well-being. At our school, we have included partial CAS advisorship in the mentor role. It is the mentor who takes responsibility to complete the 3 CAS interviews. Those interviews are completed as part and parcel of the regularly scheduled individual development talks a student has. There are 4 scheduled periods of time for mentors to hold development talks.

DP 1 : Once in October/November and once in March/April

DP 2 : The same as above.

Extra time is allotted in the mentor's working hours to ensure there is time to complete the CAS interviews and document them.

- ii. How many students will be under each CAS adviser's responsibility?

Typically anywhere from 7 to as much as 13

- iii. How will the CAS coordinator guide and supervise the advisers?

The IB team is small and we meet once per week. At the beginning of the year, there is an introduction/review of the CAS program. Typically this involves reviewing the CAS handbook. Additionally, the CAS coordinator has provided questions that can be taken up at the CAS interviews and reference information about the learning outcomes and the requirements of the project.

CAS as a topic for collaboration and discussion is then put on the agenda at least one more time in the course of the school year. Otherwise, the IB mentors are encouraged to reach out to the CAS coordinator for any advice or questions they may have.

- iv. What procedures will be in place to ensure consistency among advisers' responses to questions related to proposed experiences?

The advisor does not give the student the final OK whether their chosen activity meets CAS standards, instead their responsibility is to engage the students in the interview questions and discuss their ideas with them in a more general way. We have found it is an excellent way for mentors to get to better know their students' interests outside of school.

The responsibility to approve or not approve an experience is up to the CAS Coordinator. Essentially every proposal a student makes is done through Managebac, and it is there that the CAS coordinator approves or does not approve an activity. The CAS coordinator will also take the opportunity, when a proposal comes in, to review the benefits and possible risks that need to be considered.

2. Time allocation

Indicate the weekly time allocation for CAS experiences . Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS experiences.

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	<p>The CAS coordinator's office is in the administration area and students can come by any time they want to talk. If can't be found, they can email me or text me on Microsoft TEAMS to meet or chat.</p> <p>Monday afternoons are set aside as CAS hour and is hosted by a teacher on the IB team. It can be used to catch up on reflections and evidence (in MANagebac) or it can be used to collaborate with classmates on a project or brainstorm ideas.</p> <p>It can also be used to actually do a CAS experience during that time</p>	The CAS hour as explained in the prior box.
Outside the school's timetable	<p>Students often take part in sports and their coach is typically an advisor. This happens on weekday evenings after school.</p> <p>The CAS coordinator is open to scheduling meetings after school time if needed.</p>	This managed by each student individually and if they need help, they have the opportunity to say so during a CAS interview, or during the CAS hour at school, or simply by reaching out to the CAS coordinator

Describe other time arrangements, if applicable.

3. Length of the whole CAS programme *(it must expand over 18 months at least)*

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
It will start	August	August
It will end	June	May

4. Budget

Indicate how the budget for CAS has been produced. Identify different types of support that the school will provide for CAS (for example, administrative, transportation).

The CAS coordinator at the moment is also the DP coordinator. The DP coordinator creates a yearly budget taking into account the previous activities and events held by students. The idea behind the budget is that each group receives an equal amount (depending on specific situations). Students within each group are responsible to raise funds as well in order to understand the importance to planning and budgeting activities. The school provides support in purchasing materials that students may need, providing transportation for long distance activities, as well as administering the cost for each group.

5. Monitoring/advising

How often will interviews with each student take place? Indicate length of interview and main objectives.

At our school, we have included partial CAS advisorship in the mentor role. It is the mentor who takes responsibility to complete the 3 CAS interviews. Those interviews are completed as part and parcel of the regularly scheduled individual development talks a student has. There are 4 scheduled periods of time for mentors to hold development talks.

DP 1 : Once in October/November and once in March/April
DP 2 : The same as above.

Extra time is allotted in the mentor's working hours to ensure there is time to complete the CAS interviews and document them.

Each talk is approx 20 min. Talks are designed to elicit student ideas for CAS, documentation of student activities, monitoring and reflection of activities, answer questions, discuss progress and learning outcomes, and CAS finalization.

6. Supervision

Who will be involved in the supervision of students (teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

The adult who is present at a CAS experience is the first person the student should ask to be a supervisor. If that is not possible, the CAS coordinator has agreed to be a supervisor for any situation that is happening somewhat more independently. In either case, the reflections and evidence must be strong enough so that the CAS coordinator, as supervisor, can be assured the activity did take place.

7. CAS programme

- a. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

We ensure students are given opportunities to choose their own CAS by NOT requiring them to do something that is our idea or organizing an activity for them. Whilst other people may have good ideas for CAS activities, if it's not in the students' own interest area, then it likely won't be something they're truly engaged in willingly.

At the meeting in Fall of year 1, I will present a myriad of example activities and projects to students so they have a broad overview of what can be accomplished. I aim to inspire and encourage them to follow their most passionate interests. « Do you love music ? Have you ever performed ? Our school would love to have a concert ! You play football ? I know students at the International School would love to have some organized sport during their break time, have you thought of that ? » I, along with any advisors who are on board, can guide and encourage, and give ideas, but I would also like to coach students to design their own projects from scratch.

Finally, I think a terrific model for CAS is the Service Learning Cycle and I would like to present this to them as well. While not every activity must be a service project, I will promote Service Learning in any case.

A great service learning project follows these phases :

Investigate : identify problems that you have, the school has, the local community has, etc. Identify a problem you think you'd like to contribute to solving.

Plan plan for the action you are going to take !

Action take action

Reflect (an ongoing process)

Demonstrate Very important ! Students need to demonstrate in some way what they've accomplished

- b. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

Using the Service Learning Phases above, students can indeed identify a local issue for which they'd like to take action, the idea being « think global , act local » How can we get them to see the significance in this saying ? Perhaps this is the difficult, but one idea I have is as follows :

For the CAS talks which are 20 min, we could develop a checklist of points to be discussed that can guide the talk. We can simply ask students to make a connection from the local to global. Being that the DP curriculum and our mission statement is built up around the idea of « International Mindedness », and global issues, believe it won't be difficult for students to make that leap in thinking from local to global (or vice versa !).

I think it's important with good advising and coaching, because all local issues have global significance ultimately since we are all interconnected ; taking action on any matter, in a sense, has global implications. Helping our students see the value in the actions they take is important work we need to undertake.

In student reflections, we could for example, give them some guiding questions , « In what way is your CAS activity related to : »

• Language, culture and identity • Science, technology and society • Equality and inequality
• Conflict, peace and security • Economic and/or environmental sustainability • Health and development

- c. How will students be advised to plan their CAS programme taking the learning outcomes into account?

The learning objectives can be points of reflection during the process of undertaking « service learning » phases. For example, learning outcome 1 : « Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others » can turn into a reflection guiding question :

1. What led you to choose this activity ? (individual desires)
2. What was the easiest for you to accomplish ? (skills and abilities)
3. What was the most challenging ? (things to develop)

These guiding questions can be explored in CAS talks and reflections in Managebac.

Of course students will be presented with the learning outcomes as well, since their plans for activities will need to be measured against these outcomes to see if the activity is indeed a good one or if it needs further development.

- d. Give an example of a potential student's CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

- Student partakes in football training for him/herself because he/she loves it and wants to get better
- Student designs a football training course for younger students which combines love of the sport + service
- Student is passionate about sustainability. Undertakes an investigation at school about how much recycling is done. Finds that much more could be done and designs a recycling programme for the school. Creates posters to put up to remind students and teachers to recycle. Creativity + service
- A group of students love music and decide to practice up enough to put on a concert because we don't have a lot of concerts in our town : service + creativity

- e. What strategies will you apply to ensure that students reflect on their CAS experiences?

Managebac is the tool we'll use and we'll make it clear to students at the beginning of the programme of the expectations to have ongoing reflections. They will be occasionally reminded by CAS coordinator and also during CAS talks. Reflections can happen orally (recorded), video, written, or in interview format.

- f. How will the school record the progress of the student's CAS programme?

Managebac

- g. How will the student record their CAS experiences and reflections?

Managebac

- h. How will the school report on the student's CAS programme to parents?

A progress report is given in December Feb, and June during Year 1, and same for DP 2. Additionally, parents and students can check progress in Managebac throughout the year. Finally, 3 way conferences are scheduled in December and again Mid-March of DP 1. In DP 2, the 2nd conference happens in February.

- i. How will the school promote the student's achievements in CAS within the school community?

Demonstration is an important phase, as in Service Learning, but for any undertaking. It helps to consolidate the experience and the learning outcomes associated.

Many activities that students take part in is acknowledged by making sure that the rest of the school community can attend or are invited or publicized. Pictures can be taken and put up on the web as a way to celebrate their accomplishments. At the end of DP 2, we celebrate the students' CAS and EE accomplishments in an exhibition style format.