

Diploma Programme programme outline—CAS			
School name	Spojená škola, Pankúchova 6		School code
Name of CAS coordinator	Grace Sprockett	Date of IB training	November 3, 2021 – December 1, 2021
Date when outline was completed	November 28, 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	nov21_CAS_dp_c1_en_g1_Creativity_Activity_Service_Cat. 1_Workshop

A: Context

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1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized
2. Describe the social and physical environment of the community in which the school is located.

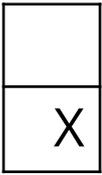
The social and physical environment of the community in which the school is located is a combination of a traditional Slovak community, with a more innovative and modern approach in the immediate area. Physically, the school is located in Petržalka, Slovakia, the largest borough of Bratislava, the capital of Slovakia. Situated on the right bank of the river Danube, the area shares a land border with Austria, and is home to around 100,000 people. This neighbourhood is the biggest suburb in the country, and one of the most populated in Europe. Petržalka is both a farming community integrated with city life, as the community is home to large fields of crops, with apartment complexes and city life intertwined.

Socially, Petržalka is one of the more diverse communities, housing both Slovaks and many foreigners within the community. Known for its higher level of economic income, the Petržalka community finds itself socially integrated and holds more open-minded viewpoints. Most community members are focused on familial bonds, as this community seems to appreciate family and friend relationships.

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 No

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

i. What additional responsibilities will the CAS coordinator have?

The CAS coordinator within the school will also have the responsibility of being an MYP English and History teacher, as well as a Service and Action Coordinator.

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

I would estimate around 30% of the CAS coordinator's scheduled time will be devoted to CAS. Depending on the new schedule of the CAS coordinator (which is still being established), this number may increase if the other responsibilities are distributed elsewhere.

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?

Since we have a larger school, we are hoping to utilize the team approach when it comes to CAS. CAS advisers will be identified firstly through desire, meaning any teachers within the IB program will be able to show interest in becoming a CAS adviser for a particular student. (For example, if a student wants to have an active CAS project, the PEH teacher may want to be CAS adviser to that student.) Next, the school will have determine if there are any adviser roles left, in which there will be a mandatory filling.

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

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

The CAS coordinator will guide and supervise the advisers through weekly meetings and discussions. In doing so, the CAS coordinator will begin the process by explaining and introducing the CAS project to the advisers. After this, the advisers will pick and/or receive their student(s) with their CAS projects. Next, the CAS project planning and development will occur, in which the CAS coordinator will supervise the progress of the advisers and students throughout the projects. The CAS coordinator will be available for questions and help the entire process.

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

In working together in weekly meetings and communicating constantly, CAS advisor's responses will be consistent. In setting the standards from the beginning and monitoring the standards, advisers will understand their roles as well as how to explain and discuss questions in a consistent manner. Along with this, if the advisor ever has questions or does not understand something, the CAS coordinator will be able to step in for clarification, ensuring consistency.

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	1 hour per week	Various depending on project Minimum 1 hour per week
Outside the school's timetable	1 hour per week	Various depending on project Minimum 1 hour per week

Describe other time arrangements, if applicable.

N/A

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 1, 2022	August, 2023
It will end	June 1, 2024	June, 2024

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).

As our school is still in the process of creating the CAS budget, we do not have set figures at the moment. Yet, our school is heavily supported through the administration and government of Slovakia, so our CAS program will be supported financially and with enough money and resources to ensure that the students' needs are being met and will be able to complete any CAS project they desire.

5. Monitoring/advising

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

Interviews for the students will take place a minimum of four times throughout the process of their CAS project. The first interview will be the introduction interview, in which the students will propose their ideas for their potential CAS projects and explain their goals for CAS. The second and third interviews will consist of monitoring and discussing how the project is going, along with the potential issues which may occur and how to solve them. These meetings will focus on whether or not the student is accurately completing their CAS project and reaching their goals. Finally, the last interview will be a reflection interview, in which the students reflect on their time working on the CAS project, as well as the overall process.

Each interview should be a minimum of 1 hour, and can go longer if the student feels they need more time and/or guidance. The main objectives are to monitor, help, and guide the students in their CAS project.

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?

Supervision of the students will include :

1. CAS Coordinator
2. CAS Advisors
3. Parents of the student
4. Administration
5. Community members specifically involved in the CAS projects

7. CAS programme

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

The school will ensure the students are given opportunities to choose their own CAS experiences by firstly discussing all of the categories the CAS project allows—creativity, service, action. In doing so, students will be able to brainstorm and discuss their own passions and ambitions in life, and will be able to devise their own projects based on that.

- 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.

Luckily, our school has a great relationship with the local community, so our students have a unique opportunity to work within our local community while discussing larger, more global issues and perspectives. For example, working with the refugee population within the local community or homelessness, in which students are directly engaging with local issues, but are able to understand the global issues in which it stems from.

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

Students will be advised directly using the learning outcomes of CAS, as we find that if our students know and understand the purpose and outcomes beforehand, then they appreciate and work within the guidelines the entire process. During interviews and meetings, students will also be reminded of the learning outcomes of CAS, and students will have to discuss and show how they are meeting the outcomes throughout the experience.

- 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.

One potential CAS project a student has been thinking about is creating a monthly volunteering organization to work with the homeless population in Petržalka. I believe all seven learning outcomes could easily be addressed in this project, as well as the service and creativity strands of CAS.

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

Reflection will occur throughout the entire CAS experience for our students, as each meeting they have they will have to reflect with their advisor. Within their individual CAS project, students will also have to have a way in which they reflect constantly. (Journal, discussion, etc.) Finally, the last interview of the student with their CAS advisor will be centered on reflection.

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

The school will have a specific database in which they store all of the students' progress, but until then they will have both digital and hard-copies of the students' progress. Meeting minutes as well as advisor and CAS coordinator notes will also be included.

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

Students will record their CAS experience and reflections according to their own project and own method. Students will be given a set number of questions, but it is up to them how they record and reflect on their CAS experience. Some examples may be a journal, video, blog, social media account. As long as the students are consistently recording and reflection their CAS experience, we want them to have control of how they do this.

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

Parents are a major key in a successful CAS program and experiences, so they will have monthly reports of their student's progress within their CAS experience. Parents will receive emails and phone calls to discuss the progress, as well as be invited to meetings and discussions throughout the process. The school's newsletter and Edupage will also house information for the parents.

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

Within the school community, Edupage and the school website will showcase the students' achievements in CAS. We are also considering a CAS Day, in which students who have completed their CAS projects will have the chance to discuss and show their projects off to the school.