



SERVICE-LEARNING HANDBOOK

Policy and Procedures

Updated Oct 2020
Version.2.0

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OUR VISION

**“An Empowered, Innovative
and Agile community of
learners who achieve and
contribute positively within
and beyond the school”**

OUR MISSION

**Inspire Learning
Foster Responsibility
Celebrate Diversity**



Mission Statement & Rationale

Our Purpose is to

Inspire Learning

Foster Responsibility

Celebrate Diversity

inspire Learning:

We inspire learning through the IB Continuum of programmes (PYP, MYP and DP), using inquiry to develop conceptual understanding, skills and attitudes in a learning process that is contextualized locally, regionally, and globally.

Promote Responsibility:

We promote responsibility by developing global citizenship based on the understanding of our own well-being and that of others, fostering our sense of empathy, respect and tolerance so that we take action, making positive contributions locally and globally.

Celebrate Diversity:

We celebrate diversity by recognizing our own and others' identities, developing appreciation and tolerance for different world views and opinions. We recognize that language is an important part of culture and encourage the power of languages in building and communicating understanding.

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:

<p>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.</p> <p>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.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>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.</p>	<p>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.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Overview

Service Learning Handbook

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What is Service Learning?

Service-learning is a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection.

(Composite definition from Jacoby, B., and Associates, 1996).



Philosophy for Service Learning at MIS

Service learning at MIS aims to foster, develop, and motivate students to become aware of the needs of the local, and global community. Service learning helps students become responsible world citizens who meaningfully act towards meeting the needs of the community, to reach out and in doing so become aware of their own strengths and weaknesses. At MIS, the philosophy of Service Learning upholds experiences that bring in convergence of collaboration, application of skills and reflection.

Goals for Service Learning

We believe Service Learning is achieved through the effective implementation of the five stages of investigation, planning, action, reflection and demonstration/communication.

It aims to -

- Involve everyone in service learning
- Bring about authentic social change through community collaboration and development
- Enhance and improve the lives of others
- Develop sustainable collaborative/partnerships with the local community
- Provide authentic leadership opportunities
- Integrate service learning into the curriculum
- Develop resources and support systems to enable effective, sustainable, and meaningful service learning

Service Learning Core Values

In MIS, taking meaningful action is a goal of the learning process. Students become aware of the needs of different communities, satiate curiosity about other cultures and endeavor to recognize principles of equality.

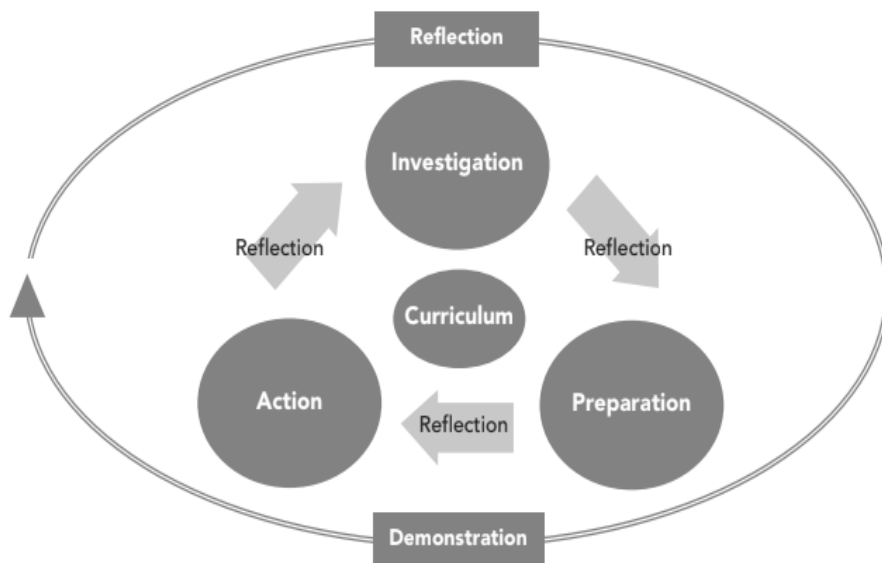
Meaningful action often begins with a feeling of responsibility to the community in which we live and progresses to making and/or facilitating small changes and undertaking larger and more significant sustainable service partnerships.

Service learning is a powerful means to teach the curriculum in an applied and socially conscious manner. Curricular learning may be strengthened when taught contextually through Service. It is an opportunity to take what they are learning in the classroom and put it into action through a commitment to service, making a positive difference to the lives of others and the environment.

Students are encouraged to engage in authentic activities that create a lasting impact on a community and enhance their own experiential learning.

(What is service learning)

Meaningful service is achieved through the five stages of service learning:



(Kaye, Cathryn Berger)

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for service-learning experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their service-learning experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the service-learning experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during service learning to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service-learning experience through their service-learning portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others

Objectives of the programme

The objectives of the programme are as follows

Develop individuals to become:

- Globally minded
- Caring
- Responsible
- Cooperative
- Principled
- Optimistic
- Leaders

Extend learning through exploration of new and varied interests, thereby developing individuals to become:

- Balanced
- Risk Takers
- Problem solvers
- Communicators
- Confident
- Self-aware

Have a positive impact on our host country and community by:

- Building relationships through collaboration and active participation in service
- Modelling positive values and behaviors
- Identifying and addressing challenges in the community
- Sustainable partnerships
- Developing environmental awareness

Service-Learning Expectations

Service-Learning Expectations			
Types of service learning: Direct, Indirect, Advocacy and Research			
	MYP1	MYP 2-3	MYP 4 - 5
What will this look like at different grade levels?	<ul style="list-style-type: none"> -Local and community based - School initiated / unit initiated allowing student's participation for direct or indirect service 	<ul style="list-style-type: none"> -Internationally minded, with local action - School initiated / unit initiated/student initiated allowing student's participation for indirect service or acts of advocacy 	<ul style="list-style-type: none"> -Globally minded through local and International action -Student initiated and designed by school support allowing students to lead different types of service learning
Awareness <i>Become aware of your strengths and areas for growth</i> How did your Service Learning help you know yourself better?	<ul style="list-style-type: none"> -Identify own strengths and areas of growth, with guidance -Recognise personal limitations and external obstacles with guidance -State a plan for personal improvement with guidance -Acknowledge feedback from others, with guidance 	<ul style="list-style-type: none"> -Identify own strengths and weaknesses -Recognise personal limitations and external obstacles -Outline a plan for personal improvement -Reflect on feedback from others 	<ul style="list-style-type: none"> -Construct a plan to include own strengths and weaknesses -Classify personal limitations and external obstacles as opportunities for meaningful learning -Develop a plan for personal improvement -Write down and take action on feedback from others
New skills: Undertake challenges that develop new skills In what ways has your activity stretched you beyond your comfort zone?	<ul style="list-style-type: none"> -Use talents and interests to positively impact the community, with guidance -Identify new skills to be learned or practiced through service, with guidance -Set goals for service, with guidance -Recognize connections with the school curriculum, with guidance 	<ul style="list-style-type: none"> -Use talents and interests to positively impact the community -Identify new skills to be learned or practiced through service -Set goals for service -Recognise connections with the school curriculum 	<ul style="list-style-type: none"> Use talents and interests to positively impact the community with guidance -Plan to learn and practice challenging new skills through the project Set meaningful goals for service Use the school curriculum as an inspiration for setting service-learning goals

<p>Initiative:</p> <p>Discuss, plan and evaluate student-initiated activities</p> <p>How did the process of discussion, planning and evaluation affect your initiative?</p>	<p>Identify opportunities for participation in Service Learning</p> <p>-Determine participation in service projects, with guidance</p>	<p>-Explore opportunities for participation in Service Learning</p> <p>-Determine participation in service projects</p>	<p>-Design and implement appropriate action</p> <p>-Evaluate the project in order to plan for improvement in future action</p>
<p>Commitment:</p> <p>Persevere in action</p> <p>How did you address your challenges to maintain commitment?</p>	<p>-Demonstrate persistence and perseverance in action, with guidance</p> <p>-Outline regular involvement and active engagement while dealing with problems, under guidance</p>	<p>-Demonstrate persistence and perseverance in action</p> <p>-Outline regular involvement and active engagement while dealing with problems</p>	<p>-Demonstrate persistence and perseverance in action and encourage this in others</p> <p>- Explain regular involvement and active engagement while dealing with problems</p>
<p>Collaboration:</p> <p>Work collaboratively with others</p> <p>To what extent did you collaborate with others to plan and/or implement your activity?</p>	<p>-Recognise ideas and feelings of others to seek agreement when making decisions</p> <p>-Find ways to understand differences between cultural perspectives, with guidance</p>	<p>-Recognise ideas and feelings of others to seek agreement when making decisions.</p> <p>-Find ways to understand differences between cultural perspectives</p>	<p>-Recognise and respect the ideas and encourage the inclusion of others</p> <p>-Investigate ways to understand differences between cultural perspectives</p>
<p>Global value:</p> <p>Develop international mindedness through global engagement, multilingualism and intercultural understanding</p> <p>To what extent did your activity address issue important to the global community?</p>	<p>-Discuss understanding of underlying issues behind intended action, with guidance</p> <p>-Demonstrate mindfulness of global issues in personal actions, with guidance</p>	<p>-Discuss understanding of underlying issues behind intended action</p> <p>-Demonstrate mindfulness of global issues in personal actions</p>	<p>-Examine ways to understand underlying issues behind intended action</p> <p>Determine strategies to demonstrate mindfulness of global issues in personal actions</p>
<p>Ethics:</p>	<p>-Demonstrate behaviour in accordance with cultural norms when</p>	<p>Demonstrate behaviour in accordance with cultural norms when working with others</p>	<p>Demonstrate cultural sensitivity in planning for service and carrying out actions</p>

<p>Consider the ethical implications of your actions</p> <p>What measures did you adopt to resolve ethical dilemmas during your activity?</p>	<p>working with others, with guidance</p> <p>-Demonstrate integrity towards the self, school and others, with guidance</p> <p>-Determine sustainable actions and relationships, with guidance</p>	<p>-Demonstrate integrity towards the self, school and others</p> <p>-Determine sustainable actions and relationships</p>	<p>and model this for others</p> <p>Demonstrate personal and institutional integrity and nurture it in others</p> <p>Evaluate and promote far reaching and sustainable actions and relationship</p>
(Taylor, Stephen)			

Types of service learning (examples from MIS)

Direct	Indirect	Advocacy	Research based
Tutoring or teaching lessons in their subject-English, Math, Science & technology (peer & outside community members)	Visual arts students producing newsletters/magazine for a community center/school to inform community about service activities	Creating an awareness strategy for a public health campaign for example AIDS or environmental campaign for climate change	I&S or Humanities students mapping a forest to track the growth of specific plants for Primary school students for their unit on biodiversity
Becoming an advisor for a primary or middle school club related to the class topic	Students produce art pieces for auction to benefit local community center	Participating and creating awareness posters for River clean-up project	Environmental studies students investigating and designing range of experiments related to environmental issues for Primary students
Helping in animal rescue center	Organize a collection drive to ask neighbourhood and school families to donate supplies or gifts for community suffered from natural disaster		

Service learning is not -

- Volunteering experience
- Community service where one specific community benefits without any emphasis placed on education
- An add on to school curriculum
- Completion of minimum service hours to graduate

Activities	Service is	Service is not
	(Engagements <i>with</i> the community to help solve real problems and demonstrate progress on learning outcomes.)	(Good things to do but NOT part of a student's required Service-Learning Programme)
Fundraising	Working together with members of local NGO/Institutions to generate funds and using these funds to support their community's urgent needs.	Buying and selling of goods to generate money as a donation
MUN	Having a leadership role in the committee -Secretary-General.	Being a delegate member
STUCO	Planning and leading an activity as President or Vice President	Being a council member as class representative.
Experiential learning magazine	Planning, executing, and coordinating content for newsletter and Experiential Learning Magazine	Taking photographs or unplanned interviews
Independent projects Eg.- Donating self-created artistic pieces of work	Investigating, designing, and creating pieces of work relevant to the community's authentic needs.	Donating pieces of work creating without investigating the need of the specific community
Organizing sports events Eg. – Football tournament	Coaching a football team in a local school and organizing a tournament between that team and our students at the end of the season.	Organizing a football tournament for your classmates
Volunteering	Collaborating with students from a neighbourhood school to produce an event such as a play or musical performance for the community.	Acting as an usher at the graduation event

SERVICE LEARNING IN MYP/DP

Fulfillment of the school's expectations for participation in community service is a requirement of the IB MYP Certificate.

Service as action that leads towards a set of developmentally appropriate outcomes in each MYP grade level, students should aim to meet all of the IB outcomes. At MIS, we are hoping to see students commit to service out of a desire to be a global citizen, rather than because of an MYP requirement.

The following examples outline some of the opportunities for participating in the Service Learning Program:

- Classroom opportunities – there are many opportunities through integrated units in subjects and through specific courses such as the MUN, personal projects, and CAS requirements for IBDP
- Service Learning After School activities – there is a diverse range of activities to suit students' interests, skills and talents either after school and or at weekends.

For example: The children from Doorstep, Students from Aruna Chaudhary School, Vasant Dada Patil school children, Teaching English language to our school support staff.

Leadership opportunities: there are many activities during the year including:

- Within each service activity or service project by leading service activities/assemblies
- By volunteering for one of our service partners
- Volunteering for other service activities

CAS Program (Creativity, Activity, Service)

CAS is a requirement for the achievement of the International Baccalaureate Diploma Programme. It is the culminating program for service learning at MIS. CAS is one of the core elements of the Diploma Programme; students enrolled in the IBDP must be involved in regular creativity, activity, and service experiences for the duration of the course. They are expected to reflect on the learning outcomes to demonstrate their growth on a regular basis.

The 7 learning outcomes for the CAS program are:

- LO1: Identify own strengths and develop areas for growth
- LO2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO3: Demonstrate how to initiate and plan a CAS experience
- LO4: Show commitment to and perseverance in CAS experiences
- LO5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO6: Demonstrate engagement with issues of global significance
- LO7: Recognize and consider the ethics of choices and actions (2015b, pp. 11-12)

In addition to the expectations listed above, students are to undertake a CAS project, follow the CAS stages (investigation, planning, action, reflection, demonstration), and participate in a series of interviews with coordinators/advisors.

ManageBac (service-learning portfolio program)

Students reflect, document and monitor their Service Learning experiences on ManageBac for MYP-1 to DP-2.

All MIS students are currently monitored on ManageBac by their group supervisor teacher, CAS Coordinator, IBDP Coordinator, Community & Service Coordinator and Service Learning Coordinator. Parents are also encouraged to monitor their child's progress by logging into ManageBac.

Reports are currently generated via the ManageBac data program. These are completed by the Service & Action Coordinator (MYP) & CAS Coordinator (DP) at the end of each semester.

The reports include the list of activities completed by the student, outcomes met and a final comment and grade.

Follow this step-by-step process:

1. Before you do a service activity, you “Add SA Activity” and complete the entire proposal summary on your SA page on ManageBac. The “Background” and “Specific details” text boxes are where you write all the actions the activity will involve. The “Activity Aim” text box is where you write the intended outcome of the activity (how the activity will address specific human or environmental needs in the community).
2. Your advisor will be notified via email that you completed a proposal. If the proposal is not fully and/or thoughtfully completed, your advisor will discuss the activity with you to help you determine if the activity is meaningful and addresses specific needs in the community.
3. When your advisor determines that your activity meets the above requirements, she/he will approve your proposal.
4. You will be notified of the approval via email.
5. Once you receive the approval, you complete the activity and then complete a thoughtful reflection about how you contributed to one or more community needs, your experience, and the ways you developed in your targeted learning outcomes. In addition to a written reflection, this can also include photos and videos of you doing the service.
 - If you do the same activity multiple times, just make one proposal, complete meaningful reflections along the way, while investigating about the activity, planning, and taking action.
6. The adult who supervises you as you do the activity needs to be present during the entire activity in order to provide a thorough “supervisor review”.
7. You can send him/her the activity supervisor email via ManageBac. The activity supervisor completes the form and it is automatically uploaded to ManageBac.
8. Your advisor reviews your reflection and the supervisor’s review. If the reflection addresses the topics listed in step 5, and the supervisor review indicates satisfactory participation, your advisor marks the activity completed.

Tips:

- Choose service activities that you are really interested in and concerned about. Consider the needs of our school, neighbourhood, state and world communities. (While visiting your country or when on a vacation) Find ways to make a real difference in the lives of the people, environment and animals of your world!
- Keep notes on your experiences and thoughts during your participation in Service as Action activities. This will help you complete more thoughtful reflections. Remember that what you learn about yourself and the needs of the communities you are a part of, is as important as the activity itself! Your learning needs to be communicated through your reflections.
- Service as Action activities that are generated out of curricular classes and advisory DO count towards your Service and Action obligation.
- Service and action activities that will not count towards your SA obligation:
 - Any activity that provides material rewards, such as money, gifts, or services
 - Household chores or babysitting
 - Any activity associated with involvement, expectations or requirements of another affiliation such as International Carnival.
- Remember that you are representing MIS, your family, and yourself.
- Plan your SA activities so that you accomplish them throughout the school year. It will be very challenging to complete if you wait until the end of the year!

Service-Learning resources:

- A complete list of various worksheets/books on various subjects like English, Math, Science etc. are available for service learning (talk to the Service Learning Coordinator for more information).
- Sporting Equipment - a wide variety of materials and equipment can be accessed from the PE department. Prior permission for use is a Must.
- Classroom resources - Projectors /smart boards are available for use provided prior permission is taken by respective group leaders.
- Service Learning is communicated and celebrated with parents and the wider community via the MIS newsletter.
- We also have assemblies where students are recognized for their leadership in service. A Service exhibition with students, parents, volunteers, supervisors, service partner leaders is held to celebrate service learning for the year.
- Students are nominated for recognition by their service supervisor.
- Service Leadership awards are bestowed to students who have demonstrated leadership qualities in their service activity/project.

Security for Service-Learning activities

Collaborative and reciprocal engagement with the community in response to an authentic need.

Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

The IB learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. (IBO CAS guide)

The program is dedicated to protecting the safety and dignity of its students, faculty, community partners, and anyone who has contact with the program.

Risk Management Goals

Effective risk management works toward the below goals in helping provide the safest environment possible:

- Do no harm to students, faculty, or community partners
- Provide a safe environment for students and staff
- Substantiate and maintain the trust of those partners

Guidelines and Limitations (Students from both service provider & receivers' organizations):

NOC (non-objection certificate) is given by the participating community organizations before the beginning of the sessions to ensure all the security issues and solutions are in place.

- Students are guided not to go beyond the scope of assigned responsibilities. They can refuse risky or inappropriate requests and situations.
- Students must not tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their race, ethnicity, ability, gender, or age. It must be brought to the notice of the mentors/faculty member immediately.
- Students under any circumstances are not allowed to move around or work alone in class or school premises / transported alone without teacher supervision.
- Students cannot give or lend money or other personal belongings, without informing /and taking permission of faculty members/mentors.
- Mutual respect is expected from all participating members.
- Students must ask for help when in doubt. Any of the school faculty members can assist you in determining the best way to respond to difficult or uncomfortable situations.
- MIS will provide necessary space, equipment, and resources for the student to learn effectively during service-learning duration.
- MIS will provide faculty mentors to guide and evaluate the students. These mentors will clarify doubts, get assistance, or make suggestions during service-learning duration. They will also relate the student's service to the learning objectives, keep a record of student reflection. They will also notify the student and/or the service-learning team of any concerns or changes

1. Identification Passes

All the visiting students (any visitors) are logged in within our school security system and allotted passes to monitor their presence in school with due record of timings. They have to login as first stage of security.

2. Security presence

The school has security personnel's' presence in all parts of the school. In each floor and strategic points of the school where the activities are taking place, security presence is expected.

3. CCTV

The entire school premise is under CCTV surveillance. They are placed in all strategic points around school and under observation all the time.

4. First Aid training & Emergency

Annual schedules with regards to first aid training for staff are in place. External agencies conduct certified courses, as well as sessions are held by school nurse. A qualified & experienced nurse is in school throughout school hours. In case of emergency the school has tie up with nearby hospitals including Ruby Hall Clinic, Hinjewadi, around 6-10 minutes from school.

5. Allotted rooms & wash rooms

Specific rooms & washrooms have been allotted for service activities. As per the school rules, staff (teaching & non-teaching) & student's washrooms are separate.

For visiting school student's specific washrooms are allotted nearest to their working space. Teachers are expected to accompany them till outside space.

SECURITY FOR SERVICE-LEARNING ACTIVITIES OFF CAMPUS

Our service learning team inspects ALL service partner sites prior to any service activity and completes a Risk Assessment.

Service activity supervisor/s accompany students to ALL service activities off campus.

In the event of an incident; accident, emergency or security breach, the service learning team/supervisor(s) must REPORT immediately to Director, Principal, and Parent & School medical team.

Complete an Incident Report Form and submit to the Senior Leadership Team

Service Supervisors attend to the injured student and call the school nurse and if necessary the ambulance/hospital. Please REPORT immediately to Principal, Director, and parent.

Complete an Incident Report Form and submit to the Senior Leadership Team

Guidelines for participation faculty participation:

- Staff members participate in a service activity/ project where possible.
- Participation in a service activity/project each year is highly encouraged
- Integrate service learning into the curriculum units where appropriate
- Participate in Service-Learning Action Days

ROLES AND RESPONSIBILITIES OF THE SERVICE-LEARNING TEAM

Service-Learning Coordinator- Ms. Maya Gurung, (maya.gurung@misp.com)

- Leads and coordinates Service-Learning activities across all divisions
- Develops and reviews the Service-Learning Curriculum including the writing and development of units, data collection, vertical and horizontal alignment
- Monitors all service activities, participation and projects with the students and service representatives
- Communicates to the community through parent informational sessions & website,
- Procures and manages resources
- Liaises and communicates with parents, students, community partners
- Contact agencies to clarify course goals, service expectations, and timelines

MYP Service as Action Co-coordinator- Ms. Rosy Dias, (rosy.dias@misp.org)

- Monitors students MYP service requirements through ManageBac during activities.
- Communicates the information regarding any 'at risk' students to parents.
- Responds to student posts on reflections and activity proposals expediently.
- Provides ongoing support and feedback to students
- Meets with Service-Learning coordinator regularly
- Communicates to the Service Activity supervisor service activity questions/concerns
- Archives student portfolios of service learning
- Reports Service-Learning progress at end of semester
- Leads the SA information sessions with students/parents

IBDP CAS Coordinator- Ms. Jodi O'Reilly, (jodi.oreilly@misp.org)

- Oversees the delivery of the CAS program for students in DP-1&2
- Ensures the program is in accordance with the latest IB CAS regulations
- Leads the CAS information sessions with students/parents
- Monitors student progress through ManageBac, informs parents of progress and manages at risk students
- Communicates with all parties including Service Learning, CAS Activity Supervisors-both internal and external
- Shares outstanding projects with Service Learning and Activities Coordinator
- Supports CAS supervisors in their role and meets regularly with them

SUPERVISOR /TEACHER MENTOR

Assist in service activities and events based on interest in student age group, /service activities on offer.

- Set learning objectives for the service experience that relate to course objectives
- Identify community issues or service that relates to the class structure
- Discuss and guide the students on reflections
- Discuss the SL expectations and requirements, deadlines for starting service, and end with students
- Evaluate students' SL experiences
- Leads a service activity including meeting with students once a week
- Keeps accurate records of student participation on google drive(Attendance)
- Review student progress in ManageBac, at the end of each semester

Frequently asked Questions

Reference excerpt: **(Organization)**

MYP requirements for service

- The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme (C2.5.a).
- The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service (C4.5.a)

How many hours of community service must MYP students complete each year?

The MYP requires school expectations for community service to be expressed qualitatively, not quantitatively. The IB does not set specific requirements regarding the number of hours students must devote to community service.

In practice, schools often help students to develop a healthy balance of activities and responsibilities by suggesting flexible, developmentally appropriate guidelines for reasonable participation in service as act.

Do schools need to develop their own learning expectations using the learning outcomes for each year of the programme?

No. There are seven learning outcomes for service (MYP: From principles into practice (May 2014:24)). With appropriate guidance and support, MYP students should, through their engagement with service as action:

- Become more aware of their own 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
- 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. Through their participation in service, students can become more confident, self-regulated learners. All MYP student learning outcomes for service are closely associated with IB learner profile attributes and approaches to learning (ATL) skills.

Do all students have to meet all seven learning outcomes for service for each year in which they participate in the programme?

No. The learning outcomes for service are aims for MYP students that they can achieve through involvement in service throughout the programme. The seven outcomes are developmental, reflecting what students may expect to experience and learn over time. The outcomes describe broadly how students can change and grow through service with and for others; they are not intended to be met by every student in every service activity, or

documented in every year of the programme. Longer, more complex service-learning projects offer opportunities to address more learning outcomes.

What are some good practices for schools implementing a system for the qualitative monitoring of student involvement in service?

Effective systems for monitoring involvement in service:

- Focus on opportunities for students to demonstrate that they are meeting specific learning outcomes for service
- Develop a manageable record-keeping process, which can include school-based or externally developed digital platforms
- Prompt meaningful student reflection on their growth over time
- Promote students' development of self-management ATL skills
- Provide students with meaningful feedback about the quality of their reflection, their understanding of service, and their development as caring, responsible members of local and global communities. At certain points in the academic year, systems might include the collection, review and recording of student work products from MYP units, event reports, activity logs, journals, and structured reflections.

What other documentation should schools develop as evidence that they have met the relevant MYP standards and practices?

Evidence of having met standards and practices for MYP service can be found in a variety of existing documents, including:

- Unit plans (for example, learning experiences that incorporate opportunities for individual or collective service learning; reflection before, during and after teaching that the unit sparked planned or spontaneous action)
- Subject-group overviews (for example, an additional column might note possible community- service activities associated with specific units over the course of the programme)
- Planning notes, project overviews and communications with students and parents that explain events, organizations and opportunities for service with and for others
- Instructions for digital platforms that monitor programme participation and model student entries used to demonstrate expectations.
- Matrices that show alignment between MYP service as action and local requirements for community involvement or service.

How should schools determine their expectations for service?

Since MYP schools exist in a broad range of local and national contexts, what schools expect in terms of student participation in service can vary significantly. Opportunities to participate in service can be limited by personal and school circumstances, and service expectations must never compromise concern for students' health, safety and well-being. School expectations should be clearly defined, carefully communicated and fairly administered. In general, schools set expectations for the students in the area of service that are developmental, gradually releasing responsibility and increasing expectations over the five

years of the programme. Some schools organize entirely school-based opportunities for service in the early years of the programme.

Ongoing collaboration with teachers, students, parents/guardians and the wider community is a good way to establish meaningful and reasonable expectations. In programmes ending in MYP year 3 or year 4, all students are expected to complete the community project.

Can schools have “stand-alone” service programmes (opportunities, activities, campaigns and/or events) that are not connected explicitly to the curriculum?

Yes. Not every service activity has to be associated with a specific MYP unit. Both stand-alone and curriculum-based approaches to service can be valuable, providing meaningful opportunities for student engagement and participation in service. Extra-curricular or co-curricular activities—including individual and family community-service activities—can also provide opportunities for students to demonstrate learning outcomes for service. However, the MYP encourages schools to explore the many ways that service can be incorporated into the curriculum, particularly in the “action” aspect of the unit-planning process. Interdisciplinary units can offer especially powerful opportunities to explore service as action.

Does every unit have to provide school-based opportunities for service as action?

No. Every MYP unit offers an opportunity to reflect on its potential to inspire student-initiated action, which can include opportunities for individual, small-group, and classroom, school-wide and community-focused service. In some cases, MYP units can also be planned using a service-learning model that effectively integrates content, classroom activities and community-oriented action. However, teaching and learning is more effective when service and action grow as an authentic response to students’ engagement in MYP subject groups rather than as a required component of each.

Glossary

Commonly used terms

- **Action** is learning by doing and experiencing, and is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and life beyond the classroom.
- **Service**, as a subset or particular kind of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Service as action:** With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities.
- **Service learning** is a structured approach to integrate service into the curriculum. Students apply subject matter to develop plans and partnerships that meet the needs of others. The process includes the key components of inquiry, action and reflection. Experiencing a service-learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service-learning process is made explicit, provides a reliable model for students to use for taking more independent initiative with an idea for service. Guided or classroom learning that leads to action addressing a community need is most meaningful when it allows students to incorporate their own interests, skills and talents.
- **Community and Service:** Previously this was an area of interaction. In the 2014 MYP model, community and service is replaced by the terms “Service as Action”.
- **Community Service:** Students serve the community by understanding and acting with mutual responsibility to meet their own needs and the needs of others. The IB MYP certificate requires that students meet the school’s expectations for participating in community service.
- **Service Activities** or service experiences are opportunities for students to engage in action. Service activities may be designed as a single learning event, a series of related learning experiences, or an extended project. They can be planned by teachers, students, external organizations and agencies, alone or in collaboration with other individuals and groups. An example of an MYP service activity that has been structured using a service-learning model is the MYP community project (required for schools in which MYP year 3 or year 4 is the final year of the programme).
- **Leadership for service as action:** The IB does not require schools to appoint teachers to lead service. However, the school’s organizational structure must support students’ involvement in service as action and its qualitative monitoring. In practice, individual teachers or committees often oversee the development of school-based service activities, promote service as action in curriculum development and administer the school’s system for monitoring students’ participation in community service to ensure that they have met the school’s expectations. The community project focuses on community and service, encouraging

students to explore their right and responsibility to implement service as action in the community. The project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. All students in schools that end the programme in MYP year 3 or year 4 must complete a community project. Schools offering the programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in the community project. Completing a community project does not in itself fulfill the requirements for MYP service.

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