

Diploma Programme programme outline–CAS			
School name	Ela Green School	School code	060876
Name of CAS coordinator	Prathiksha SV	Date of IB training	February 2023
Date when outline was completed	29.11.2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Online CAS Category 1

A: Context

1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized

10

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

Ela Green School is located at the outskirts of the city surrounded by villages, farmland, lakes and hillocks. As a green school environment we often prioritize sustainability and the preservation of the natural environment. The surroundings includes lush greenery, trees, and gardens. The locality can be considered as a semi-urban area. The school is a LEED platinum certified green school. It has a organic farm within the school campus. Inside the school, classrooms are designed to allow for plenty of natural light and fresh air, with energy-efficient lighting and ventilation systems. The school may also have eco-friendly practices, such as recycling programs, composting, and a focus on reducing waste.

Our school vision is to create future leaders who are committed to social and environmental responsibilities. We have a green cabinet of students who are our green warriors. Our students work with local farmers and teach at the local government school.

Overall, a green school environment encourages students to be mindful of their impact on the environment and to develop a sense of responsibility towards preserving natural resources for future generations.

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?

MYP/DP Resource Head, MYP Performing Arts Facilitator, Service As Action Coordinator

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

25% of the coordinator's scheduled time will be scheduled for CAS.

- 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?

Due to a small number of students there is only one CAS coordinator/adviser.

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

5

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

Training: The CAS coordinator may provide initial training to CAS advisers to ensure that they are familiar with the goals and objectives of the program, as well as the roles and responsibilities of the advisers. This may include information on how to support students in planning and implementing CAS activities, how to provide feedback and guidance, and how to ensure that students meet the program requirements.

Regular check-ins: The CAS coordinator may hold regular check-ins with CAS advisers to discuss their progress, identify any challenges or concerns, and provide guidance and support as needed. These check-ins may be conducted in person, over the phone, or via email.

Documentation: The CAS coordinator may require CAS advisers to submit regular reports on their activities and interactions with students. This documentation can help ensure that the advisers are meeting the program requirements and can provide valuable feedback for program improvement.

Evaluation: The CAS coordinator may conduct periodic evaluations of the CAS program to assess its effectiveness and identify areas for improvement. This may involve gathering feedback from CAS advisers, students, and other stakeholders to identify strengths and weaknesses and make adjustments as needed.

. By providing guidance, training, and ongoing supervision, the CAS coordinator can help ensure that the program is successful in meeting its goals and objectives.

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

To ensure consistency among advisers' responses to questions related to proposed experiences in the CAS program, the school may put in place the following procedures:

Guidelines & Protocols

- Training & Support

- Peer Review
- CAS Coordinator Oversight
- Ongoing Evaluation

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	45 mins Per Person	Depending on the CAS experience
Outside the school's timetable	As Needed	As needed

Describe other time arrangements, if applicable.

Not 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	July	July
It will end	April	April

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 budget document with allocation for CAS is submitted. The school will support all the CAS activities planned by the students to the extent possible including advisors, material resources required for each project, transportation etc.

5. Monitoring/advising

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

Interviews with the coordinator will take place at least once in two weeks and be at least thirty minutes in duration. Informal conversations and quick feedback will occur weekly.

The objectives of the interview are:

Reviewing progress: The interview may be an opportunity for the student to review their progress in the CAS program and discuss any challenges or successes they have experienced.

Setting goals: The interview may also be an opportunity for the student to set new goals or adjust existing goals for their CAS activities.

Receiving feedback: The student may receive feedback on their progress from the CAS adviser, and the interview may be an opportunity for the student to ask questions and receive

guidance.

Documenting progress: The interview may also serve as a means of documenting the student's progress in the program for the school's records and future evaluation.

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 primary supervisor will be the CAS coordinator. She will coordinate with the DP coordinator, other teachers, the school administration, housemasters and parents. The part of the first parent meeting will be dedicated to the CAS presentation, and the CAS coordinator will discuss parents' vision and their opportunities to be included in the process. Communication will take place via reports (twice per year), through parent meetings each term and consultation visits for interested parents and school partners. Also, CAS coordinator will present CAS conception to all teachers during collaborative meetings.

7. CAS programme

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

Giving students the opportunity to choose their own CAS experiences is an essential aspect of the program, as it promotes student agency and autonomy in their learning and personal growth.

By providing guidance and support, offering a variety of options, encouraging student initiative, and emphasizing reflection and documentation, the school can ensure that students are given opportunities to choose their own CAS experiences and are able to pursue activities that align with their interests and passions.

- 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.

Promoting CAS experiences that focus on the local community using a global perspective is an important aspect of the program as it helps students to develop a deeper understanding of local issues and challenges within a global context. By promoting partnerships, incorporating global themes, providing opportunities for travel, and encouraging reflection and documentation, the school can help students to engage in CAS experiences that focus on the local community using a global perspective

However, promoting CAS experiences that focus on the local community using a global perspective may face several challenges, including:

- **Access to resources:** The school may face challenges in accessing resources that can support CAS experiences that focus on the local community using a global perspective. This could include funding, partnerships with local organizations, or access to travel opportunities.
- **Language and cultural barriers:** The school may face language and cultural barriers when working with local communities and organizations, which could hinder the ability to gain a global perspective on local issues.
- **Limited student engagement:** The school may face challenges in engaging students in CAS experiences that focus on the local community using a global perspective, particularly if students do not see the relevance or value in such experiences.

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

1. **CAS Orientation:** The school can provide an orientation to all students, outlining the CAS programme's objectives, learning outcomes, and expectations. This orientation can help students understand the purpose of CAS and how it aligns with their personal goals and the IB Learner Profile.
2. **Student-CAS Adviser Meetings:** Each student can be assigned a CAS adviser, who will guide them through the CAS programme. Regular one-on-one meetings between the student and their adviser can be scheduled to discuss and plan their CAS activities, identify any challenges, and provide feedback.
3. **CAS Portfolio:** The school can require students to maintain a CAS portfolio, documenting their activities, reflections, and evidence of achievement of learning outcomes. This portfolio can serve as a record of the student's progress, and the adviser can review and provide feedback on it regularly.
4. **Learning Outcome Checklist:** The school can provide a learning outcome checklist to the students to guide them in planning their activities. This checklist can help them identify which learning outcomes they want to achieve and how they can do so. This checklist can also be used by the adviser to assess the student's progress.
5. **Reflection:** Reflection is a key component of the CAS programme. The school can encourage students to reflect on their experiences regularly and provide prompts to guide their reflections, focusing on how their activities contribute to achieving the learning outcomes.

By following these steps, the school can ensure that students are advised to plan their CAS programme taking the learning outcomes into account, and that they are supported in achieving the objectives of the programme.

- 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.

Project Title: "Sustainability Fair"

Description: The student plans and organizes a sustainability fair at school, bringing together different clubs and organizations to showcase their initiatives and raise awareness about sustainability issues.

Activities:

- Planning and initiating the project: The student collaborates with the school administration, teachers, and students to plan and organize the fair. They research different sustainability issues and identify the participating organizations.
- Undertaking new challenges: The student takes on the challenge of organizing a large-scale event and coordinating with multiple groups.
- Working collaboratively with others: The student works with different clubs and organizations to coordinate their participation in the fair.
- Perseverance and commitment: The student commits to the project and spends significant time and effort organizing and promoting the fair.
- Engaging with issues of global importance: The fair focuses on sustainability issues that have global implications, such as climate change, waste reduction, and renewable energy.

- Considering the ethical implications of actions: The student ensures that the fair promotes ethical and sustainable practices and encourages participants to consider the ethical implications of their actions.
- Increased awareness of strengths and areas for growth: The student reflects on their experiences and identifies their strengths and areas for growth in planning and organizing events.

Through this project, the student can address all seven learning outcomes to some extent, while also contributing to a meaningful cause and promoting sustainability initiatives in the school community.

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

- **Regular Reflection Sessions:** The CAS coordinator can schedule regular reflection sessions with students individually or in groups to encourage them to reflect on their experiences, identify areas for growth, and set goals for their future CAS activities.
- **Journaling:** Students can be encouraged to maintain a journal or blog throughout their CAS experience, where they can reflect on their activities, challenges, and successes. The CAS coordinator can review these journals periodically and provide feedback.
- **Peer Feedback:** Students can be encouraged to share their experiences with their peers and provide feedback to each other. Peer feedback can help students gain new perspectives, identify areas for improvement, and celebrate their achievements.
- **CAS Exit Interviews:** As students near the end of their CAS experience, they can be scheduled for exit interviews with the CAS coordinator. These interviews can provide an opportunity for students to reflect on their overall CAS experience and discuss their future goals.
- **Assessment Rubrics:** The CAS coordinator can provide assessment rubrics to students at the beginning of their CAS experience, outlining the learning outcomes and criteria for success. Students can use these rubrics to reflect on their progress and identify areas for improvement.

By applying these strategies, students will be encouraged to reflect on their CAS experiences, leading to deeper learning and personal growth..

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

The school encourages the students to document their CAS experiences using either physical or digital portfolios. Progress will be evaluated and reported on a termly basis through report cards. Students will be required to participate in a CAS experience on a weekly basis, undertake a CAS project at least once a month, collaborate with peers on a project, and maintain a personal portfolio to record their experiences. All student portfolios, meeting minutes, advisor notes, and CAS coordinator notes will be stored in a dedicated database for easy access and organization.

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

Students will be given the flexibility to record their CAS experiences and reflections using different methods, such as physical or digital portfolios, journals, blogs, videos, or presentations. The school will provide guidance and support to students to help them choose the most appropriate method based on their individual learning style and preferences.

If a student chooses to create a physical portfolio, they can use a binder or folder to

collect evidence of their CAS experiences, such as photos, certificates, and reflections. The portfolio can be organized into different sections based on the CAS strands, projects, and activities.

If a student prefers to use a digital portfolio, they can create an online platform, such as a blog or website, to showcase their CAS experiences. The platform can include multimedia elements, such as photos, videos, and audio recordings, as well as written reflections and descriptions of the CAS activities.

In addition, the CAS coordinator will provide regular opportunities for students to reflect on their CAS experiences through one-on-one meetings, group sessions, or peer feedback. The CAS coordinator will also monitor the progress of the students' portfolios, provide feedback, and offer support and guidance as needed.

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

MyClassroomBoard will be used for general recording and reporting. During parent-teacher conferences, the CAS coordinator and the student's advisor will discuss the student's CAS programme with the parents, providing detailed information about the student's experiences, challenges, and achievements. The coordinator and advisor will also offer suggestions and recommendations for further development and improvement of the student's CAS programme.

In addition, the school may also organize CAS exhibitions or showcases, where students can present their CAS experiences and projects to the wider school community, including parents. This will provide an opportunity for parents to see firsthand the impact and value of their child's CAS programme..

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

The school will promote the student's achievements in CAS within the school community through various channels and activities. Some of these strategies may include:

- **Celebratory Events:** The school may organize celebratory events, such as CAS exhibitions, showcases, or award ceremonies, to recognize and showcase the students' CAS achievements. These events provide an opportunity for the students to share their experiences with the wider school community, including teachers, parents, and fellow students.
- **Newsletter or Bulletin:** The school can create a newsletter or bulletin to update the school community on the latest CAS activities and achievements. This publication can feature student profiles, interviews with CAS coordinators, and highlights of successful CAS projects.
- **Social Media:** The school can use social media platforms, such as Instagram or Facebook, to promote the students' achievements in CAS. The school can share pictures, videos, and stories of the students' CAS experiences and projects.
- **Assemblies:** The school can organize assemblies to showcase the students' CAS achievements to the entire school community. The CAS coordinator or students can make a presentation on their experiences and learning outcomes.
- **Wall of Fame:** The school can create a "Wall of Fame" or a display board to showcase the students' CAS achievements. This display can include pictures, certificates, and other artifacts that represent the students' CAS experiences.

Overall, promoting the students' achievements in CAS within the school community will help to increase the visibility and value of the CAS programme, and motivate other students to get involved in CAS activities.

