



MYP Service as Action at Keystone Academy

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 action. (*Further guidance for developing MYP service as action, 2014*).

Requirements:

1. All grade 6-8 students will participate in at least one in-school service activity and one out-of school activity. In grade 9 and 10, students will participate consistently over a period of time in both an in-school and out-of school service activity.
2. The seven learning outcomes from the IB shall guide the experiences students will have over time.
3. Where possible, service as action will be linked to the curriculum. In the younger grades (6-8), teachers and advisors will play a larger role in guiding and providing opportunities whereas, in the other grades (9-10), students will be expected to initiate service-related opportunities with the guidance of teachers.
4. Qualitative monitoring of student involvement will be linked to Managebac. Students will be asked to write meaningful reflections and to record their growth over time. Teachers and advisors will monitor their involvement. This system will also promote self-management skills (ATL's) and will give teachers opportunities to give feedback on student learning.
5. In-school opportunities can be linked to, but are not limited to, the daily curriculum or the advisory program.
6. Out-of school opportunities can be directly linked to the Experiential Learning Program trips.
7. All service engagements will be monitored on Managebac. Students must document and reflect on the learning and growth. Advisors in collaboration with the MYP Coordinator will monitor student progress.

MYP Seven Learning Outcomes for Service

With appropriate guidance and support, MYP students should, through their engagement with service as action:

1. become more aware of their own strengths and areas for growth
2. undertake challenges that develop new skills
3. discuss, evaluate and plan student-initiated activities
4. persevere in action
5. work collaboratively with others
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding
7. 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. (MYP: From principles into practice (May 2014: 24).

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).

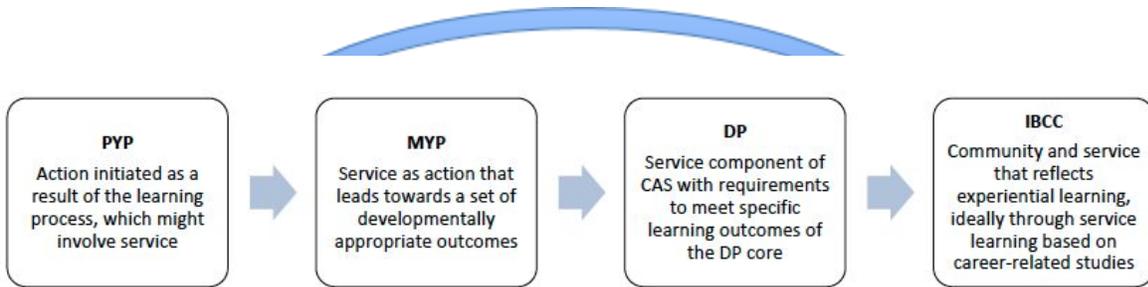


Figure 4 from MYP: From principles into practice (May 2014: 23).

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

Evidence of meeting the MYP standards and practices:

1. 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). **This can be linked with our ELP trips. Grade 6-8 especially should have at least one unit in any subject a year that has an explicit service learning link; could in be in-school.*
2. Subject-group overviews (for example, an additional column might note possible community-service activities associated with specific units over the course of the programme). ** Managebac.*
3. Planning notes, project overviews and communications with students and parents that explain events, organizations and opportunities for service with and for others. **Create a service page on the school website and list all the organizations that Keystone works with. Add articles and photos in order to record and document involvement and contributions.*
4. Instructions for digital platforms that monitor programme participation and model student entries used to demonstrate expectations. ** Managebac*

Considerations as the program develops:

1. Educate the school community about the value of service.
2. Provide student opportunities to share their experiences.
3. Provide a variety of reflection opportunities for students (do not rely on written forms alone).
4. Develop a "service fair" in order for students and parents to be aware of the organizations and opportunities available.
5. Keep lines of communication open with the residential program, primary school and marketing.
6. Questions such as "Does student council count towards an in-school service activity?" will be handled by asking does your involvement meet the seven learning outcomes?

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