

CREATIVITY, ACTIVITY, SERVICE

A: Context

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

20-25

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

Jeannine Manuel School, established in 2015, is based in London and is a French - English bilingual international school. The school is housed across three sites in Bloomsbury, all within a five minute walk of the British Museum. The school welcomes pupils from all nationalities, cultural traditions and native languages from 3 to 18 years old. The school also offers a wide range of extracurricular activities and clubs for the students to take part in.

B: Organization of CAS

1. Coordination

- A. Will the CAS coordinator have only this role in the school? **No**

- B. If your answer is no, answer the following questions:

- i. What additional responsibilities will the CAS coordinator have?

The CAS Coordinator is also a Full time teacher within the MLF department, teaching Spanish from Y8 to Y13.

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

5% - 5 hours per week on average.

- 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?

It will be a mutual agreement between students and the CAS Advisers to reach an understanding to work together during their CAS programme over the two years. The CAS Coordinator will be constantly in contact with both CAS Advisers and students to provide guidance and help. In the event that the student is unable to find a suitable advisor for their program, then the CAS Coordinator will be the student's Advisor by default.

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

1-4

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

The CAS Coordinator will provide relevant documents and keep up to date with the advisers via emails, group meetings at least one per term and individual meetings if needed and/or requested.

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

The CAS handbooks provide clear guidance and expectations, and advisors can contact the CAS Coordinator when questions arise. As part of the process described in iii) the CAS Coordinator's regular contact will assist in maintaining program delivery consistency.

2. Time allocation

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	2-3 hours	1- 2 hours
Outside the school's timetable	By request	1-3 hours

If students need additional time then, a meeting outside of school hours can be organised. Or if there is time during school hours but not inclusive of the dedicated CAS hours then this would also be possible.

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	September	September
It will end	June	May

4. Budget

All members of the school community demonstrate a commitment to CAS. The school will provide the budget necessary to run a successful CAS programme. The extent of the budget will depend on the student numbers. Administrative support will be provided.

5. Supervision

The CAS Coordinator and the IB leadership team will be responsible for supervising the students. All other staff members will also have a role to play in the program supervision. These other members of staff will become familiar with the CAS project through interactions with the CAS Coordinator and IB leadership team. This will especially be the case if the subject teachers have some link with the current project.

6. CAS programme

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

Should the students come to the CAS Coordinator with an experience originating outside of the school, the CAS Coordinator can approve providing it meets the appropriate requirements and add this to the list of experience.

The CAS Coordinator in order to develop the program will aim to establish relationships with the local institutes either directly and/or with the help of the parents' association to create a range of opportunities.

- 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.

Given the school's modern origins there may be fewer links than more established programs, yet this offers an opportunity to grow and become a wider part of the local community. Learning from their programs, adapting what has shown to work well and innovating where opportunities arise. Such as the possibility of having subject matter experts come to the school. Particularly given the international context present within the school where many of our students come from abroad, and that of the sister schools in Paris and Lille. These elements could offer a unique dimension to the program and be very helpful in program development.

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

During the first lessons, the CAS students will learn about expectations, roles, and the learning outcomes that are a part of the CAS activities through examples and explicatory PPT.

Once the students are ready to start with their first experience, the CAS Coordinator and Advisors will guide the pupils by bearing in mind the learning outcomes. This is to ensure that they are making progress, reflecting and achieving the learning outcomes.

- 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.

An example project that a student would conduct, is to lead a reading and writing plan for primary school students. Helping them to develop both their reading and writing skills in French and English.

This will potentially achieve all the learning outcomes and aspects associated with service and creativity principles.

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

I would ask them to identify what they have done through each step of the experience until the experience was completed. Example questions that can be used to elicit this information are:
What things did you do well and why?,
What challenges did you overcome with this experience?,
What did you learn from the experience?, and
How did you feel?

Students need to reflect on their experiences, focusing on what they have done and how it made them feel. The idea being to see first-hand the benefits of carrying out this form of introspection in conjunction with other aspects of their lives.

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

The progress will be recorded on ManageBac. On these systems may be trailed to improve progress recording.

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

The CAS portfolio will be used by the students to record their CAS experiences and reflections.

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

The parents will be kept up to date with the progress of their child(ren) during parents' evening and also any activities taken on by CAS students will be included within the school newsletter. Meetings with the CAS Coordinator and the parents are possible if specifically requested. In any case emails can be sent to inform parents about any relevant progress or information.

It is anticipated that CAS will be introduced to the parents cohort during the parents' afternoon meeting. They also have access to Managebac and as mentioned above the School Newsletter will also be used as a medium to convey information as applicable.

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

Students' achievements can be seen in the school magazine, newsletter and in the weekly round up. Again the CAS Coordinator will organise the CAS Awards at the end of the academic year, offering the school the opportunity to acknowledge the pupils for their effort and commitment.