IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014
ROME • 16–19 OCTOBER
Community and Service Learning in the IBCC

Cathryn Berger Kaye, M.A.
Service Learning Always has

- Academic Relevance, Rigor, & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice and Choice
- Reciprocal Partnerships
- Career Ideas
- Global Connections
- Reflection
Service Learning?
Aristotle:

Education of the mind without education of the heart is no education at all.
What do we INVESTIGATE?

BEGIN with a PERSONAL PROFILE

ASSETS

NEED

COMMUNITY PROBLEM

PARTNERS

Skills & Talents

Interests

BEGIN with a PERSONAL PROFILE
Authentic ACTION RESEARCH

- MEDIA
- INTERVIEWS
- SURVEYS
- OBSERVATION and EXPERIENCE
PREPARATION & PLANNING

- Ask Questions
- Read
- Accumulate Information
- Share Ideas
- Research
- Field Trips
- Connect with the Community
- Plan for Action
ACTION

- DIRECT SERVICE
- INDIRECT SERVICE
- ADVOCACY
- RESEARCH
REFLECTION
“I don’t agree with that. I think you should learn, of course, and some days you must learn a great deal. But you should also have days when you allow what is already in you to swell up inside of you until it touches everything. And you can feel it inside you. If you never take time out to let that happen, then you just accumulate facts, and they begin to rattle around inside you. You can make noise with them, but never really feel anything with them. It’s hollow.”

From *The Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg
DEMONSTRATION

What you did to learn
What you found out
TELL YOUR STORY
The Sphere of Influence

1. Self
2. School
3. Community
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Reflective Project
What is it?

AIMS

• produce an extended piece of work
• engage in personal inquiry, action and reflection on a specific ethical issue
• develop research and communication skills
• develop the skills of critical and creative thinking.

What does this really mean?

• Conducted an ethical dimension of vocational qualification
• Full of your own idea and conclusions that reflect your experience of the IBCC
• It is designed to draw together key elements of BTEC area, core skills and perhaps relate to a career area of interest

Success Criteria

• Map out a study path to include
  • Defining the purpose of the research, the objectives of the research and the research question(s)
  • Conducting primary and secondary research
  • Designing appropriate data collection methods and analysing the data
# Formats of the RP

<table>
<thead>
<tr>
<th>Format</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay/ dialogue/ play</td>
<td>3000 words</td>
</tr>
<tr>
<td>Short film</td>
<td>10min + 750 word report</td>
</tr>
<tr>
<td>Radio play/ interview</td>
<td>10min + 1500 written report</td>
</tr>
<tr>
<td>Web page</td>
<td>5 single page images + 2500 words of written material</td>
</tr>
<tr>
<td>PowerPoint presentation</td>
<td>10 single slides + 1500 word report</td>
</tr>
<tr>
<td>Story board/ photographic presentation</td>
<td>15 single images + 1500 word report</td>
</tr>
</tbody>
</table>
Selecting an issue
What is ‘ethics’?

- Ethics is concerned with what is good for individuals and society.
- The term is derived from the Greek word *ethos* meaning custom, habit, character or disposition.
- **At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives.**
Going deeper – the ethical dimension
Sources
Cultural perspective

Bias is inevitable. But it is very desirable students consider their findings relative to time, place, culture and individuals.
Personal Voice

Is desirable if it is:

• considered
• justified
• persuasive
Staff mentor

- Engage the whole school community
- Support/ advise/ guide
- Think of strengths/ weaknesses/ needs
Facilitation
2 BIG hints!

Teach organisation…

Teach record/time management…
Assessment

Your project will be marked against criteria which focus upon:

A. The issue in context 0-3 marks
B. Community awareness 0-3 marks
C. The ethical dimension of the issue 0-3 marks
D. Cultural awareness 0-3 marks
E. Reasoning 0-3 marks
F. Supporting evidence 0-3 marks
G. Student voice 0-3 marks
H. Reflection 0-3 marks
I. Communication 0-3 marks
J. Presentation 0-3 marks
## Grade Boundaries

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26-30</td>
</tr>
<tr>
<td>B</td>
<td>21-25</td>
</tr>
<tr>
<td>C</td>
<td>16-20</td>
</tr>
<tr>
<td>D</td>
<td>10-15</td>
</tr>
<tr>
<td>E (Fail)</td>
<td>0-9</td>
</tr>
</tbody>
</table>
Enjoy the process

SOURCE: philosophyoffreedom.com
What students say

At first I though this was going to be just another big essay. Now I see my research has given me tools to understand new people.

I now understand how identity is influenced by the choices we make… our values in our every day working lives.

When you really get into your project it is not just about what society see’s a right or wrong, but how groups have come to that conclusion.

It's amazing that when it comes to moral issue we don’t all make the same ‘logical’ choices!
Examples of RP titles

• Does the media corrupt our view of what a ‘normal’ person looks like?
• Is it acceptable to use violence in theatre to provoke an audience reaction?
• Should design companies comply to sustainable policies?
• Is there a founded link between modern media image manipulation and diet fads?
• Can terrorist activities ever be justified?
Summary

• Have a clear mindset you share with learners and mentors from the outset
• Start simple with ethical viewpoints and values related issue relevant to careers in your context
• The ethical inquiry is about the process, not merely the set up and answering of a single question
• Let’s meet up on the OCC!
Bringing the IBCC core to life
Aims of the IBCC

• Broaden ‘access’ to an IB education
• Foster the development of internationally-minded young people
• Encourage flexibility and mobility
• Encourage interdependency of learning styles
• Prepare students for 21st century careers
• Bridge the academic/practical ‘divide’
• Enable students to reach their full potential
Why the IBCC?

- The IBCC is a **flexible educational framework** for schools to meet the needs, backgrounds and contexts of students.
- The IBCC develops the **skills and competencies** required of 21st century learners.
- IBCC graduates are ready to follow a range of pathways including **further education, higher education, apprenticeships, employment**.
- The IBCC is an academically **challenging and rigorous** programme.
- The IBCC **adds value** to the career-related studies offered by a school.
What is the IBCC?

The IBCC:
• is a **holistic education** that emphasizes the practical, cognitive, affective and development of the whole person.

• incorporates the educational principles, vision and learner profile of the IB into a **unique programme** that allows students to specialize in a career-related pathway

• consists of **two or more Diploma Programme courses**, a unique IBCC core and a career-related study

• provides the freedom to schools to **create and design their own distinctive career-related programmes**
The Framework

- At least two Diploma Programme courses
- A specially designed IBCC core recognising and emphasising IB values, mission and needs of career-related students
- An approved Career-related study
The IB Career-related Certificate (IBCC) Model
The Core

• The four strands of the core are

  • Community and service
  • Approaches to learning
  • Language development
  • Reflective project

The core is used to link the IB subjects with the career-related studies.
Community and Service
50 hours

• Based on the principles of ‘service learning’
• A good service learning programme will help
  • Knowledge development
  • Social development
  • Civic development
  • Personal development
• Develop working relationships with members of a community
Approaches to Learning
90 hours

• Designed to introduce students to life-skills, and to operate in a variety of contexts now and in the future

• Includes the development of transferable skills with an emphasis on the nature of thinking critically and ethically and communicating effectively

• Personal development, intercultural understanding, thinking, communication
Language development
50 hours

• Designed to assist and further students' understanding of the wider world.
• It is appropriate to the background, needs and context of the students.
• It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate using the language studied.
• A language portfolio is required to demonstrate engagement with language development.
The Reflective Project
40 hours

• Encapsulates fundamental elements of the IBCC

• A structured piece of work that can take a variety of forms

• Student will be able to **identify, analyse, explore, critically discuss and evaluate** an ethical dilemma of an issue arising from their career-related study
Assessment of the IBCC

Externally assessed components - DP courses

Internally assessed components
1. Approaches to learning
2. Community and service
3. Language development (portfolios may be requested by the IB)
4. Reflective project (moderated by the IB)

The career-related study is assessed by the school, not the IB
The career-related study

• Sitting alongside the IBCC core and the DP courses is the career-related study that students undertake.
• The career-related study is selected by the school.
• It must satisfy IB criteria in relation to accreditation, assessment and quality assurance.
• It must be studied concurrently with the Diploma Programme courses and the IBCC core.
• The career-related study must be completed before the IBCC can be awarded to the student.
The career-related study must be:

• 1. Delivery of the IBCC
  • The career-related study is part of the student timetable during the two-year period of the IBCC.

• 2. Accreditation/recognition (one option or more)
  • The career-related study and assessment plan is accredited/recognized by a government body, an awarding body, an appropriate employer organization or professional body or a further/higher education institution.

• 3. Quality assurance
  • The career-related study is subject to a demonstrable form of external quality assurance.
Language Development

Mike Worth
IBCC Coordinator
Greenfield Community School, Dubai
Aims of the presentation:

• To give an overview of the IBCC Language Development requirements
• Examine the language portfolio
  • Profile
  • Experiences
  • Evidence
• Give an overview of Language Development at Greenfield Community School, Dubai, UAE
Question to the audience:

How many languages can you speak?

How many learnt these languages at school?

How many learnt these after school?

What did you learn an extra language?
IBCC - language development?

• The IB acknowledge the crucial role of language skills in all IB education programmes.

• IBCC students develop key language skills and intercultural understanding to communicate in the environment of their chosen language, furthering their understanding of the wider world.
What is - IBCC Language Development:

- Part of the IBCC Core:
  - Approaches To Learning
    - Language Development
      - Community & Service
      - Reflective project
- The Language Development course encourages students to improve or develop their language proficiency in a language other than best language or mother tongue.
The requirements of Language Development:

1. Language studied cannot be the student's best language
2. Minimum duration is 50 hours
3. School administers the LD
4. Student produces a language portfolio
5. The school ensures satisfactory LD course completion and advises the IB
The language development course can be:

- an extension of a diploma course in groups 1 or 2
- a non-diploma course designed by the school for further development of a student's additional language
- a self-study course monitored by the school
- an online course
IBCC language development:

- All students are required to maintain and complete a **language portfolio** as evidence of their engagement with language development.

- The portfolio is used by students to reflect on their learning and is used to chart a student’s progress in developing language skills and intercultural experiences.

- It is not formally assessed
IBCC Language Development Portfolio:

• The language portfolio has 3 sections:
  • Profile
  • Experiences
  • Evidence

• Each component of the language portfolio has a vital role in assisting students to understand their level of language competency and reflect on their developing language skills.
IBCC Language Development Portfolio:

• **Section 1 - Profile**

  • Students map their language skills against the language learning phases to identify their current language capabilities.

  • Students identify their short and long term goals of their language development.

  • At the conclusion, students use their language objectives to demonstrate progress in their target language.
IBCC Language Development Portfolio: Section 1 - Profile

- The IBCC Core uses the MYP global proficiency tables.
- These provide students and teachers with statements indicating what a student should be able to do by the end of their language development.
- Students are able to identify if they are an emergent, a capable or a proficient communicator.
<table>
<thead>
<tr>
<th>Receptive</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
<th>Phase 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When I listen, read or view, I can:</strong></td>
<td>• understand simple phrases, statements and questions</td>
<td>• understand simple spoken and written texts</td>
<td>• understand a limited variety of spoken and written texts</td>
<td>• understand a variety of spoken and written texts</td>
<td>• understand a wide range of spoken and written texts</td>
<td>• understand a comprehensive range of spoken and written texts</td>
</tr>
<tr>
<td></td>
<td>• identify basic messages, facts, opinions, feelings and ideas.</td>
<td>• identify messages, facts, opinions, feelings and ideas.</td>
<td>• interpret specific information, main ideas and some detail.</td>
<td>• interpret specific information, ideas, opinions and attitudes</td>
<td>• infer information, draw conclusions</td>
<td>• evaluate important information, details and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• recognize implied opinions and attitudes.</td>
<td>• recognize implied opinions and attitudes</td>
<td>• make inferences about implied ideas, opinions and attitudes.</td>
<td></td>
</tr>
<tr>
<td>Phase 1</td>
<td>Phase 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.</td>
<td>Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.</td>
<td></td>
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</tbody>
</table>
Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.

They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed.

They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.

They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class.

They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.

They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms.

They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.

They understand that they can speak and write in different ways for different purposes and audiences.
| Phase 6 | Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written, and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes. |
| --- |
| Phase 5 | Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context. |
IBCC Language Development Portfolio:

• **Step 1:**
  - Students self assess their language proficiency
  - Complete a language profile and place in the language portfolio

• **Step 2:**
  - Students complete a questionnaire on their language & culture.
  - Student identify and set initial goals
IBCC Language Development Portfolio:

- **Step 3:**
  - Students are made aware of the objectives –
    - Oral communication
    - Visual interpretation
    - Reading comprehension
    - Writing
IBCC Language Development Portfolio:

- **Section 2 – Experiences**

- Students document their ‘journey’ in language development.
- Students are engaged in a variety of reflections on the activities/tasks/assessments they have been engaged in.
- The experiences section enables students to demonstrate their involvement in language development.
IBCC Language Development Portfolio:

• Section 3 – Evidence

• Students are required to document their work and achievement in language development.

• Evidence should be/include examples of tasks, assignments, letters, emails, etc.

• Students are required to manage their portfolio with regular consultations with the language teacher or their supervisor.
IBCC video here
Language Development at Greenfield Community School
UK, Thailand, Denmark, Jordan, Syria, Syria, India, Mexico, Holland, South Korea
IBCC @ GCS

In Grade 11:

• Pakistan
• Saudi Arabia
• India
• UK
• Iran
• Norway
• South Africa
• German
• Spain
• Slovak
• Emirates
Language Development @ GCS

• Students are guided through the self assessment process & questionnaire

• Students identify their language phases

• Students identify their chosen language to develop
Language Development @ GCS

• With such a diverse range of first languages the course offers:
  • English
  • Arabic
  • On-line courses in French, Spanish, German, Dutch.
Language Development @ GCS

- Language Portfolio includes:
  - Student profile
  - Self assessment
  - Language proficiency tables
  - Questionnaires
  - Culture analysis
  - Individual short & long term goals
  - Assignments used
  - Reflections
  - Feedback from teacher
Questions
Domande
Preguntas
الأسئلة
Vrae
Vragen
Cwestiynau
Ceisteanna
คำถาม
Sorular
Frågor
Вопросы
Pytania
質問
Kérdések
spørgsmål
Ερωτήσεις
Fragen
감사합니다  Natick
Danke  Eυχαριστίες  Dalu
Thank You  Köszönöm  Tack
Спасибо  Dank  Gracias
谢谢你  Merci  Seé
ありがとうございます