



Service as Action Policy

Latest Review: September 2023

Review cycle: 3 years

Next Review: September 2026



Wellspring Learning Community

Service as Action Policy

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Related Policies:

Guiding Statements

Teaching and Learning Policy

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Wellspring Learning Community

Service as Action Policy

Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Service in the IB MYP

According to the *MYP from principles into practice* (2018) document:

“Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset 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. 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. 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 for adult life” (22).

Rationale

Service learning is at the heart of Wellspring guiding statements. Moreover, fulfillment of the school's expectations for participation in service is a requirement of the IB MYP.

According to the *MYP From Principles into Practice* document, “service, as a subset 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” (22). To ensure a commitment to the value of service in the holistic education of Wellspring students, the careful articulation of the service concept is purposefully constructed and intimately linked to action. Thus, what starts as Action in the PYP, develops into Service as Action in the MYP, and leads to the full-fledged Creativity Action Service (CAS) program in the DP.

Definitions

Service: may be defined as an action that:

- helps the community
- addresses an identified need
- targets at least one of the seven learning outcomes
- is *pro bono*

Service as Action: (SA) is a curriculum-based project as part of a unit that is rooted in an academic subject,

led, and facilitated by the subject teacher and service-learning coordinator. Wellspring will offer at least one Service as Action unit per grade every year spread across different subjects. All students will participate in at least one Service as Action unit in Grades 6 to 10.

Week Without Walls (WWW): is a yearly experiential learning project that could present MYP students with opportunities for service. Students are expected to participate in at least one service-oriented WWW during Grades 6-10.

Service as Action in the MYP

Wellspring incorporates service in the MYP in a variety of ways, including but not limited to: (a) connecting academic units with opportunities for service; (b) service-learning units; and (c) opportunities for students to engage in service opportunities by integrating service experiences within the Wellspring Week Without Walls (WWW).

Types of Service

- **Direct Action:** Students have interaction that involves people, the environment or animals.
- **Indirect Action:** Students do not see the recipients during indirect service
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest
- **Research:** Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice

Requirements

Wellspring believes that students should take an active role in the school and local community. Wellspring MYP students are required to meet the following *minimum expectations* for service at Wellspring. However, students are encouraged and given opportunities to engage beyond the minimum requirement.

1. Engage in at least one service activity each year as per the below requirements
2. Engage in at least one service-based Week Without Walls experience between grades 6-10
3. Meet each of the seven learning outcomes for service at least once between grades 6-10
4. Document service in ManageBac with reflections & evidence

Monitoring

The service-learning coordinator tracks and monitors student progress towards meeting the Wellspring SA requirements. Subject teachers support the service-learning coordinator in assessing SA units. Service is included on Wellspring student progress reports and is monitored using the following methods:

- Minimum service activity requirements:
 - Student SA portfolios in Managebac are monitored to determine if students are meeting minimum annual requirements for service.
 - Students are marked as “Excellent”; “On Track”; or “Concern” based on their progress
- IB Learning Outcomes:
 - Reflections & evidence recorded in SA portfolios on Managebac are reviewed by the service-learning coordinator and relevant teachers/supervisors to determine if students demonstrate the targeted learning outcomes

- Individual learning outcomes are marked off as “complete” in the SA portfolio once the student has demonstrated that they have met the outcome at least once

IB Learning Outcomes for Service

Students are expected to meet each of the seven learning outcomes listed below *at least once* during MYP. Students document that they have met the learning outcomes through reflections in their SA portfolio on ManageBac. (Refer to appendix 1)

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

Service Cycle – IPARD

The essential 5 stages of successful service learning are:

- **Investigation:** Teachers and students investigate community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity
- **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project
- **Action:** Through direct service, indirect service, advocacy, or research, students take action that:
 - has meaningful outcomes valued by those being served
 - addresses issues that are personally relevant to the students
 - uses previously learned and newly acquired academic skills and knowledge
 - offers unique learning experiences and a safe environment to learn, to make mistakes, and to succeed
- **Reflection:** Students share their thoughts and feelings and place their experience
- **Demonstration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future

Documentation is done on the Wellspring whole-school learning platform (Refer to appendix 2).

Appendix 1 – Service: IB Learning Outcomes

Learning Outcome	Description	Guiding Questions
<i>Become more aware of their own strengths and areas for growth</i>	The experience will help you come to know yourself better, as a person with skills and attitudes that are strengths and certain skills and attitudes that need to be developed further in order to be an effective contributor to your community.	<p>What areas of strength did you notice in this experience that you were able to use to contribute to your service?</p> <p>What areas did you notice where you have room for personal development and growth?</p> <p>How did you meet this learning outcome in this experience?</p>
<i>Undertake challenges that develop new skills</i>	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. ^[L] _[SEP]	<p>What was new and challenging about this experience – what did you do for the first time?</p> <p>What skills did you develop? Are these new skills, or did you improve on something you already know?</p> <p>How did you meet this learning outcome in this experience?</p>
<i>Discuss, evaluate and plan student-initiated activities</i>	The experience will require you to take on a leadership role in creation, planning and/or implementation. You may be leading a school sponsored experience or coming up with your own project in order to positively impact a specific community.	<p>Describe the planning process you went through for this experience.</p> <p>How did you come up with the idea, and what did you do to make it happen?</p> <p>What was the impact of the service experience – did you accomplish what you planned?</p> <p>How did you meet this learning outcome in this experience?</p>
<i>Persevere in action</i>	The experience will require that you participate regularly, that you are committed to completing a task or project and that you accept responsibilities that come with that, even if it means working through tricky problems.	<p>How long did you participate in this experience? Describe your level of commitment.</p> <p>How did you handle problems and challenges that arose during the experience?</p> <p>How did you meet this learning outcome in this experience?</p>

<p><i>Work collaboratively with others</i></p>	<p>The experience will require you to work with others, like fellow students, teachers or other adults, in order to effectively contribute to the community. You will need to reflect on the role(s) you took and reflect upon your personal strengths and challenges in working with others.</p>	<p>What role did you take in working collaboratively with others?</p> <p>How did working collaboratively help or hurt your efforts for this experience?</p> <p>How did you improve your ability to work in a team?</p> <p>How did you meet this learning outcome in this experience?</p>
<p><i>Develop international mindedness through global engagement, multilingualism and intercultural understanding</i></p>	<p>You are able to identify and demonstrate understanding of global issues, make responsible decisions, and take appropriate action in response to the issue locally, nationally or internationally.</p>	<p>What is the global issue that you are engaging with, and does it connect to our local community?</p> <p>How was international mindedness or intercultural understanding helpful to you participating in this experience?</p> <p>How did you meet this learning outcome in this experience?</p>
<p><i>Consider the ethical implications of their actions</i></p>	<p>During the experience, you show that you think about the impact of choices and actions on people and the environment. You will show that you are principled when facing ethical dilemmas.</p>	<p>Did you face any ethical dilemmas during your experience? Describe them.</p> <p>How did you consider the consequences of your choices and actions on others and the environment?</p> <p>Was there something that surprised you and made you think about possible consequences in a new way?</p> <p>How did you meet this learning outcome in this experience?</p>

Appendix 2 - How to Document Service on ManageBac Procedure

Find your SA Portfolio

- Click on IB Class (found on the left-hand side) - Click on SA

Add a Service activity to your portfolio

- Click "Add SA Activity"
- Name the experience (only choose from a group if part of class)
- Choose In school or out of school
- Add a description of the service activity and your goals
- Enter the dates
- Choose the learning outcomes you want to work on
- Click "Add SA Activity"

Add evidence or reflections

- First, click on the experience you want to add a reflection for – for example, if you want to add something for Student Council, find Student Council in your SA portfolio and click on it
- Click on the Reflections and Evidence tab
- Click on the Add New Reflections & Evidence button

Works Cited

“MYP: From principles into practice.” IBO, International Baccalaureate Organization, September-January 2015. [www.spps.org/site/handlers/filedownload.ashx?](http://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38342&dataid=21191&FileName=arts_guide_2014.pdf)

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