

Diploma Programme programme outline—CAS

School name	Gymnázium Šrobárova 1 Košice, Slovakia	School code	061626
Name of CAS coordinator	Mgr. Emília Šolcová	Date of IB training	February 2021
Date when outline was completed	June 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	IB CAS Cat.1 (online)

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.

Gymnázium Šrobárova Košice is a stable school with a long-time tradition. Our mission is to provide a good quality general education and prepare our student for university study. There is a creatively humanitarian conception which we enforce in our pedagogy and education and we focus on moral values of our students. Our priority is a contended student who is enabled to shape themselves by our curriculum and in a friendly working atmosphere and who is offered a high quality development for their university study not only at home but also abroad. In course of 129 years period of its existence Gymnázium has become a successful reputable institution, fully competitive thank to a lot of generations of upscale educators for whom the best legacy are their students.

Gymnázium Šrobárova is an excellent starting point for many, who are successful in their lives and are fully able to find their positions in a job market.

Currently we have 540 students in 18 classes studying in either general education programme or specialised programmes which are: language studies, IT studies or Maths studies. We engage our students in different international activities like Erasmus project (KA1 and KA2), DofE and subject olympiads. There are a lot of other national or local competitions which our students take part in. Our school facilities provide students with comfort for both their study and extra-curricular activities. We have regular classrooms, science laboratories (Physics, Chemistry, Biology), IT rooms, library, foreign languages classrooms. Other rooms where students can spend their academic or free time are Students Committee Room, Gym, Fitness centre, open air sport field, climbing wall, school garden, rain garden, relax corner, school canteen. We are very glad to have a highly qualified school psychologist, whom students are encouraged to meet anytime they want or need. Another support for our students is our career counsellor who can give them enough information about their future studies at universities in Slovakia and abroad.

We respect and cherish a lot of beautiful traditions in our school most of which had been established long time ago by ourselves and our community has become a part of these in the course of time. These traditions have become an inevitable part of our community life and are warmly accepted by all generations. Annually we organise a student festival of satire and art based on students' creativity, talent and skills. This tradition began 46 years ago and has become a very popular show in the community.

We are very active in ecological sphere, we separate garbage in the classrooms, we care about our rain and school garden, we have a drinking fountain and we collect old used batteries and old paper and what is also important to say our students often take part in different ecological projects for example: cleaning rivers, river banks, forests.

We also actively develop ethical principles of human behaviour by offering our students wide variety of service experiences they can participate in. This can help them realise how lucky they are having so supportive personal, material and emotional background.

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?

The CAS coordinator is a secondary school teacher who teaches Slovak and German language. She is the head of German language section, school magazine editor and Erasmus+ project leader. Within the IB DP she will teach German B.

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

20% - 30%

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. Nonetheless, students will also be assisted with IB coordinator, their class teacher and all IB teachers. All of them will be aware of the CAS programme and will be able to give advice to students.

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

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

All students will be under the direct supervision of the CAS coordinator.

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

All students will be under the supervision of the CAS coordinator and IB DP coordinator. There will be CAS handbook prepared with all necessary information. They will meet regularly and if necessary, spontaneous meetings will take place.

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	0 min	45min
Outside the school's timetable	1 hour	2 hours

Describe other time arrangements, if applicable.

Although the time will be allocated during the school year, CAS will not end with the academic year – the students will be encouraged to continue their projects and gain experience in the summer between Year 1 and Year 2. Students who are interested in studying at our school will be introduced to CAS programme at the Open House Day and after being accepted by our school they will be presented with a CAS handbook with all necessary information and helpful activities. At the beginning of Year 1 students and the CAS coordinator will meet and generate the ideas for their creativity, service and activity projects. We will use the calendar of activities prepared at the beginning of the school year. The mechanism of choosing the activities is clear, it is a experience checklist and a project checklist where some useful questions are displayed and the correct and honest answers will reliably lead us all to the answer Yes or No for the question if the suggested activity is suitable for CAS. These checklists will be both included in our CAS Handbook.

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	March

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).

Budget includes the printing of the CAS handbook for students, parents and staff, awards to distinguished students projects, catering, transportation, material needed for the projects. The budget depends on the number of students, it is approximately 100,-€ per student

5. Monitoring/advising

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

Three regular interviews with students, regular weekly meetings with CAS coordinator, individual ad hoc meetings with students if required.

A formal CAS orientation will take place in September in Year 1. The three formal interviews with each student will then take place at the beginning of Year 1, the end of Year 1 and the end of the programme (start of Semester 2, Year 2). Informal meetings will also take place as needed. In all these meetings we will strive to establish a firm relationship between student and teacher, based on mutual trust and reliability, focusing on clear understanding on CAS principles and our common aim of students' personal development which must be based, however, on good knowledge of a particular student's personal qualities, talent, skills and abilities.

All the interviews will take 45 minutes (one academic lesson) and will be focused on different aspects.

1. interview will monitor and name the student's understanding of CAS, find out the interests of the student (Personal Profile), discuss the student's plans for CAS experiences, review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes and ensure the student is perfectly informed about all possible ways how to complete their experience.
2. interview will discuss every single step of progress in the student's engagement with CAS, discuss collection of CAS evidence (review portfolio), provide the students with a comfortable environment for various forms of reflection on their CAS experience.
3. interview will provide students with space to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme, students comment on their personal growth from multiple perspectives including joy, personal development, achievements and challenges, larger understandings about the world around them, and how this experience might

impact future choices and actions, encourage students to consider lifelong continuity of creativity, activity and service.

Notes from the interviews are shared with students and stored for reference. These notes will include evidence of achievement in the learning outcomes, concerns, recommendations for planning, highlights of the student's programme to date, and advice for future planning and participation. In this way the interviews will serve as a review for the student of both the short- and long-term process and highlights of their CAS journey.

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?

CAS coordinator, IB coordinator, subject teachers, school psychologist, career counsellor and community institutions representatives will all be involved in the supervision of students while closely cooperating and sharing relevant information. The form chosen could be personal meetings, mail communication, consultancy meetings, regular meeting with parents, all these supervised and guided by IB DP Coordinator.

7. CAS programme

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

We understand that the role of CAS coordinator and IB DP Coordinator is to gather all information about every single opportunity for CAS experiences that can be appealing for students and so can provide them with a comfortable chance to choose from a wide range of different options covering CAS requirements meeting IB learning outcomes too. The mechanism of choosing the activities is clear, it is an experience checklist and a project checklist where some useful questions are displayed and the correct and honest answers will reliably lead us all to the answer Yes or No for the question if the suggested activity is suitable for CAS. These checklists will be both included in our CAS Handbook. On Manageback we plan to post The CAS Proposal which students will need to fill in presenting their final ideas when they are completely sure what they are going to do. Students will meet directly with the CAS coordinator to refine ideas and receive feedback. They will be given enough time to plan – individually and in groups – under the supervision of CAS coordinator. She will ensure that we will not forget to respect individual needs and skills of each student which will get a picture of after first consultancy meeting. We must keep notes from all these to stay focus on what is important.

- 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.

We also understand that one of the LOs is to be able to find connection between local activity and global perspective and we can enhance this by active involvement in the community life, by interest in community activities and by sharing information about these. On our school reception there are always available leaflets about ongoing or planned activities that students can engage in,

both coordinators can actively follow community institutions websites, social networks as well to have insight in community life to be able to forward this information and inspire students also by describing where the connection between local and global can be identified e.g. by finding parallels in international community of IB schools or other international relationship that are established at school with other academic institutions.

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

On the very first meeting of both CAS and IB DP Coordinators and students they will be informed in detail about CAS mission and requirements, all CAS strands, stages, projects, experiences and learning outcomes. Important point here is that students understand everything clearly as well as that they are encouraged to contact the CAS coordinator anytime with trust if they have any doubts or when they need some advice.

It is crucial to make the rules clear at the very beginning of the game because this way we can eliminate a possibility that students will make an inappropriate choice. The schedule of three interviews and other regular meetings, together with spontaneous meetings can cover students' needs to be advised properly about meeting LOs.

Moreover, the CAS handbook will contain resources to help students plan their activities and experiences with the outcomes in mind.

- 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.

Here are sample activities for students to choose from:

CREATIVITY

Day π – the competition in creating the best cake
Creation of logo, writing an essay – Red ribbon – campaign against AIDS (1.12.)
Študentské slovo – a school magazine
A Holiday Photo-story – a photo competition
Košice's Masters of Palettes – a painting competition
I can sing in French – a singing competition
Kalamajky – a students' festival
School balls
Open House Day of Šrobárka
Shakespeare's memorial – competition in reciting and writing poetry

ACTIVITY

Pancake Day on Šrobárka
KOŽAZ
Volleyball
Chess
Trekking
Football
Ice skating
Film night on Šrobárka
Night on Šrobárka
Mobility Day
Camp of Šrobárka
Charity run – Úsmev ako dar

SERVICE

Šrobárska tehla – a charity day (Dorka, Arcus)
Environmental activities – recycling of paper, plastic and glass, rain garden, cleaning of rivers
Extra tutorial for schoolmates

Charity funds – Liga proti rakovine, Belasý motýľ, Slovenské hemofilické združenie

Redesign of website of non-profit organisation

International Marathon of Peace – refreshment post

Money raising for local dog shelter

Example of a CAS Project (is collaborative with classmates or other students)
-after doing a project checklist we can present Kalamajky – a students´festival as a great example of CAS Project – preparing prompts, programme, organization, refreshment, etc. There is required planning, most of learning outcomes are met, stages too.

An example of a potential student´s CAS programme:

Hosting an event to bring awareness to animal rights and animal adoption while raising funds for a local dog shelter

1. Increased awareness of strengths and areas for growth: The student is interested in animal rights but struggles with organization and lacks financial means to individually help.
2. Undertaking new challenges: The student is required to work collaboratively with other students as well as with school administrators and a local dog shelter, which requires multi- tasking and organization.
3. Planned and initiated activities: The student plans a festival at the school premises which will serve to educate and entertain the community while raising money for the chosen charity. The student will need to make all necessary arrangements with officials, be aware of local legal requirements, and communicate with the school official (coordinator) responsible for the risk assessment to make sure the event is as safe as possible.
4. Working collaboratively with others: The student collaborates with group, delegating tasks and communicating regularly (speaking and listening).
5. Showing perseverance and commitment: The student dedicates many hours to the event, adapts to changes in schedule and unforeseen circumstances.
6. Engaged with issues of global importance: animal rights, animal rescue –The student educates self and community about issue and helps to work towards change. The student works on a local problem with global implications.
7. Consideration of ethical implications: The student is accountable for his own actions and demonstrates this via reflection. The student is aware of the ethics surrounding the treatment of animals.

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

Here we rely on highly educated and experienced teaching staff and other school staff, as well as on CAS coordinator who will work on their professional progress by attending different seminars, webinars and workshops and sharing their

experience with other IB schools.

We all together have to focus on creating a friendly working atmosphere providing clear rules and enough of freedom for students.

Supportive guidance is another important principle of our work which can lead to forming space and conditions for different forms of reflection. This guidance is demonstrated by the schedule of regular meeting.

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

The school's Managebac platform will be used to record student progress. Backups will be organised by the coordinator. Planning and recording templates have also been prepared and included in the handbook to provide offline working documents for students. Students will keep their portfolios.

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

The students are responsible for keeping their CAS portfolio. It will be checked by CAS coordinator. They will be permitted to use different ways of recordings: the school's Managebac platform, videos, blogs, scrapbook or videobook.

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

The parents will be informed through the school website, ManageBac and regular teacher – parents meetings. Personal consultancy with both CAS and IBDP Coordinators will be available on request.

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

The achievements in CAS will be announced on our school website and in the school magazine. We are planning to organise a CAS Day for the Year 1 students where the CAS achievements will be demonstrated.
Other ways of promoting: school website, social media, local newspapers and TV, workshops, regular meetings (parents, community members), posters, exhibitions, presentations.