| IBCC community and service programme outline | | | |
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| School name |  | IB School code |  |
| Name of the community and service coordinator |  | **Date of IB training** |  |
| Date when outline  was completed |  | **Name of workshop**  (indicate workshop category) |  |

##### A: Context

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| 1. Projected number of IBCC students who will be entered in the first exam session, once the school has been authorized. |  |  |

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

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##### B: Organization of community and service

Schools are required to provide resources and staff to support the delivery of an appropriate and varied community and service course.

1. Coordination

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| 1. Will the community and service coordinator have only this role in the school? | Yes |  | No |  |

1. If the answer is no, answer the following questions:
2. What additional responsibilities will the community and service coordinator have?

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1. What percentage of the community and service coordinator’s scheduled time will be devoted to community and service coordination?

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1. In larger schools a team approachis recommended. If this is the case in the school, answer the following questions:
2. How will the school identify community and service advisers to ensure that the students are given help in making the most out of their community and service experience?

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| 1. How many students will be under each community and service advisor’s responsibility? |  |  |

1. How regularly will the community and service coordinator meet with the community and service advisors?

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1. What procedures will be in place to ensure consistency among advisors’ responses to questions related to proposed activities?

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1. Time allocation

Indicate the weekly time allocation for community and service activities. Identify the time allocated for meetings of students with advisors/community and service coordinator and time allocated for community and service activities.

|  | Weekly time allocated for students to meet with community and service coordinator/advisers | Weekly time students devote to community and service activities |
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| Within the school’s timetable |  |  |
| Outside the school’s timetable |  |  |

Describe other time arrangements, if applicable.

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1. Length of the whole community and service course *(it must extend over at least 18 months and cannot begin prior to the beginning of year 1 of the IBCC)*

|  | Month of year 1 of the IBCC | Month of year 2 of the IBCC |
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| It will start |  |  |
| It will end |  |  |

1. Budget
2. Indicate how the budget for community and service has been produced.

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1. Identify different types of support that the school will provide for community and service (for example, administrative, transportation).

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1. Monitoring/advising

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

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1. Supervision

Who will be involved in the supervision of students (for example, teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

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1. Community and service programme
2. How will the school ensure that all stakeholders, including students, parents and advisors, understand the principles of “service learning”?

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1. How will the school ensure that the students are given opportunities to choose their own community and service activities?

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1. How will the school promote students undertaking activities in a local and/or international context? Indicate any challenges that the school may face in achieving this objective.

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1. How will students be advised to plan their community and service programme, taking into account the learning outcomes?

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1. Give an example of a potential student’s community and service programme that you would consider as appropriate to the learning outcomes. Do not forget that each student should participate in at least one project that involves teamwork and is of significant duration.

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1. What strategies will you apply to ensure that students reflect on their community and service experiences?

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1. How will the school record the progress of the student’s community and service programme?

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1. How will the student record their community and service experiences and reflections?

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1. How will the school report on the student’s community and service programme to parents?

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1. How will the school promote the student’s achievements in community and service within the school community?

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