THE INTERNATIONAL ACADEMY - AMMAN

الأكاديميــة الدوليــة - عـمـان

SERVICE AS ACTION POLICY

Updated June 2021

IAA MISSION & VISION

Mission

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions, and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal, and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

Vision

To be recognized as providing a unique educational experience that inspires, nourishes, and celebrates the individual; one in which staff, students, and parents are proud partners.

The IB Mission Statement

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SCHOOL PILLARS

Duty
Duty at IAA is commitment to serve selflessly, with no expectation of any recognition in return. It is an innate understanding that the well-being of the world can only be realized through the contribution of every citizen. Our own world extends far beyond our immediate circumstances, and the welfare of others can never be entirely separate from our own. IAA is committed to nurturing the sense of responsibility, duty and service.

Leadership
"The leader of a house is also its humble servant." At IAA leadership stems from the fundamental principles of dignity, respect, peace, humanity, prosperity and belonging. The IAA community understands that strong and inspiring leadership is not simply a title or position, but rather requires the active development of these essential principles. Leadership cannot be divorced from character.

Cultural Heritage
Our heritage is our cultural, social, physical and intellectual identity. It celebrates our past, drives our present and helps shape our future. Jordan is a unique country that celebrates the diversity of its people, honouring the pride each individual exhibits towards their own personal cultural heritage. This is the Jordan to which IAA is proud to belong.

Acceptance
At IAA, we understand that we are one of many on this Earth. We know that our actions not only affect the world, but also reflect how the world views us. We accept people based on the universal principles of Human Rights, Human Dignity, and Fundamental Freedoms. We therefore recognize each other as equal brothers and sisters. At IAA, acceptance is the basis of all human interaction.

IB Learner Profile

The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is Service as Action?

Service as Action is an important aspect of the IB philosophy. With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. 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. In other words, students create an activity derived from the unit, which can affect both local and global communities.

For example, if a student wants to advocate through raising awareness about greenhouse gas emissions, they can plan a campaign that highlights the causes and effects as an extension from their science unit. This would have both local and global implications.

Service learning: is a structured approach to integrate service into the curriculum. Students apply subject matter to develop plans and partnerships that meet the needs of others. The process includes the key components of inquiry, action and reflection.
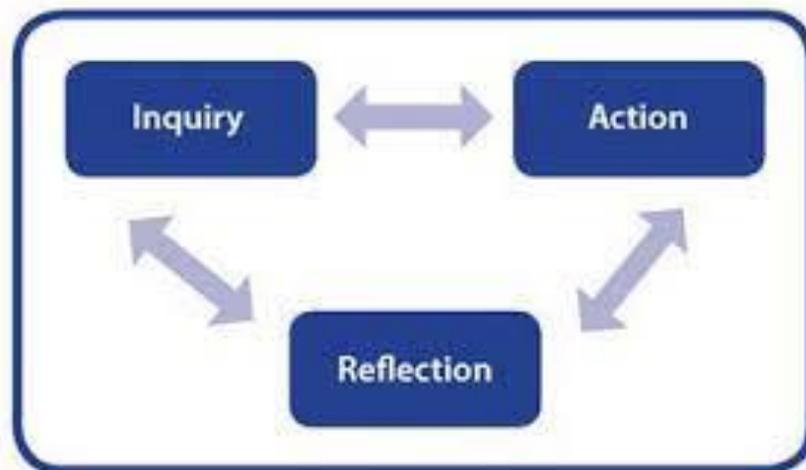
Experiencing a service-learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service-learning process is made explicit, provides a reliable model for students to use for taking more independent initiative with an idea for service. Guided or classroom learning that leads to action addressing a community need is most meaningful when it allows students to incorporate their own interests, skills and talents.

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in their community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become actively involved in their community.

MYP learning outcomes for Service as Action

With appropriate guidance and support, students should, through their engagement with Service as Action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

By the end of year 5, all students should have achieved all above learning outcomes for Service as Action.

These learning outcomes are the focus of students' self-reflection on Service as Action. All of these learning outcomes are closely associated with the school pillars, IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners and develop their sense of agency.

Forms of Action

1. Direct service: students interact directly with people, animals, or the environment that they want to help

2. Indirect service: students' actions will benefit people, animals, or the environment but they will not interact with them directly

3. Advocacy: students will bring awareness to a cause or concern to inspire others to take action

4. Research: students gather information and analyse data from a range of sources; then, report on a topic of importance, in order to influence policy or practice.

Service as Action Policy – IAA

MYP students have to successfully meet the school's Service to be considered for enrollment into a full IB Diploma* and to be eligible for the IAA High School Diploma**. Student responses in the IPARD Form must indicate that these requirements have been met.

The classroom teacher and/or tutors (carrying out the Service as Action activity) and the Service as Action Coordinator (SAAC) will monitor the student's progress. Moodle and Google Classroom will be the tools in which the teachers and the SAA Coordinator can track student progress.

Students who do not participate effectively in the group projects will be asked to complete the full SAA project individually. SAAC will contact parents when there is a concern. Students who do not fulfill the requirements for SAA will receive a comment on their End of Year report indicating incomplete work which will remain on record.

*Promotion from Grade 10 to 11:
If a student does not successfully complete SAA, then the decision for them to enroll in the full IB Diploma is at the discretion of a committee consisting of the Director, the Secondary Principal and the Head of the Middle Years Programme.

**Achieving a High School Diploma
To achieve the IAA High School Diploma by the end of G12, students must have successfully completed the IAA requirement for SAA in Grades 9 and 10.

The Service as Action Process at IAA

1. The Service Learning initiative derives from the curriculum itself. At the start of the unit, teachers will discuss the importance of linking classroom knowledge and skills to the real world.

2. The Service as Action Coordinator will facilitate the process by leading some classes to support teachers and students with the application of the Service Learning initiative.

3. Students will then begin to plan their initiatives on Moodle or Google Classroom by using the model for service; Investigation, Preparation, Action, Reflection, Demonstration (IPARD).

4. At the end of the unit, when the Service as Action initiative is completed, students will finish filling out the required documentation on Moodle or Google Classroom.

5. The Service as Action Coordinator will check Moodle or Google Classroom and inform parents of any incomplete work.

IAA MYP Service as Action Requirements according to Grade Level

Grade 6- Have to complete one SAA activity per year derived from the PSHE curriculum. SAAC, Grade Leaders and Tutors will guide students throughout the unit.

Grade 7 – Have to complete one SAA activity per year derived from the curriculum. SAAC and Teachers will guide students throughout the unit.

Grade 8 – Have to complete one SAA activity in the first semester and the Community Project in the second semester. Teachers will guide students throughout the unit.

Grade 9 – Have to complete one SAA activity per year derived from the curriculum. Students must come up with their own Service as Action initiative that derives from the studied subject.

Grade 10 – Have to complete one SAA activity per year derived from the curriculum. Students must come up with their own Service as Action initiative that derives from the studied subject.

Students To Follow the IPARD process

Students must fill out IPARD form (see p. 11) on Moodle or Google Classroom for any project that they decide to carry out with their teacher's approval.

Investigation: How did you come up with this idea? What research is needed to achieve their purpose. Fill this out at the beginning of the unit.

Preparation: What preparation and planning did you put into this? Fill this out throughout the unit.

Action: What did you do? Fill this out while you are moving forward with your initiative.

Reflection: How impactful was the service you completed? How do you know? How could you have done a better job? You fill out this part after you complete the project.

Demonstration: What are the results of the service-learning project and how will you share it with the community? Fill this part out once you have completed the unit and initiative.

G8 Community Project:

Students are required to complete a process journal and submit it with evidence of their outcome onto the Community Project Course on Moodle through Turnitin.

Above and Beyond

IAA does not want to limit the amount of Service as Action that students participate in. We encourage students to go above expectations and take an active role within their community. IAA will give special recognition to those who go above and beyond the requirements set above.

Good practices to ensure successful service programmes include:

- high levels of student involvement in planning for action that helps students demonstrate learning outcomes

- authentic connections with the curriculum

- regular and varied opportunities for self-directed student reflection, using student-chosen media and methods (art, music, a brief narrative, conversations, blogs, photographs, drama, or other methods that engage creative thinking)

- consideration of ethical issues that arise from engaging in service activities, including responsibility for acting with personal and integrity.

- guided practice in critical reflection, including models and strategies that help students create meaning from their experience in service activities, as well as meaningful feedback from peers, teachers and other adults

- emphasis on the quality of service, rather than on a system of counting hours devoted to service activities

- diverse opportunities for service with others throughout the programme, which can include learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action

- clear understanding of the principles of mutual exchange, along with sustainable activities and relationships.

IPARD FORM

Name	
Class	
Unit name	
Teacher name	
How will you apply what you've learned in your classroom, out into the real world?	
IPARD	**The five service steps**
Investigation	How did you come up with this idea (SAA)?
Preparation	What preparation did you put into this?
Action	What did you do?
Reflection	How did this make you feel? How could you have done a better job?
Demonstration	What are the results of your service-learning project? SEP
Learning Outcomes	Which one (s) did you achieve? 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.

Reflect on the ATL skills that you've developed throughout this process	ATL skill categories	ATL skill clusters
	Communication	I. Communication
	Social	II. Collaboration
	Self-management	III. Organization
		IV. Affective
		V. Reflection
	Research	VI. Information literacy
		VII. Media literacy
	Thinking	VIII. Critical thinking
		IX. Creative thinking
		X. Transfer