

Diploma Programme C.A.S. Outline			
School name	ALRUWAD INTERNATIONAL SCHOOL (AIS)		School code 060563
Time distribution	Starting date of CAS in year 1 of the Diploma Programme	August 2020	Ending date of CAS in year 2 of the Diploma Programme April 2022
Name of the teacher who completed this outline	Mr. Ibrahim Abd Rahman (CAS Coordinator)	Date of IB training	August 14, 2019 to Wednesday, September 11, 2019.
Date when outline was completed	June 2019	Name of workshop <i>(indicate name of subject and workshop category)</i>	Creativity, Activity, Service (Cat.1)

IBDP C.A.S. Outline (2020/2021) Alruwad International School (Completed: September 2019)

A: Context

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1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized
2. Describe the social and physical environment of the community in which the school is located.

- **School Location:** The school is located in the Sultanate of Oman (Gulf Region), in the Governorate of Muscat and the District of Seeb.
- **School background:** Alruwad International School is an International school founded in 2012 with the ambition of becoming a fully accredited Alberta Education offshore school. Children study in mixed gender classrooms from KG to 4. From 5 to 12, classes are segregated into female and male classes.
- **AIS students:** The vast majority of students are Omani nationals (more than 80%). There are expatriate students from countries such as Saudi Arabia, Bahrain, Jordan, Egypt, Syria, Iran, Iraq, Yemen, Palestine, Ethiopia, Pakistan, Tunisia, Sudan, Bangladesh, India, Malaysia, Canada, Holland, United Kingdom and Australia. There are currently 980 students from KG to grade 9.
- **AIS teachers:** AIS teachers are nationals of Canada, USA, Australia, United Kingdom, Colombia, Egypt, Iraq, Italy, Jamaica, Jordan, Kenya, Oman, South Africa, Sudan, Syria and Tunisia. There are currently 86 teachers.

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 Yes the school? **No**

b. If your answer is no, answer the following questions:

i. What additional responsibilities will the CAS coordinator have?

- **2019 - 2020 academic year:** In addition to CAS coordination, the CAS Coordinator will have a 75% teaching assignment (Individuals and societies, MYP level)
- **2020 - 2021 academic year:** In addition to CAS coordination, the CAS Coordinator will have a 75% teaching assignment (Individuals and societies, MYP and DP level)

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

Approximately 25% of the coordinator's scheduled time will be devoted to CAS in school year 2020-2021.

- c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

As the school is just in the growing stage, the first cohort of DP students will graduate in June of 2022. Nonetheless, we intend to find informal means through which to take a team approach.

- i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

Identification of advisors:

- A set of adult stakeholders (mainly teachers, and administrators) will be called upon to become 'CAS advisers' during this process.
- These advisers will be chosen based upon their ability to support our CAS students through the process.
- These advisers will be asked to participate in an orientation process in which they will be given a detailed overview of their role in CAS.
- **Note:** Several potential advisers are currently involved in the MYP Projects process at AIS. This experience will prime these teachers for their contributions to CAS.

- ii. How many students will be under each CAS adviser's responsibility? **Approximately 1-4**
- iii. How will the CAS coordinator guide and supervise the advisers?

Guidance of supervision of advisors:

- Supervision of the advisors will happen in both formal and informal ways.
- To begin with, the CAs Coordinator will have laid out the expectations during the 'CAS Adviser Orientation'
- Materials will be distributed to advisers as a means of informing them of the elements of the CAS guide that pertain to them
- Meetings will happen with adviser's on no less a biweekly basis as a means of checking in.
- Advisers may contact the CAS Coordinator during their office hours, or by electronic means to voice any concerns and/or questions regarding the student
- All of this communication will be documented by way of electronic means (i.e email, Managebac)

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

Ensuring consistency among advisors' responses to questions regarding students' experiences:

- Consistently will be achieved, first and foremost, through an effective, thorough orientations process.
- Advisors will be given a handbook that will outline issues such as this; it will be the second line of defence
- Thirdly, discussions regarding our students' experiences will occupy much of our advisor/advisee meetings; these questions will be taken up on these occasions.
- Finally, advisors may also contact the CAS Coordinator during their office hours, or by electronic means to

voice such concerns and/or questions

- All of this communication will be documented by way of electronic means (i.e email, Managebac)

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	1 blocks – 45 minutes	<p>Roughly 2 - 2.5 hours per week (180 day school year, 36 weeks)</p> <p>Note: These hours are considered 'extracurricular', as they are accumulated outside of immediate school hours.</p>

Outside the school's timetable	As needed	As needed
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Describe other time arrangements, if applicable:

Currently N/A, however, this may change as we approach our start date

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 2020	August 2021
It will end	July 2021	April 2022 (if not, earlier)

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).

A funding stream for CAS has been created by AIS's CEO, at the request of our DP Coordinator. The initial amount that has been earmarked for CAS in 2019 is as follows:

CAS Operating Budget - 2020/2021

Section 1 of 2: CAS Orientation, Transportation & CAS Coordinator allowance (2020/2021)		
Expense	Specific Details (i.e. number of items)	Projected Subtotal
1. Orientation meetings for parents and students	70 OMR (i.e. refreshments)	70 OMR
1. Staff orientation event	50 OMR (i.e. refreshments & printing of training materials)	50 OMR
1. CAS Coordinator allowance	150 OMR/month (over 10 months)	1500 OMR
1. Transportation for CAS-related trips (Coordinator and Students)	200 OMR	200 OMR
1. DSLR camera	200 OMR (i.e. documenting CAS process)	200 OMR
		Total: 2, 220 OMR

Section 2 of 2: CAS Educational Materials (2020/2021)									
Item	Explanation	Supplier	Publisher/Author	ISBN No.	Quantity	Cost in £	Cost in \$	Cost in OMR	Total cost in OMR
1. IB Diploma: Creativity, Activity, Service (CAS) for the IB Diploma: An Essential Guide for Students	This book will be used to support CAS participants' learning journey.	www.myibsource.com	Cambridge University Press	9781107560345	20	£28.00	\$35.00	13.5 OMR	270 OMR
2. C.A.S. Illustrated: Global Interpretations of Creativity, Action	This book will be used to support the CAS Coordinator's work.	www.ibbookshop.co.uk	John Cannings	9781906345594	1	£46.00	\$47.00	22 OMR	44 OMR
3. Implementing a	This book will be used to support the	www.ibbookshop.co.uk	Karen Scrivener	9789609817189	1	£10.00	\$12.50	5 OMR	5 OMR

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Successful C.A.S. Programme	CAS Coordinator's work.								
4. IB Handbook (Compiled by IB Coordinator)	This book will be printed at a local printing shop for all CAS participants and DP programme staff	N/A	N/A	N/A	40	£6.25	\$8.00	3 OMR	120 OMR
5. Nikon Coolpix A900 digital camera	These cameras will serve all participants in the CAS program and will be used to document CAS-related events	http://om.nikon-mea.com/en_OM/product/digital-compact-cameras/affinity/coolpix-a900	N/A	N/A	2	£238.00	\$300.00	115 OMR	230 OMR
TOTAL: 669 OMR									

TOTAL 2020/2021 CAS BUDGET: 2, 889 OMR

5. Monitoring/advising

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

- **Formal CAS student interviews:**
 - (1) Students will initially be interviewed at the outset of the CAS programme.
 - (2) By the end of year one of the CAS programme, students will undergo the second interview process.
 - (3) By the end of year two, students will engage in their third and final interview.
- **Length of formal interviews:** Formal interviews will typically range from 20-30 minutes in length.
- **Purpose of formal interviews:** The purpose of formal CAS interviews is to establish ambitions, feasibility and plan for CAS participants.
- **Informal CAS student interviews:** Students will be invited to participate in bi-weekly informal interviews. These interviews will be conducted in-person or remotely (i.e. by way of Managebac).
- **Length of informal interviews:** The purpose of informal interviews is to Informal interviews will typically range

from 10-15 minutes in length.

- **Purpose of informal interviews:** The purpose of informal CAS interviews is to follow-up with and support students as they reflect upon the CAS process.

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?

Supervisors:

- CAS participants will be supervised by (1) teachers, (2) members of the school's senior leadership team as well as their (3) parents, through different stages of their CAS process.
- Students will be given a formal document that will be filled out and signed by supervisors as they navigate the progress; this document will be used as a tracking tool and to help ensure compliance

Communication of expectations:

- The abovementioned will be invited to participate in a formal CAS orientation. These individuals will also receive formal CAS program documentation, outlining students' program expectations.

7. CAS programme

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

- Students undergo a selection process that is guided by their CAS coordinator, but not prescriptive.
- Through this process, students will explore and discuss a range of possible experiences, hear testimonials from a number of current and past CAS participants while reflecting upon their own interests, strengths, weaknesses and passions.
- Students will then commit to a non-permanent set of possible experiences and discuss them with the CAS

coordinator as well as other significant stakeholders (i.e. a parent).

Prospective CAS coordinator mentorship & cross-school collaboration:

1. The Sultan School
2. ABA

- 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.

Our general approach:

- The school will promote students undertaking experiences that focus on the local community using a global perspective by first engaging students in a number of discussions and activities geared towards establishing a common core of global issues/considerations experienced by people of all walks of life.
- They will then engage in naming and locating these issues within a local context.
- Through the process, beginning in their final MYP year, students will engage in processes geared towards helping them to better understand their rights and responsibilities within their society and the world as a whole; they will come to better understand the concept of reciprocity and how it ties to the IB Learner Profile.
- Finally, students will, where possible, find creative and feasible means by which to bridge the two so as to enrich understanding and enhance the potential impact of their CAS experiences.

OCA Walkathon (October 2019):

- We have already made some traction in this regard, as we have been actively getting our students involved in the *Action* and *Service* components of CAS
- One way that our students have already engaged in this process has been through our school's partnership with the Omani Cancer Association.
- Over 70 of our MYP students have helped spread awareness of the OCA's vital role in Omani society.
- They will participate in the organization's annual community walkathon and have pledged hundreds of

Omani Riyal to the non-profit organization's cause.

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

Learning Outcomes :

- LO 1: Identify own strengths and develop areas for growth
- LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO 3 :Demonstrate how to initiate and plan a CAS experience
- LO 4: Show commitment to and perseverance in CAS experiences
- LO 5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO 6: Demonstrate engagement with issues of global significance
- LO 7: Recognize and consider the ethics of choice and actions

Communication of Learning Outcomes (Orientation):

- The communication of CAS learner outcomes will be carried out in the context of a CAS orientation session.
- Within this setting, CAS participants will engage in a 'Think-Pair-Share' activity geared towards airing out their understanding of each of the prescribed outcomes.
- The CAS coordinator, with the aid of an audiovisual presentation, will then do the following:
 - (1) clarify the importance of specific terminology (i.e. command terms),
 - (2) highlight some of the means through which these outcomes can be met,
 - (3) offer several successful and unsuccessful CAS experience exemplars as a means of illustrating the application of the outcomes, and

- (4) allow students to engage in a brainstorm activity geared towards thinking about how aspects of CAS (i.e. a prospective experience) mesh with the prescribed learning outcomes.

g communication of Learning Outcomes (Interviews):

- As part of their orientation package, CAS participants will be given an organizer (i.e. as simple table and/or checklist) that will guide them through the process of aligning prospective experiences with the CAS learning outcomes.
- The document will be stored in students' Google Drives and shared with the CAS coordinator for review during weekly interviews.
- On these occasions, learning outcomes will be further explained and discussed with students, as needed.

- 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.

- **Project name:** Laps for Learning
- **Project aim:**
 - Bring awareness to the challenges associated with providing equal access to education within the greater Muscat area and beyond while fundraising for a community-based education initiative.
- **Project description:**
 - This student will ask her peers to participate in a charity run within the community.
 - Participants will collect pledges for each lap that they complete around a predetermined course.
 - Prior to the event, participants will be given an information package as well as a pledge sheet.
 - They will be responsible for (a) educating potential donors on the potential impact of the initiative upon

young, less fortunate Omani children and (b) collect donations from these donors and submit them to the designated accountant(s).

- **CAS strands addressed :**

- Action
- Service

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

- **Group reflections:**

- In-class allocation: Specific class time will be allocated for students to reflect on their experiences with their peers.
- Within these venues, students will have the opportunity to hear about the successes and challenges while offering one another constructive feedback and encouragement.

- **Individual reflections (CAS Log):**

- Students will keep a log of their CAS experiences where they will note successes, challenges and questions that may have.
- This document will be stored in students' Google Drive and will often be the focus of their weekly CAS coordinator interviews.
- These reflections will be used as a means of further entrenching students' understanding of the CAS learning outcomes and helping them to develop the specific skills that are necessary to successfully complete their CAS projects/initiatives.

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

This will be facilitated through ManageBac.

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

This will be facilitated through ManageBac.

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

This will be facilitated through of ManageBac.

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

The progress of CAS participants will be promoted in three main ways:

- (1) **AIS newsletter:** A section of the school's monthly newsletter entitled the 'CAS spotlight' will showcase noteworthy experiences/program participants.
- (2) **AIS social media:** AIS's communications department will feature CAS participants and their work on AIS social media platforms (i.e. Instagram, Twitter).
- (3) **Community engagement:** Select CAS participants will be given opportunities to address key stakeholders (i.e. external community members, AIS board members) at select venues such as Oman Television and Parent Council meetings.

Internal resources

School staff: Subject teachers can use their academic subjects as a catalyst for CAS experiences. They may also have a skill, hobby or talent that will contribute to the student's involvement in CAS experiences. To ensure the importance and relevance of CAS in the school community, staff should be informed and involved in the CAS programme.

Students: Many students have already achieved skills such as music, art, drama and sports. Students with such skills and expertise can lead or make a valuable contribution to CAS experiences with other students in the school or in the local community.

Parents: With their wide range of occupations and interests, parents can be a useful resource for CAS students. If parents are involved in the CAS programme, the CAS coordinator must ensure that the parents understand key elements of CAS and their role.

In-school resources: Schools usually have a variety of places ideal for CAS, such as playing fields, swimming pool, sports hall, gymnastics hall, auditorium, assembly areas, art rooms, music studios, classrooms, laboratories, computer rooms, kitchens, cafeterias, technology workshops and gardens.

External resources

It is possible to identify a variety of external organizations that can provide students with opportunities for meaningful CAS experiences. To facilitate CAS experiences, students or the school could initiate and maintain contact with outside agencies such as:

- non-government organizations
(i.e. Oman Society of Engineers)
- local commerce and industry
(i.e. Oman Ministry of Commerce and Industry)
- community groups
(i.e. Dar Al Atta'a- charity organization)
- youth groups, sports clubs, drama, music and art groups
(i.e. UFC Gym Oman, Oman Sail)
- social services, health services, government offices
(i.e. Diabetes Association of Oman)
- embassies and consulates

(i.e. Canadian Consulate, Muscat)

CAS encourages students to undertake a variety of CAS experiences in several different contexts. Therefore, CAS coordinators/advisors must ensure that a student's CAS program is more than an interaction with just one organization.

Local and national press could also be utilized as a resource. Coverage of students' CAS experiences can strengthen awareness of CAS in the local community and recognize the involvement and/or contributions being made by CAS students across the three strands of CAS. This may encourage other organizations to propose or support ideas for the school's CAS program.