

Parental Consent Form for CAS

Dear Parents,

I would like to take this opportunity to explain to you the details of the **CAS programme that IBDP students at XV. GIMNAZIJA are required to complete.**

Creativity, Activity and Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential, core elements in every student's Diploma Programme. It involves students in a range of activities alongside their academic studies. The three strands of CAS, which define the kinds of experiences students take part in are characterized as follows.

CAS Strands

- **Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** Physical exertion contributing to a healthy lifestyle.
- **Service:** Collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Explore new possibilities, embrace new challenges and adapt to new roles.
- Actively participate in planned, sustained, and collaborative CAS projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Criteria

A CAS experience **should:**

- Fit within one or more of the CAS strands.
- Be based on a personal interest, skill, talent or opportunity for growth.
- Provide opportunities to develop the attributes of the IB learner profile.
- Not be used or included in the student's Diploma course requirements, except **integration of service learning with the DP subject groups** in the academic curriculum

Students should also consider the consequences of their CAS experience for themselves, others and the environment.

Learning Outcomes of CAS

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.

3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

Overview of CAS

- The CAS programme begins in IB DIP 1 and continues regularly, **ideally on a weekly basis**, for at least **18 months** – end of IB DP 2, with a reasonable balance between Creativity, Activity and Service. Some of the experiences must take place outside school.
 - Students are expected to maintain a **CAS Portfolio/CAS Diary**, as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases their CAS experiences, and reflections on the learning outcomes.
 - Completion of CAS is based on the student's achievement of the seven **CAS learning outcomes**. Through the CAS portfolio, they must provide reflection and evidence that demonstrates achievement of each learning outcome.
 - Students will engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
 - At least one of the student's CAS experiences should be a **CAS project**. This is a collaborative and sustained experience of at least one month's duration that challenges them to show initiative, demonstrate perseverance, and develop skills such as problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.
 - Students should use the **CAS stages** (investigation, preparation, action, reflection and demonstration) **as a framework for CAS experiences and the CAS project**.
 - There will be **three formal** documented **interviews** that each student will have with their **CAS Coordinator**.
 - CAS emphasizes **reflection**, which is central to building deep and rich experiences in CAS. Reflection informs student learning and growth by allowing them to explore ideas, skills, strengths, limitations and areas for further development and consider how they might use prior learning in new contexts.
- ❖ All experiences will be chosen by the student themselves with advice and assistance from the CAS coordinator and/or supervisor where necessary. It is crucially important that there is parental knowledge of the experiences that a student selects for their CAS portfolio. Parents should ensure they are fully aware of the experiences in which their children have chosen to engage in for CAS and that these experiences meet with your approval and support. Please ensure that you read the Parental Consent Form carefully and that you fully understand the responsibility you assume when signing it.

CAS Agreement

As a student in the XV. GIMNAZIJA, ZAGREB in IB Diploma Programme,

I, _____ agree to initiate, participate, and complete activities/project in order to fulfill the Creativity, Activity and Service component of the International Baccalaureate Programme. I understand that I must meet the criteria listed:

- Study the CAS Handbook
- Develop an plan
- Regularly participate
- Regularly write CAS diary/log and reach all 7 learning outcomes
- Respect the deadlines
- Assume responsibility for all documentation and CAS Portfolio.

I have read this agreement; I will adhere to its specifications.

I have read this agreement; I will monitor my child's adherence to the agreement.

Student

Parent

Date

CAS COORDINATOR :

Loreana Selisek Butina, M.A.

CAS interviews

There must be a minimum of three interviews between a student and the CAS coordinator where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser.

The interviews are documented on a **CAS progress form** (see examples in the Creativity, activity, service teacher support material) **or through some other appropriate method such as a digital log.**

The initial interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages.

The second interview

This interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience. Refer to the Creativity, activity, service teacher support material for sample interview questions.

The CAS portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

The CAS portfolio is to be discussed during the three formal CAS interviews.

The CAS portfolio is valuable evidence of a student's CAS experiences and achievements

There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. **Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.**