

REPUBLIKA HRVATSKA
XV. GIMNAZIJA

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SA AND CAS POLICY
for MYP and DP

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1. Introduction

Service learning is an important component of the International Baccalaureate continuum. Through **Service as Action (SA)** in the Middle Years Programme (MYP) and **Creativity, Activity, Service (CAS)** in the Diploma Programme (DP), students develop a commitment to responsible action, community engagement, personal growth, and lifelong learning. While both frameworks share common principles, their implementation reflects the developmental needs and increasing independence of students at different stages of their education.

2. MYP service as action implementation

MYP Service as Action is an integral part of the MYP experience, supporting students in becoming responsible, reflective, and active members of their communities. Students are encouraged to engage in meaningful service experiences that respond to authentic community needs and connect their learning with real-world contexts.

Service as Action is supported and monitored by the Service as Action Leader, who guides students in identifying appropriate opportunities, setting goals, documenting their experiences, and reflecting on their learning. Reflection is an essential component and should address students' learning, personal development, challenges, ethical considerations, and the impact of their actions.

Service as Action focuses on lifelong learning and meaningful engagement rather than simple volunteering or the completion of service hours. Students are expected to demonstrate progression throughout the MYP by increasing responsibility and independence in planning, participating in, and reflecting on their experiences.

All Service as Action experiences and reflections are documented in *ManageBac* and monitored by the school to ensure ongoing participation, meaningful reflection, and progression across the MYP years.

Service as Action is integrated across subject groups and school activities. Teachers provide opportunities for students to engage in action related to their learning experiences. Service learning experiences may be embedded within units of inquiry, interdisciplinary projects, community initiatives, and, importantly, through student-initiated leadership opportunities.

In the MYP, SA is viewed as an expected outcome of learning. Students are encouraged to apply their knowledge and skills in authentic contexts and to make a positive contribution to their communities. Service as Action enables students to connect classroom learning with meaningful action while developing empathy, responsibility, collaboration, and international mindedness.

3. Planning and Integration

Teachers intentionally design learning experiences that help students explore local and global community needs while connecting their learning to authentic, real-world contexts. These experiences encourage students to identify opportunities for meaningful action, participate in service experiences, and reflect on the impact of their actions.

Service as Action may take several forms, including direct service, indirect service, advocacy, and research.

4. Student Development

As students gradually develop increasing levels of independence throughout the MYP years, they are encouraged to take greater ownership of planning and implementation. While some service opportunities may be structured and teacher-guided, students are expected to take initiative in selecting and engaging in their Service as Action activities or experiences.

5. Reflection

Reflection is a key component of Service as Action, helping students understand both their learning and the impact of their experiences. Through *ManageBac*, students reflect on what they learned, how their actions affected others, their personal strengths and challenges, and future opportunities for meaningful action.

Students document their Service as Action experience in *ManageBac* by submitting an initial description or plan of their proposed activity, followed by a personal reflection addressing specific guiding questions. The reflection and appropriate evidence of participation are uploaded to *ManageBac*. Evidence may include photographs, journal entries, presentation materials, certificates, thank-you notes, or personal correspondence.

6. DP cas implementation

CAS is an integral part of the Diploma Programme and builds upon the foundations developed through MYP Service as Action. Students are expected to demonstrate regular and sustained engagement throughout the DP, with increasing independence, initiative, responsibility, and leadership.

Students make authentic choices based on their interests, strengths, and areas for personal growth, and engage in experiences that promote personal development and meaningful community engagement. Through their CAS experiences, students are expected to demonstrate achievement

of all seven CAS learning outcomes and engage in meaningful and critical reflection on their learning, challenges, personal growth, and the impact of their actions.

CAS is one of the three core elements of the Diploma Programme and supports the holistic development of students. It encourages students to engage in experiences that challenge them, foster personal growth, develop new skills, and contribute meaningfully to their communities.

CAS consists of three interconnected 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 authentic needs.

CAS places significant emphasis on student agency. Students identify interests, set goals, plan experiences, and take responsibility for their participation and development. They are expected to demonstrate initiative, perseverance, and commitment over an extended period.

7. CAS Experiences

Students participate in a variety of CAS experiences that allow them to develop skills, explore interests, and make meaningful contributions to others. These experiences may include artistic performances, creative projects, sports and physical activities, tutoring and mentoring, environmental initiatives, cultural projects, community partnerships, and advocacy campaigns.

8. CAS Projects and Service Learning Project

Each student undertakes two substantial collaborative CAS projects and one Service Learning project. These projects involve planning, decision-making, collaboration, sustained engagement, and reflection. Projects should respond to authentic needs or meaningful opportunities and provide students with opportunities to demonstrate initiative and personal growth.

The Service Learning project promotes personal growth, social responsibility, intercultural understanding, and active citizenship. Students are encouraged to apply their knowledge and skills in authentic contexts, engage with real-world issues, and reflect on the impact of their actions. Where appropriate, service learning may also be connected to students' learning across DP subject areas.

9. Reflection and Documentation

Reflection may take many forms, including written, oral, visual, digital, or creative formats, allowing students to express their experiences in ways that are meaningful to them. Students are encouraged to reflect on what they learned, how they developed as learners, the challenges they encountered, the ethical considerations involved, and the impact of their actions on the community.

Students maintain a CAS portfolio in *ManageBac* that includes evidence of participation, planning, reflection, and achievement of the CAS learning outcomes. Evidence and reflection may include written reflections, videos, interviews, presentations, photographs, blogs, or other appropriate forms of documentation.

10. Monitoring and Support

The CAS Coordinator regularly meets with students to monitor progress, provide guidance, and ensure meaningful and sustained engagement. Three formal CAS interviews support students in setting goals, reviewing their experiences, reflecting on their development, and demonstrating achievement of the CAS learning outcomes.

11. Articulation between myp service as action and dp cas

MYP Service as Action and DP CAS are integral components of the IB continuum and together provide a structured pathway for students to develop as active, responsible, and compassionate members of their communities. Although the expectations and level of independence increase as students' progress from the MYP to the DP, both programs are grounded in the shared principles of meaningful action, reflection, collaboration, personal growth, and community engagement.

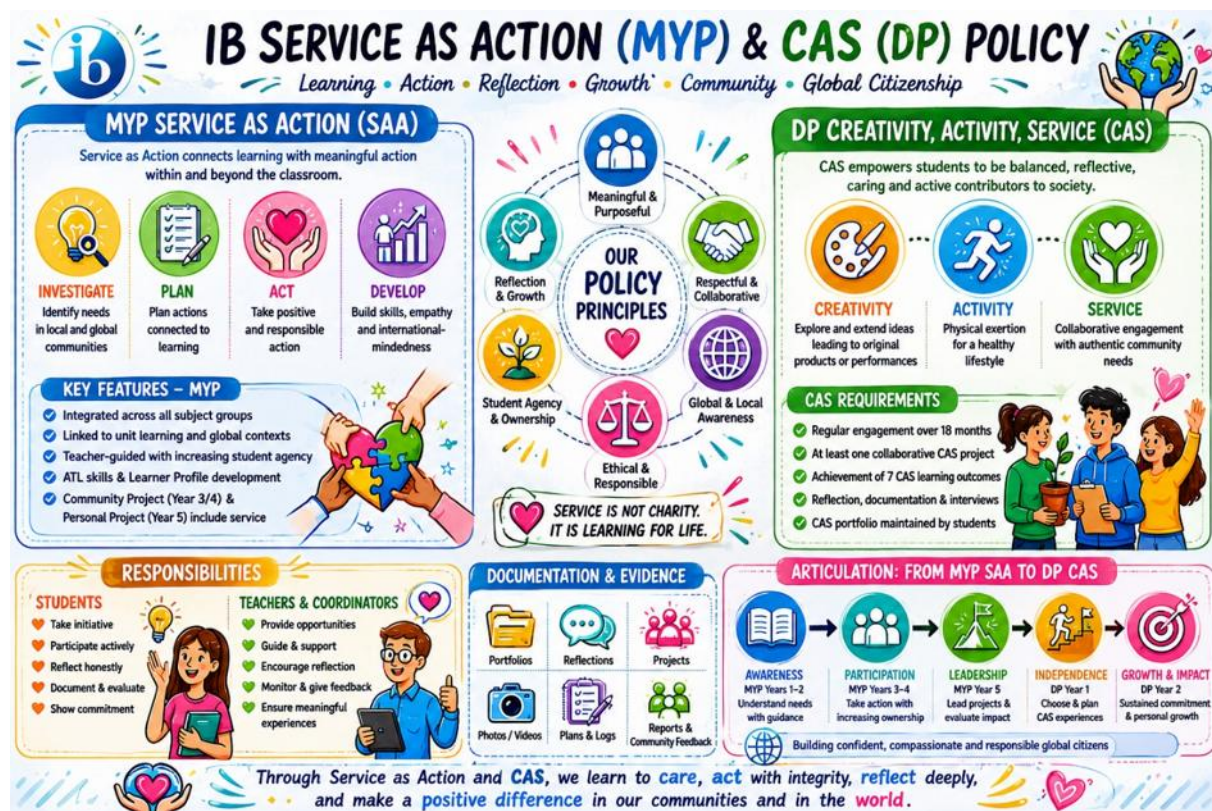
The transition from MYP Service as Action to DP CAS reflects a clear developmental progression in student responsibility. In the MYP, students are supported in recognizing how learning can lead to meaningful action and in developing foundational skills such as investigation, collaboration, reflection, and responsible participation. These experiences provide a foundation for students to understand their role within their communities and to begin taking ownership of their actions.

In the DP, students build on these foundations by taking greater ownership of their CAS experiences. They are expected to independently identify opportunities, make authentic choices, demonstrate initiative and leadership, sustain their engagement, and critically reflect on their learning and personal development. Through CAS experiences, projects, and service learning, students deepen their understanding of how individual and collective action can contribute to positive change.

This articulation ensures continuity and progression across the IB continuum, rather than treating Service as Action and CAS as separate programme requirements. The school aims to provide

students with consistent opportunities to connect learning with authentic contexts, respond to community needs, develop their strengths, and reflect on the impact of their actions.

Ultimately, MYP Service as Action and DP CAS contribute to the development of active, compassionate, reflective, and internationally minded learners. By progressively increasing student agency, responsibility, and engagement, the school supports students in developing the knowledge, skills, attitudes, and values needed to participate meaningfully in their communities and to continue making responsible contributions beyond their time in the IB programs.



Source: OpenAI, 2026

12. References

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