

# Introduction to International Baccalaureate and Service Learning

from Cathryn Berger Kaye, M.A.very

At the European Council for International School Conference in Hamburg, Germany, November 2009, I had the distinct pleasure of meeting Chris Mannix. He approached me in the middle of a workshop session I was leading on service learning saying he had my book, *The Complete Guide to Service Learning* and was very involved and invested in transforming the CAS—Creativity, Action, Service—approach of the IB programme to a service learning model.

**Chris Mannix**, is the IB Career-related Certificate (IBCC) manager, and curriculum and assessment area leader for the Diploma Programme Hexagon Core

Having visited several international schools by that time, I had become familiar with how CAS was being implemented and had been sharing ways to make changes that would elevate the process for these students, deepen the experience, all by integrating a more deliberate service learning sequence. Since I had also developed models for action research and infusing literature into service learning, I imagined how these aspects would also be most helpful as students learn about critical issues of our time and determine ways to be socially responsible. Meeting Chris Mannix opened a door to collaborating on this transformation. I was elated!

In Hamburg, our collaboration began through several hours of intense conversation, joined also by Tony Gerlicz, Director at American School of Warsaw, a huge advocate of service learning. Chris and I continued conversing over the following months.

At his invitation, I presented on Service Learning at two IB Conferences in 2010: the IB Conference of the Americas in Miami and the IB Africa, Europe, Middle East Conference in Liverpool. During all the presentations, several with Chris and once also with Tony Gerlicz joining our “team,” interest for this transformation proved extremely high. With clarification of the difference between service learning and the current more community service process of CAS, workshop attendees were extremely encouraging and eager for more information about how to make this change. They saw the value to their students and their school and local community, where much of the student service would be applied.

**While at the conference in Liverpool Chris Mannix agreed to speak to *you* by video and share ideas about CAS and service learning. The transcript of this video is included on this DVD.\***

Several months later, while spending five days at Hong Kong Academy, I became immersed in looking at and developing a K-12 model for service learning with IB. This result is the document (a work in progress) **Moving Forward: Transforming DP & CAS through Service Learning** included here for your review. Here I describe how service learning can be present throughout aspects of the IB program, especially with the transitions from PYP (Primary Year Programme) to MYP (Middle Years Programme) to DP (Diploma Programme). We also know service learning can be a methodology in how Units of Inquiry and classroom content and skills are taught at all grade levels.

The ideas presented by Chris and that I include in *Moving Forward* are in process. Your response, insights and recommendations are most welcome and greatly appreciated. Perhaps you have already begun making these transitions with your school. If you have any stories to share, we are eager to hear. Please feel free to contact me at [cbkaye@aol.com](mailto:cbkaye@aol.com).

\*Because of the size of the video, we are uncertain at publication time whether the video will fit on this DVD. If not, please visit [www.abcdbooks.org](http://www.abcdbooks.org) for information and access to this video.