**Learning through Service and Action**

**IB Practice: C3.5** Teaching and learning supports students to become actively responsible for their own learning.

**IB Practice: C3.12** Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.

**IB Practice C3.15** Teaching and learning encourages students to demonstrate their learning in a variety of ways.

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| **What do I typically do to support learning through opportunities for service and action?** | |
| The desired result of learning through service and action is that students apply learning to make a positive difference in the lives of others and to the environment. | |
| **Student Evidence**   * Students embody learner profile attributes and recognize the way their actions align with the attributes * Students take responsibilities in the classroom and work to resolve conflicts in their class community * Students can articulate strengths and needs of the various communities of which they belong * Students share action they have taken outside of school * Students plan and carry out meaningful action based on their understanding of an issue or problem * Students share their action with others and advocate for further action * Students reflect on how action impacts their own learning and understanding * Students look for ways to improve upon and/or sustain the action they have taken * Students reflect on how action impacts their own learning and the community | **Teacher Actions**   * Teachers model the IB learner profile attributes and how they connect to action * Develop an appreciation of student interests and strengths * Identify worthy content and context for student exploration * Work collaboratively with students to develop an understanding of what responsible action is within and outside of the class community * Plan experiences that connect content to opportunities for authentic action * Cultivate a sense of responsibility to shared guardianship of the planet and how to create a more peaceful world * Develop lessons throughout the inquiry cycle that prepare students to take meaningful action * Provide models of varying types of action (direct service, indirect service, research-based service, advocacy) * Support students in identifying and broadening their communities * Teachers plan for action connected to the transdisciplinary theme (PYP) or global context (MYP) * Help students sustain executed action |

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| **Possible alignment to Marzano learning map strategies** |
| * Communicating high expectations for all students * Celebrating student progress * Helping students elaborate on content * Helping students revise knowledge * Helping students engage in cognitively complex tasks * Establishing and maintaining effective relationships |

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| **What do I typically do to support learning through opportunities for service and action?** | | | |
| Learn | Implement | Monitor | Impact |
| Understand how opportunities to learn through service and action support students in using knowledge and skills to make a positive difference in the lives of others and to the environment. | Plan and create opportunities for students to use new knowledge and skills to make a positive difference in the lives of others and to the environment. | Check for evidence that all students demonstrate how their new knowledge and skills are used to take action or provide service that makes a positive difference in the lives of others and to the environment. | Adapt techniques so that all students can demonstrate how their new knowledge and skills are used to take action or provide service that makes a positive difference in the lives of others and to the environment. |

**Reflection**

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| **What do I typically do to support learning through opportunities for service and action?** | How does engaging students in learning through service and action deepen student thinking? | What next steps will support you in further strengthening this practice? |
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**Strategies to engage students in learning through service and action**

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