



SCHOLARSHIP POLICY (Student Handbook – Revised in 2022)

Service, Creativity, Action, and Leadership Enhancement (SCALE) Program

The PSHS provides an education that is humanistic in spirit, global in perspective, and patriotic in orientation. The Service, Creativity, Action, and Leadership Enhancement (SCALE) Program is inspired by the Creativity, Activity, Service (CAS) of the International Baccalaureate (IB) Diploma Program. It is redesigned to fit the PSHS context to fulfill its mission: to offer a curriculum that emphasizes science and mathematics and the development of well-rounded individuals. This balancing element complements the strong S&T component of the PSHS curriculum.

The SCALE Program provides PSHS scholars with the opportunity to engage in activities that will widen their interests, enable them to collaborate with a team, hone their leadership skills, serve their school and community, and learn something new.

SERVICE - an unpaid and voluntary exchange that benefits the scholars' learning, the school, the community, and the environment;

CREATIVITY - includes arts and other experiences that involve creative thinking and output;

ACTION – involves physical activities contributing to a healthy lifestyle.

LEADERSHIP – engages in leading a team in planning and implementing a relevant program or activity.

The SCALE Program allows scholars to develop or enhance their personal and interpersonal skills and nurture important values by engaging in extracurricular activities within or outside the school environment. SCALE empowers the scholar to bravely take a personal journey of self-realization, which is challenging and enjoyable. Each scholar may have different goals and needs, but through SCALE, we hope each one will become a better person at school and in the wider community.

To be qualified for SCALE, each activity must:

- be realistic and purposeful with significant outcomes;
- provide an achievable personal challenge; and
- engage the scholar to reflect on outcomes and their learning.

SCALE activities should be performed during Grades 11 and 12 – known as the Specialization Years. The students are expected to manage their time well so that they have definite SCALE activities to be performed for each academic quarter. **Successful completion of SCALE is a requirement for PSHS graduation.** SCALE is not formally assessed, but scholars must document their activities and provide evidence that they have achieved the key learning outcomes.

SCALE Learning Outcomes



A student must accomplish eight learning outcomes to complete the SCALE Program. Some may be demonstrated many times in a variety of activities, but completion requires that there must be evidence for every outcome. This focus on learning outcomes emphasizes that the quality of a SCALE activity (its contribution to the student's development) is of utmost importance. Scholars are expected to devote one or two hours per week to SCALE activity with a reasonable balance among all four strands. At least one major project involving collaboration and the integration of at least two strands is required.

As a result of their completion of the SCALE Program, scholars should have achieved the following learning outcomes:

1. *Increased awareness of their strengths and areas for growth*

They have improved their understanding of themselves. As a consequence, they realize and work for the development of their potential, skills, and ability for the betterment of themselves.

2. *Undertaken new challenges*

They engage with new ideas, roles, strategies, tasks, activities, and experiences challenging themselves to try something unfamiliar.

3. *Introduced and managed activities Introducing relevant activities often requires planning and managing collaboratively with others*

Such activities may be simple components of a more extensive activity such as initiating small projects during the school fair or taking responsibility for a part of a school program of a larger scale.

4. *Contributed actively in group activities*

Effective group membership can be shown in many different activities involving collaboration such as: planning a club activity, team sports, playing in a band or orchestra, guiding school children on a field trip, etc.

5. *Demonstrated perseverance and commitment in their activities*

Being determined means to attend consistently to the activities chosen or initiated and accept with utmost dedication the responsibilities in dealing with challenges that may come along the way.

6. *Engaged with issues of global importance*

Scholars should think globally and act locally. They may participate in activities that address local community problems with global significance, such as caring for the elderly and orphans, environmental activities, or public health concerns.



7. Reflected on the ethical consequences of their actions

Scholars consider ethical decisions made and the implications of these as they emerge in the SCALE activity. Insights and learning on these ethical issues may be documented through their journals and reflections. Students can also share them during their consultations and processing with the SCALE Adviser.

8. Developed new skills

This may be demonstrated by participating in new activities or by enhancing previously developed skills.

Responsibilities of the Student

PSHS scholars have opportunities to choose their SCALE activities and to undertake these in a local or international context as appropriate. As far as possible, students should own their SCALE program. With guidance from the SCALE coordinator and through mentoring by the SCALE Adviser, students should plan their program by choosing activities for themselves, initiating new ones where appropriate, but judiciously deciding, considering the risks involved.

Scholars are expected to:

1. Self-review at the beginning of their SCALE experience and set personal goals for what they hope to achieve through their SCALE Program;
2. Plan (activities as detailed as possible and have them approved by the SCALE Adviser first), do (carry them out based on the schedule of activities), and reflect (on what they have learned);
3. Attend at least one individual mentoring session per quarter with the SCALE Adviser and pass an Exit Interview with the SCALE Coordinator at the end of the two-year program;
4. Take part in a range of SCALE-quality activities (preferably self-initiated) and at least one major project must be completed; and
5. Keep records of their activities and achievements. Show evidence of achievement of the eight learning outcomes, presented in a journal or portfolio that collates:
 - a. matrix of activities undertaken in alignment with the four strands and eight outcomes;
 - b. proof of attendance in plenary, mentoring, and panel sessions;
 - c. certificates, pictures, and other forms of activity documentation; and
 - d. reflections for each activity which includes:
 - i. reporting (details of the activity);
 - ii. relating (the connection between the activity and your own experience);
 - iii. reasoning (importance of the activity); and
 - iv. reconstructing (improvements and possibilities to benefit others).

Responsibilities of the SCALE Adviser



The Adviser's role is to mentor scholars and monitor their SCALE activities. The Advisers are involved in:

- helping scholars to identify personal and social goals at the start of the program;
- monitoring the range and balance of activities undertaken by individual scholars;
- developing scholars' reflective thinking through group discussion and individual consultation;
- guiding scholars in their consideration of ethical concerns;
- monitoring scholars' progress and completion of requirements;
- helping students make connections between activity and expected outcomes;
- reading and responding to portfolios;
- submitting quarterly monitoring reports to the SCALE Coordinator;
- liaising with section advisers, adult supervisors, and parents for ensuing concerns;
- approving activity plans and consulting with the SCALE Coordinator in the approval of major, collaborative, or risky activities.

Responsibilities of the SCALE Coordinator

The Coordinator oversees every aspect of the school's SCALE Program. It includes:

- disseminating information and guidelines for the entire community on SCALE;
- providing leadership for staff involved in SCALE;
- supervising and training SCALE Advisers;
- publicizing achievements and reporting them to the Academic Council or Management Committee;
- managing a centralized record and database for the SCALE Program;
- networking PSHS stakeholders who may be able to support SCALE activities for the scholars;
- bridging scholars from different sections and Advisers that collaborate on SCALE activities;
- referring to the Campus Director activities that require their approval.

Adult Supervisors

Major, risky, physically demanding, or out-of-campus activities should be under the guidance of an adult who is always present in the venue of the SCALE activity. They may be club advisers, sports coaches, fitness trainers, the point person in the collaborating agency, etc. They will confirm that the students are present and



performing their activity at the prearranged time and place. They may evaluate the students' baseline, performance, and end-of-activity achievements under their supervision. The lines of communication between the Adult Supervisor and the SCALE Adviser should be consistent and frequent.

Range and Diversity of Activities

Based on the presented strands, learning outcomes, and criteria, SCALE activities are those that:

- provide scholars with learning experiences in terms of their development in the areas of creativity, leadership, action, and service;
- allow scholars to deal with real-life situations, problems or challenges for the benefit of self, environment, and community;
- enable scholars to take up new roles to better understand and improve themselves;
- apply at least one of the SCALE strands and at least one learning outcome (1+1 Rule);
- develop teamwork and collaboration that enhance their interpersonal skills in the process;
- address global concerns in a local setting;
- are part of the school's annual or initiated events but the activities must be planned and facilitated by the scholars themselves;
- are not an academic requirement in any of their Grade 11 and 12 subjects.

Sample Activities

SERVICE – tutor lower-year students; emergency response team; activity-for-a-cause; outreach and volunteer work; membership in service-oriented clubs (Yes-O, Scouting) that are output-based

CREATIVITY – compose graduation song, voice clinic, play musical instruments, design a website; dance or music recital; arts contests or exhibits; perform in a band or orchestra

ACTION – sports clinic and contests; varsity player; swimming lessons, personal fitness training

LEADERSHIP – organize and supervise self-initiated activities such as fair, exhibits, trainings and workshops; serve as team captain, dance leader, director of play, lead engineer of a technical project; host a fund-raiser; committee chairpersonship or officership (classroom, clubs, organizations that are output-based)



The following activities are deemed too risky or do not target SCALE strand, and thus not allowed: Parkour, driving lessons, free climbing, downhill running, open-sea diving, any extreme sport without safety gear, etc.

Activities that touch on sensitive topics must be discussed in detail with the Adviser and Coordinator to specify scope and bounds: highly debatable contemporary issues; activities that involve religion, regional, minority, or marginalized sector; working with proprietary or classified information; collaborating with political parties, partisan groups or sponsorships need full disclosure of involvement and expectations.

Completion Requirements

One (1) sustained, one (1) collaborative, and one (1) major (hits at least two strands) activities;

Approved proposal for each activity;

Completion of all four (4) strands;

Completion of all eight (8) learning outcomes;

Reflection on each of the completed activities (in printed or digital formats);

A diary or journal may be required for sustained or repetitive activities;

An organized portfolio of documentation relating to all the activities performed like printed proofs (filled-up official SCALE forms, evaluations, reflections, progress reports, mood boards, advisory notes) or digital media (audio-video, photograph of work of art, screenshots, or archive of online proofs), depending on the nature of the activities;

Attended all required plenary or mentoring sessions;

Submitted a Post-Program Reflection Paper validated by an Exit Interview.

Forms to be Accomplished by the Students

Form 1 – Student Profile

Form 2 – Individual SCALE Program Plan

Form 3 – Activity Plan (per activity)

Form 4 – Individual SCALEcompetitions Report