Service Learning
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Purposes

A series of workshops with teacher volunteers were designed to:
- continue to develop teachers' understandings about service learning
- support teachers as they reflected on and evaluated what is currently considered as service learning
- enrich current experiences ensuring curriculum connectedness and deep learning

Prior knowledge

Where is my staff in their understanding about service learning?

Teachers worked in pairs or groups to develop mind maps of their current understandings of service learning.

Key questions to continually ask: What is service learning? Why do we do service learning in a Lutheran School? How do we imbed service learning in our curriculum and culture?

Finding out

Teachers used the LEA service learning site as a resource in developing a definition for Service learning and also adding to their mind map. http://www.lutheran.edu.au/teaching-and-learning/service-learning/
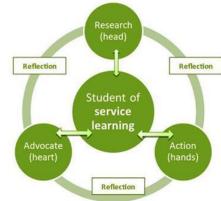
Sorting out

Use the teachers' mind maps and definitions to inform what may be the focus in future learning, eg The notes suggested a need for further theological underpinnings for service learning in the school.

Teachers discussed current service experiences and sorted and classified them (eg fund raising, community service, service learning). They then chose some significant experiences and used a service learning lens to consider how they could be developed into service learning experiences using the head, heart and hand model.

http://www.lutheran.edu.au/teaching-and-learning/service-learning/a-model/

Taking action

Teachers considered intentional curriculum opportunities across the year levels that would grow understandings of service learning in local, national and global spheres. This was then audited across P-10 & will be continued to be reviewed and built upon as a whole staff.

Service learning is
- Continuous - before, during, and after
- Connected - directly linked to learning outcomes
- Challenging - moving from surface learning to deeper, critical thinking
- Contextualized "corresponding" to course content in a meaningful way