

## Preparing for service learning – a reflection tool for staff

Below are a number of questions to ask that will assist teachers to determine areas for further preparation for the development of a service learning culture. If answering:

**yes to 5-7 questions in each domain** ground very fertile for service learning culture or may be already embedded

**yes to 3-5 questions in each domain** ground quite fertile or service learning culture may be already developing

**yes to 1-3 questions in each domain** further ground-work required as pre-requisite to understand and implement service learning



<p><b>Heart for others – personal:</b></p> <ul style="list-style-type: none"> <li>○ Have sustained friendships with people of differing ethnic background, culture, religion?</li> <li>○ Worked locally to connect with people who experience hardship in some way?</li> <li>○ Been an active supporter/leader of appeals/projects where suffering and hardship occurs? Have advocated amongst friends/community around a particular issue of need?</li> <li>○ Travelled to hear guest speakers/seek TV programs that address issues/hardships in other places/locally?</li> <li>○ Subscribe to/read literature to grow my personal understanding of others?</li> <li>○ Have chosen to visit/planning to visit a 3<sup>rd</sup> world country and stay(ed) in local accommodation/use(d) local transport etc.? Have developed cross-cultural/cross-language-listening skills to endeavour to understand context when travelling?</li> </ul>	<p><b>Philosophy of student-centred learning – personal:</b></p> <ul style="list-style-type: none"> <li>○ Have purposely planned opportunities for students to make genuine choices about projects and learning?</li> <li>○ Have fostered/would be prepared to foster student-led advocacy no matter where it may lead? Actively encouraged and nurtured student leadership?</li> <li>○ Actively and in an ongoing manner, encouraged students to monitor their own learning and set learning goals and negotiated learning with students?</li> <li>○ Have processes embedded in class culture that provides students with a voice, and a respectful process of listening to one another and of gently yet rigorously allowing students to critique one another's ideas?</li> <li>○ Developed a wide array of pedagogical strategies to foster and encourage student reflection?</li> <li>○ Work hard to embed real-life contexts into units of work?</li> <li>○ Consider the LQLs as vital for establishing aspirational vision for learners beyond 'knowing the stuff'.</li> </ul>	<p><b>Understanding of local community (needs) – personal/communal:</b></p> <ul style="list-style-type: none"> <li>○ Is personally actively involved in a community project/action group beyond school?</li> <li>○ Has a network of local friends/acquaintances that provide information about diverse groups in the community?</li> <li>○ Is connected to long-time residents in the area in some way or another? Mixes in the community in a cross-generational manner?</li> <li>○ Connects well with parents of the school and demonstrates active listening abilities?</li> <li>○ Can articulate the positives and negatives of local community and has networks that can/does advocate for particular local needs?</li> <li>○ School is recognized as a leader of community values and through its involvement locally?</li> <li>○ School/class adopted a local project of some kind that aids the local community in some way?</li> </ul>	<p><b>Whole of school approach – communal:</b></p> <ul style="list-style-type: none"> <li>○ Student leadership is encouraged to participate actively in the general life of the school?</li> <li>○ Is the whole school actively supporting service and service learning in a holistic, coordinated manner? Or is it individualistic and haphazard?</li> <li>○ Principal/school leader(s) speaks often about service and its importance and links to school motto, mission and values?</li> <li>○ All year levels have at least one service project and actively advocate for their project and this is coordinated at a school level also?</li> <li>○ You can name leaders at every level/juncture of the school who works to bring service to the fore in a coordinated way?</li> <li>○ There is a service learning peak group? It consists of students as well as teachers and communicates to the whole school effectively?</li> <li>○ There is a keenness to read the literature and understand the implications of service-learning in our school?</li> </ul>
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