

# SERVICE-LEARNING



## A dozen conversations to build common Service-Learning understandings

May 2014 Dr. Meg Noack

This resource is divided into 3 sections to 'make Service-Learning thinking visible'.

Teachers are invited to:

- [Clarify](#) current Service-Learning practices and personal thinking
- [Expand](#) and build common understandings
- Identify Service-Learning [resources](#) to support new / current practices

*Press Ctrl+Enter on pictures to go to resources in Appendices*



# USER GUIDE

## PART 1

### *Beginnings – This Booklet*

The intention of this booklet is to provide a smorgasbord of suggestions to build common, school-wide understandings about Service-Learning. There are 12 conversations to support your school's exploration of Service-Learning collegially. Each conversation contains pedagogical suggestions and templates to scaffold the professional conversations you choose. (Hover over any graphic to hyperlink to the resource later in the booklet).

### *Clarifying the Current*

- *Conversation 1A* What are we doing now Service-Learning wise? (To examine and sort current practices)
- *Conversation 1B* Johari Window Analysis
- *Conversation 2* What are we doing now Service-Learning wise? (To learn by listening to one another's stories)
- *Conversation 3* What are we doing now Service-Learning wise? (To make our thinking about service and learning and Service-Learning *visible*)
- *Conversation 4* What we are thinking now ... Related Concepts and Definitions
- *Conversation 5* What I am thinking now (To reflect upon personal and professional readiness)

### *Expanding our Understanding*

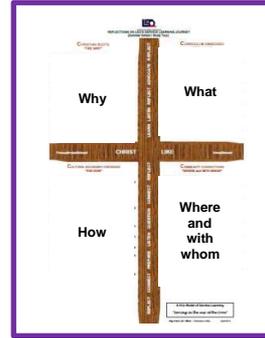
- *Conversation 6* American Research (To recognise how USA research shapes our understanding of Service-Learning)
- *Conversation 7* The Edmund Rice Tradition
- *Conversation 8* Lutheran Distinctives
- ***Conversation 9* Models of Lutheran Service-Learning Practice – exploring the 4Cs model of Service-Learning that emerged following the LEQ Service-Learning Study Tour and Summer School** (additional resources to support the 4Cs model are currently being collated) Refer to Part 2 to see what's coming
- *Conversation 10* Relationship-building in our community

### *Additional Resources to Support*

- *Conversation 11* A web-quest
- *Conversation 12* Life long qualities

## PART 2

### Unpacking the 4Cs Model



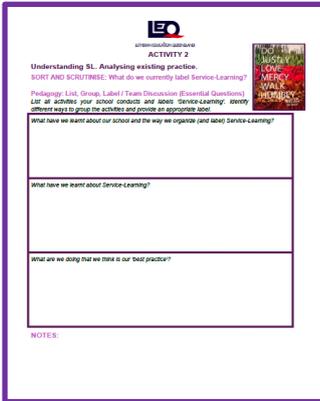
Resources available on MyLEQ soon.

<p style="text-align: center;"><b><i>Christian Roots (Why)</i></b></p> <p>1 Broadsheet 2 Devotions (Reference to additional resources on the LEA website. E.g. A Theological Perspective by Rev. Terry Unger, 6 Challenges, 6 Mysteries)</p>	<p style="text-align: center;"><b><i>Curriculum Embeddedness (What)</i></b></p> <p>1 Broadsheet 2 additional staff meeting conversations A. Where does Service-Learning fit in the Australian Curriculum? B. Building a Whole-School Service-Learning approach</p>
<p style="text-align: center;"><b><i>Cross-Cultural boundary-crossing (How)</i></b></p> <p>1 Broadsheet (Best Reads and hyperlinks) 4 additional staff meeting conversations A. Cultural Boundary Crossing. An Introduction B. Fable Reflection C. Learning To Cross Borders: The face of 'other' D. Mapping cultural boundary crossing skills</p>	<p style="text-align: center;"><b><i>Community Connections (Where and with Whom)</i></b></p> <p>1 Broadsheet (Interagency links) 2 additional staff meeting conversations A. Choosing partner agencies B. Principles for Service-Learning partner selection</p>

# CLARIFYING 'THE CURRENT'

## Conversation 1A

### What We Are Doing Now Service-Learning Wise...



**Understanding SL - Analysing existing practice**  
ACTIVITY 2

**SORT AND SCRUTINISE:** What do we currently label Service Learning?  
Pedagogy: List, Group, Label / Team Discussion (Essential Questions)  
Use all activities your school conducts and label 'Service-Learning', identify different ways to group the activities and provide an appropriate label.

What have we learnt about our school and the way we organise (and teach) Service-Learning?

What have we learnt about Service-Learning?

What are we doing that we think is our 'best practice'?

NOTES:

Appendix One

**PURPOSE:** To examine and sort current practices.

**PEDAGOGY:** List / Group / Label - All Service-Learning Activities

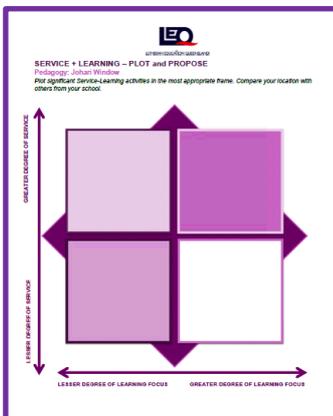
**KEY QUESTION:** What is labeled 'Service-Learning' at our school?

List all of the school's Service-Learning activities [one activity per post-it note]. Decide on categories to sort the post-its. Share these categories with the whole group. Categories could include:

- money involved or not,
- local / national / overseas,
- learning area responsible,
- in-class / extra curricular,
- church related / other agency / our own investigation,
- younger students / older students,
- hands-on / learning about,
- new / annual,
- student-driven / teacher-initiated,
- spontaneous / planned.

**KEY QUESTION:** What patterns begin to emerge?

## Conversation 1B



Appendix Two

**PEDAGOGY:** Johari Window Analysis

Select 'signature' Service-Learning Activities [recorded on individual post-it notes]. Place the post-it on an agreed quadrant of the Johari Window. Repeat the process for all 'signature' Service-Learning activities.

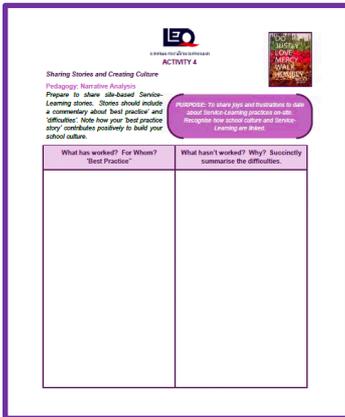
**KEY QUESTIONS:** Which is the 'best' quadrant to place most activities? When looking at your placement of 'signature' Service-Learning activities, what is the balance between

serving and learning? Do others agree?

## CLARIFYING THE CURRENT

### Conversation 2

#### What We Are Doing Now Service- Learning Wise...



**Sharing Stories and Creating Culture**  
 Pedagogy: Narrative Analysis  
 Prepare to share allocated Service-Learning stories. Stories should include a commentary about best practice and difficulties. Note how your 'best practice story' contributes positively to build your school culture.

**PURPOSE:** To share joys and frustrations to build school culture through practice stories. Recognize how school culture and Service-Learning are linked.

What has worked? For Whom? 'Best Practice'	What hasn't worked? Why? Succinctly summarize the difficulties.

Appendix Three

**PURPOSE:** To learn by listening to one another's stories.

**PEDAGOGY:** Narrative Analysis [Stories of our Service-Learning]

School teams / year levels agree to share Service-Learning stories, identifying what they consider to be 'best practice' and stories of 'concerns'. Audience - Staff design two (2) questions to probe 'best practice' and 'concerns'.

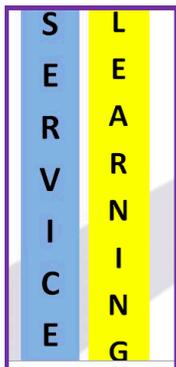
(3 – 5 minutes per sector / Year Level / Home Group / Faculty)

**KEY QUESTION EXEMPLAR:** *Whose shoes are you standing in when you say the Service-Learning activity 'worked'?*

## CLARIFYING THE CURRENT

### Conversation 3

#### What We Are Thinking Now Service-Learning Wise...



**PURPOSE:** To make our thinking about service and learning and Service-Learning visible.

**RESOURCES:** Two different coloured strips of paper [one colour says 'Service' and the other says 'Learning'].

**PEDAGOGY:** Group Acrostics / Gallery Walk

In groups, discuss what your 'given' word means in a school setting. Collect and record words / phrases beginning with each of your letters highlighting something that relates to the topic word.

Place your ideas on a wall, together with other groups' acrostics and, in pairs contemplate the 'gallery'.

**KEY QUESTIONS:** *What are common themes? What are different themes?*



## CLARIFYING THE CURRENT

### Staff Meeting Conversation 4

#### What We Are Thinking Now... Related Concepts and Definitions

**PURPOSE:** To define and refine our current understanding of topics linked to [and often mis-labelled as] 'Service-Learning'

#### Defining Key Concepts: Definition Digging

**PEDAGOGY:** Word-Find / Word Wall

Choose at least one concept / topic AND the Service-Learning Topic (No. 14 in the table). Write what you think is 'a definition'. Use ICT / phone a friend / ask an expert to add to / change / refine your definition.

**KEY QUESTION:** Did 'your original' definition match your referenced definition? Did your SL definition 'match' the definition supplied by others?



LUTHERAN EDUCATION QUEENSLAND

**Defining Key Concepts: Definition Digging**  
**Pedagogy:** Expert Jigsaw (Variation) / Word Wall

Choose at least one concept / topic AND the SERVICE LEARNING TOPIC (number 14). Write what you think is a definition. Use ICT / phone a friend / ask an expert to add to / change / refine your definition. Which 'field of knowledge' (above) shaped your original definition?

TOPIC	MY DEFINITION	REFERENCES	A CLEAR DEFINITION
1. Social Justice			
2. Community Service and Community Development			
3. Poverty and Homelessness			
4. Sustainability			

2 | Page

Appendix Four

## CLARIFYING THE CURRENT

### Conversation 5

## What I Am Thinking Now... Reflection Tool

**PURPOSE:** To reflect upon personal and professional readiness.

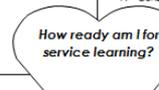
**PEDAGOGY:** Reflection Time

Use the reflection tool to determine areas for further personal and collegial preparation.

**PREPARING FOR SERVICE LEARNING - A REFLECTION TOOL**

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...  
Questions are 2-3 questions each under groups. An asterisk (\*) denotes an item to be considered above or below each question. The 10-20 questions group the reflection tool into a series of areas: 1. to 1-3 focus on the personal level required as pre-requisite understandings and important service learning.

<p><b>HEART FOR OTHER - PERSONAL:</b></p> <ol style="list-style-type: none"> <li>1. Have sustained friendships with people of differing ethnic background, culture, religion?</li> <li>2. Worked locally to connect with people who experience hardship in some way?</li> <li>3. Been an active supporter/leader of appeals/projects where suffering and hardship occur? Have advocated amongst friends/community around a particular cause of need?</li> <li>4. Traveled to hear guest speakers/see TV programs that address issues/hardships in other places/locally?</li> <li>5. Subscribed to/read literature to grow my personal understanding of others?</li> <li>6. Have chose to visit/planning to visit a 3rd world country and stay (ed) in local accommodation (ue to) local transport etc? Have developed cross-cultural / cross-linguistic listening skills to endeavour to understand context when travelling?</li> <li>7. Who is/are?</li> </ol>	<p><b>PHILOSOPHY OF STUDENT-CENTRED LEARNING- PERSONAL:</b></p> <ol style="list-style-type: none"> <li>1. Have purposely planned opportunities for students to make genuine choices about projects and learning?</li> <li>2. Have fostered (would be prepared to foster) student advocacy no matter where it may lead? Actively encouraged and nurtured student leadership?</li> <li>3. Actively and in an ongoing manner, encouraged students to monitor their own learning and set learning goals and negotiated learning with students?</li> <li>4. 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>5. Developed a wide array of pedagogical strategies to foster and encourage student reflection?</li> <li>6. Work hard to embed real-life contexts into units of work?</li> <li>7. Consider the LQL's as vital for establishing aspirational vision for "spaces beyond" "knowing the stuff".</li> </ol>
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How ready am I for service learning?

<p><b>UNDERSTANDING OF LOCAL COMMUNITY (NEEDS) - PERSONAL/COMMUNAL:</b></p> <ol style="list-style-type: none"> <li>1. Is personally actively involved in a community project/action group beyond school?</li> <li>2. Has a network of local friends/acquaintances that provide information about diverse groups in the community?</li> <li>3. Is connected to long-time residents in the area (in some way or another) if/has in the community in a cross-generational manner?</li> <li>4. Connects well with parents of the school and demonstrates a active listening abilities?</li> <li>5. Can articulate the positives and negatives of local community and has networks that can/does advocate for particular local needs?</li> <li>6. School is recognised as a leader of community values and through its involvement locally?</li> <li>7. School/cls adopted a local project of some kind that aids the local community in some way?</li> </ol>	<p><b>WHOLE OF SCHOOL APPROACH - COMMUNAL:</b></p> <p>Student leadership is encouraged to participate actively in the general life of the school?</p> <ol style="list-style-type: none"> <li>2. Is the whole school actively supporting service and service learning in a holistic, coordinated manner? Or is it individual and haphazard?</li> <li>3. Principal/school leader/s speak often about service and its importance and link to school motto, mission and values?</li> <li>4. 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>5. You can name leaders of every level/juncture of the school who seeks to bring service to the fore in a coordinated way?</li> <li>6. There is a service learning peer group? If consists of students as well as teachers and communicates to the whole school effectively?</li> <li>7. There is a keenness to read the literature and understand the implications of service learning in our school?</li> </ol>
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Appendix Five

**KEY QUESTION:** *How can I build personal and professional readiness to be a leader of Service-Learning?*



# EXPANDING OUR UNDERSTANDING

## Conversation 6 American Research

**PURPOSE:** To recognize how USA research shapes our understanding of Service-Learning.

**PEDAGOGY:** Read / Pair / Share

Select either Reading 1 or 2. Find a partner who read the other reading. Share four (4) of the main messages from each reading.

### RESOURCES:

**Reading 1:** Furco, 1996. "Service-Learning: A balanced approach to Experiential Education.

[https://www.urmia.org/library/docs/regional/2008\\_northeast/Service\\_Learning\\_Balanced\\_Approach.pdf](https://www.urmia.org/library/docs/regional/2008_northeast/Service_Learning_Balanced_Approach.pdf)

+ "An oft-quoted framework of Service-Learning" (Yoder).

<http://www.identaed.org/content/70/2/115.long> (scroll down to Figure 2)

**Reading 2:** Billig, 2007 "Unpacking what works in Service-Learning. 8 promising practices" <http://www.nylc.org/sites/nylc.org/files/files/323unpacking.pdf>

### KEY QUESTIONS: *Were there common themes? Different themes?*

Finish these sentences:

**Service-Learning is ...**

**Service-Learning isn't ...**

### ENRICHMENT SUGGESTIONS:

- You may want to google the following names: Andrew Furco, Shelly H Billig, Susan Root, Service-Learning Clearing House for other information, diagrams or articles
- View the summary LEQ Broadsheet and compare your statements with those on the broadsheet

**Service-Learning - A World-Wide Movement**  
Information Broadsheet

Service Learning is part of a world-wide movement aiming to promote civic-mindedness and empathy, as well as to enhance learning. It focuses on outcomes such as the listed ones that require a willing student participation.

**Defining Service Learning**  
Service Learning:  

- is a pedagogy that combines academic objectives and service objectives through intellectual enquiry, action and reflection
- Enriches the learning experience and teaches civic responsibility
- Strengthens communities by focusing on real community problems
- Aims to equally transform the learner and the recipient of the service

**Impact on student agency**  
Students see themselves as:  

- Active, positive contributors to society
- Empowered with a voice (and hands and feet)
- People of value now (not just potential in the future)

**An alternative to deferred citizenship**  
"Learning about democracy and citizenship when I was at school, with a lot like reading holiday brochures in prison"  
Chris Hedges, *Empire and the Heart* and author of *The Circle of Hope: an Education for Democratic Citizenship*

**Much is made of the difference between community Service and Service-Learning. The National Service-Learning Clearinghouse describes the difference thus:**  
 "Community Service participants volunteer for the primary or sole purpose of meeting the needs of others and bettering the community as a whole. Young people engaged in high quality service-learning meet the needs of their communities while increasing their academic achievement."  
 Service-learning students also take part in structured time to investigate community needs. Overall, the most important feature of effective service-learning programs is that students engage equally with learning and service and reflect on their interactions. [www.servicelclearing.org/faq](http://www.servicelclearing.org/faq)

Service-Learning (the world-wide movement) assumes a local service focus and a very strong curriculum focus

Appendix Six



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## EXPANDING OUR UNDERSTANDING

### Conversation 7

## THE EDMUND RICE TRADITION

**PURPOSE:** To recognize how a Catholic tradition shapes and builds their understanding of Service-Learning.

**PEDAGOGY:** Read / Pair / Share

Select either Reading 1 or 2. Find a partner who read the other reading. Share four (4) of the main messages from each reading.

### RESOURCES:

**Reading 1:** A framework for educating for Justice and Peace (Edmund Rice)

<http://www.erea.edu.au/docs/default-source/identity/justice-and-peace/framework/a-framework-for-educating-for-justice-and-peace.pdf?sfvrsn=2>

+ Edmund Rice Identify Matrix <http://www.erea.edu.au/our-identity/interactive-identity-matrix/identity-matrix-overview>

**Reading 2:** A Charter for Catholic Schools in the Edmund Rice Tradition:

<http://www.erea.edu.au/docs/default-source/about-us/erea-charter-2011.pdf?sfvrsn=8>

Strategic Directions [Edmund Rice Schools] <http://www.erea.edu.au/docs/default-source/about-us/erea-strategic-directions-2011.pdf?sfvrsn=2>

**KEY QUESTIONS:** *Were there common themes? Different themes?*

Finish these sentences:

**Service-Learning is ...**

**Service-Learning isn't ...**

### ENRICHMENT SUGGESTIONS:

Read the Catholic Leader article by Fr. Damien Price who challenges us to understand what it means to 'come as guest'. <http://catholicleader.com.au/features/god-come-to-us-in-everyday-life-83470>



# EXPANDING OUR UNDERSTANDING

## Conversation 8

### LUTHERAN DISTINCTIVES

**PURPOSE:** To recognize how key Lutheran documents shape our understanding of Service-Learning.

**PEDAGOGY:** Read / Pair / Share

Select either Reading 1 or 2. Find a partner who read the other reading. Share four (4) of the main messages from each reading.

**RESOURCES:**

**Reading 1:** A Vision for Learners and Learning (APPENDIX 3) / LEQ’s Rationale for Service-Learning

**Reading 2:** LEA’s Service-Learning definition, rationale and principles  
<http://www.lutheran.edu.au/assets/Uploads/pr/Service%20Learning/1WhatIsServiceLearning/Definitions%20for%20service%20learning.pdf> +  
<http://www.lutheran.edu.au/assets/Uploads/pr/Service%20Learning/1WhatIsServiceLearning/LEAServiceLearningRationale.pdf>

**KEY QUESTIONS:** *Were there common themes? Different themes?*

Finish these sentences:

Service-Learning is ...

Service-Learning isn’t ...

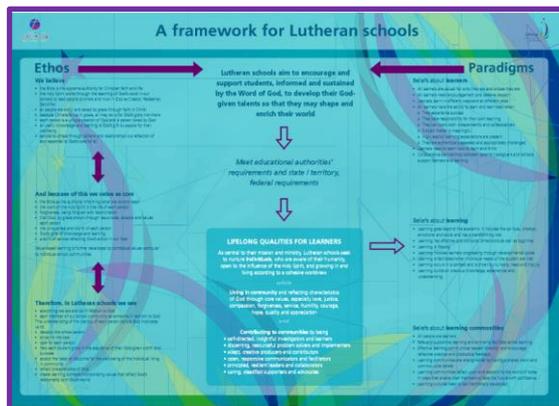
View the summary LEQ broadsheet and compare your statements with those on the broadsheet “About Lutheran Distinctives”

**ENRICHMENT SUGGESTIONS**

Identify and read / view Mystery 3 from 6 Challenges: 6 Mysteries on the LEA website.



Appendix Seven



Appendix Eight

# EXPANDING OUR UNDERSTANDING

## Conversation 9

### Models of Lutheran Service-Learning Practice

**PURPOSE:** to identify and connect existing models to enact Service-Learning.

**PEDAGOGY:** Form Pairs

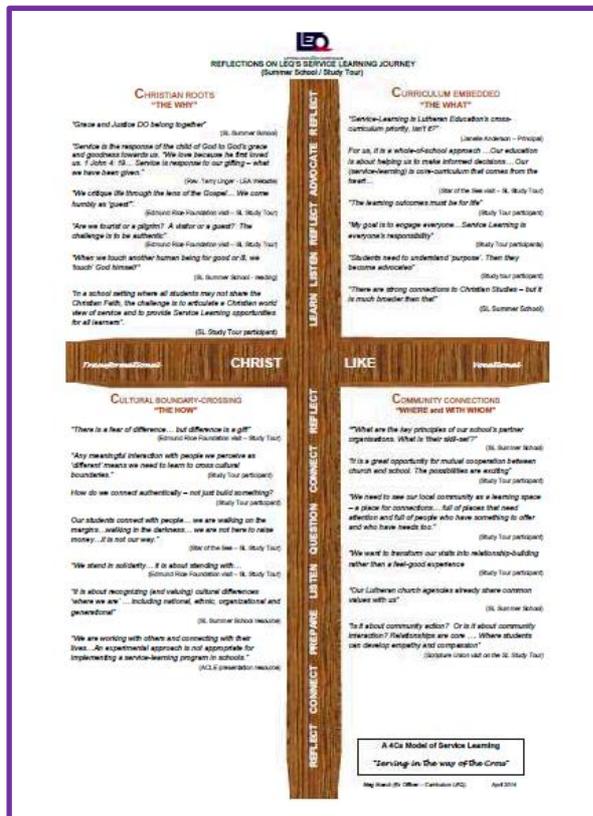
One person takes a copy of the 'student-centred model of Service-Learning; the other takes the LEQ 4Cs model. Identify what you think are plusses, minuses and 'interesting's'.



Appendix Nine

Each shares the analysis of 'your' model. Note complimentary aspects of both models (e.g. one model is learner-focused; one is school-wide focused, one emphasizes reflection, one focuses on learning, one is micro-focusing on the classroom and the other is macro-focusing on the topic of SL)

**KEY QUESTION:** What difference might these models make to your Service-Learning thinking and planning?



Appendix Ten



LUTHERAN EDUCATION QUEENSLAND

## **EXPANDING OUR UNDERSTANDING**

### **Conversation 10**

#### **Relationship-building in our community**

**PURPOSE:** *To provide an opportunity to build local, cross-cultural relationships.*

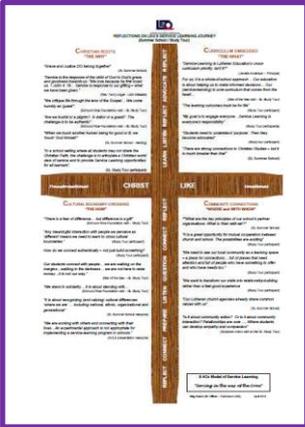
**PEDAGOGY:** Narrative Sharing

Collaboratively identify community individuals / groups that potentially may be our school's Service-Learning partners. (e.g. Activity Therapy Centre clients, Aged Care Residents, newly settled migrants / refugees).

Model the Service-Learning reflective cycle and provide teachers with an opportunity to reflect, listen and get to know local residents / members over shared food.

## ADDITIONAL RESOURCES TO SUPPORT

### UNDERSTANDING THE 4Cs MODEL



To further deepen teachers' common understanding of:

- Christian Roots (why)
- Curriculum Embeddedness (what)
- Cross-Cultural boundary crossing (how)
- Community Connections (where and with whom)

Additional Conversation suggestions / staff meeting activities are available on MyLEQ under the labelled blue tabs. They have been adapted from the LEQ 2014 Service Learning Summer School.

<p style="text-align: center;"><b><i>Christian Roots (Why)</i></b></p> <p>1 Broadsheet 2 Devotions (Reference to additional resources on the LEA website. E.g. A Theological Perspective by Rev. Terry Unger, 6 Challenges, 6 Mysteries)</p>	<p style="text-align: center;"><b><i>Curriculum Embeddedness (What)</i></b></p> <p>1 Broadsheet 2 additional staff meeting conversations C. Where does Service-Learning fit in the Australian Curriculum? D. Building a Whole-School Service-Learning approach</p>
<p style="text-align: center;"><b><i>Cross-Cultural boundary-crossing (How)</i></b></p> <p>1 Broadsheet (Best Reads and hyperlinks) 4 additional staff meeting conversations E. Cultural Boundary Crossing. An Introduction F. Fable Reflection G. Learning To Cross Borders: The face of 'other' H. Mapping cultural boundary crossing skills</p>	<p style="text-align: center;"><b><i>Community Connections (Where and with Whom)</i></b></p> <p>1 Broadsheet (Interagency links) 2 additional staff meeting conversations B. Choosing partner agencies B. Principles for Service-Learning partner selection</p>



LUTHERAN EDUCATION QUEENSLAND

## ADDITIONAL RESOURCES TO SUPPORT

### Conversation 11 A Web-quest.

**PURPOSE:** To recognize what Service-Learning resources, information and ideas are already available on the LEA website.

**PEDAGOGY:** Web-Quest

Work in groups to discover key pieces of information about an allocated segment of the LEA website.

Use an innovative app to report your summary back to the main group or mind-map your findings.

**RESOURCES:** <http://www.lutheran.edu.au/teaching-and-learning/service-learning/>



## ADDITIONAL RESOURCES TO SUPPORT

### Conversation 12 Life Long Qualities



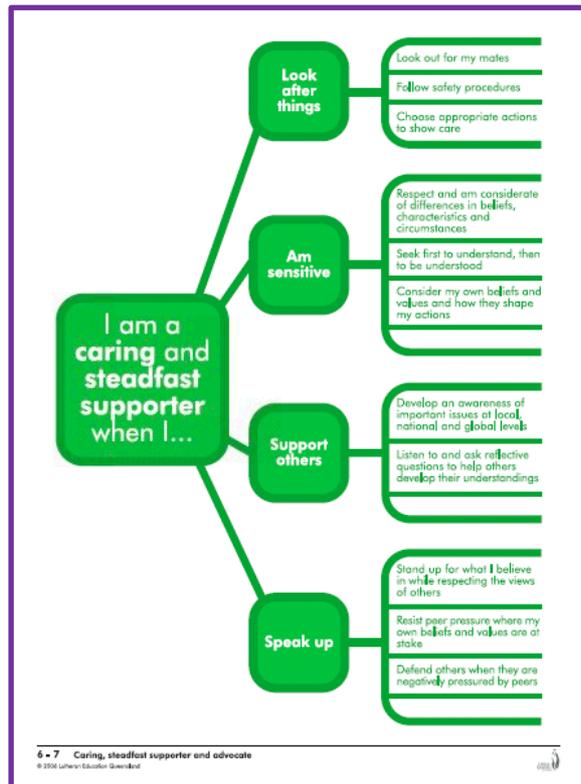
Appendix Eleven

**PURPOSE:** To use LQL posters (especially the steadfast supporter and advocate) as part of classroom Service-Learning planning.

**PEDAGOGY:** Highlighter Inserts

Bring your current term planning and, using different coloured highlighter pens, consider when and how your sector of the school will build the qualities of a steadfast supporter and advocate into your planning.

Think broadly and be creative!



Appendix Eleven



## Appendix One

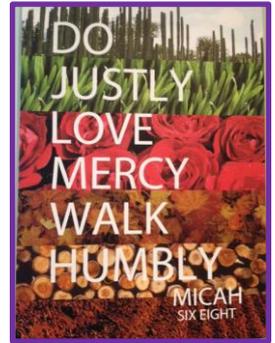
## Conversation 1A Activity 1, Page 2

### What is Service Learning?

### **SORT AND SCRUTINISE: What do we currently label Service-Learning?**

**Pedagogy: List, Group, Label / Team Discussion (Essential Questions)**

*List all activities labelled 'Service-Learning'. Identify different ways to group the activities and provide an appropriate label.*



*What have we learnt about our school and the way we organize (and label) Service-Learning?*

*What have we learnt about Service-Learning?*

*What are we doing that we think is our 'best practice'?*

### NOTES:

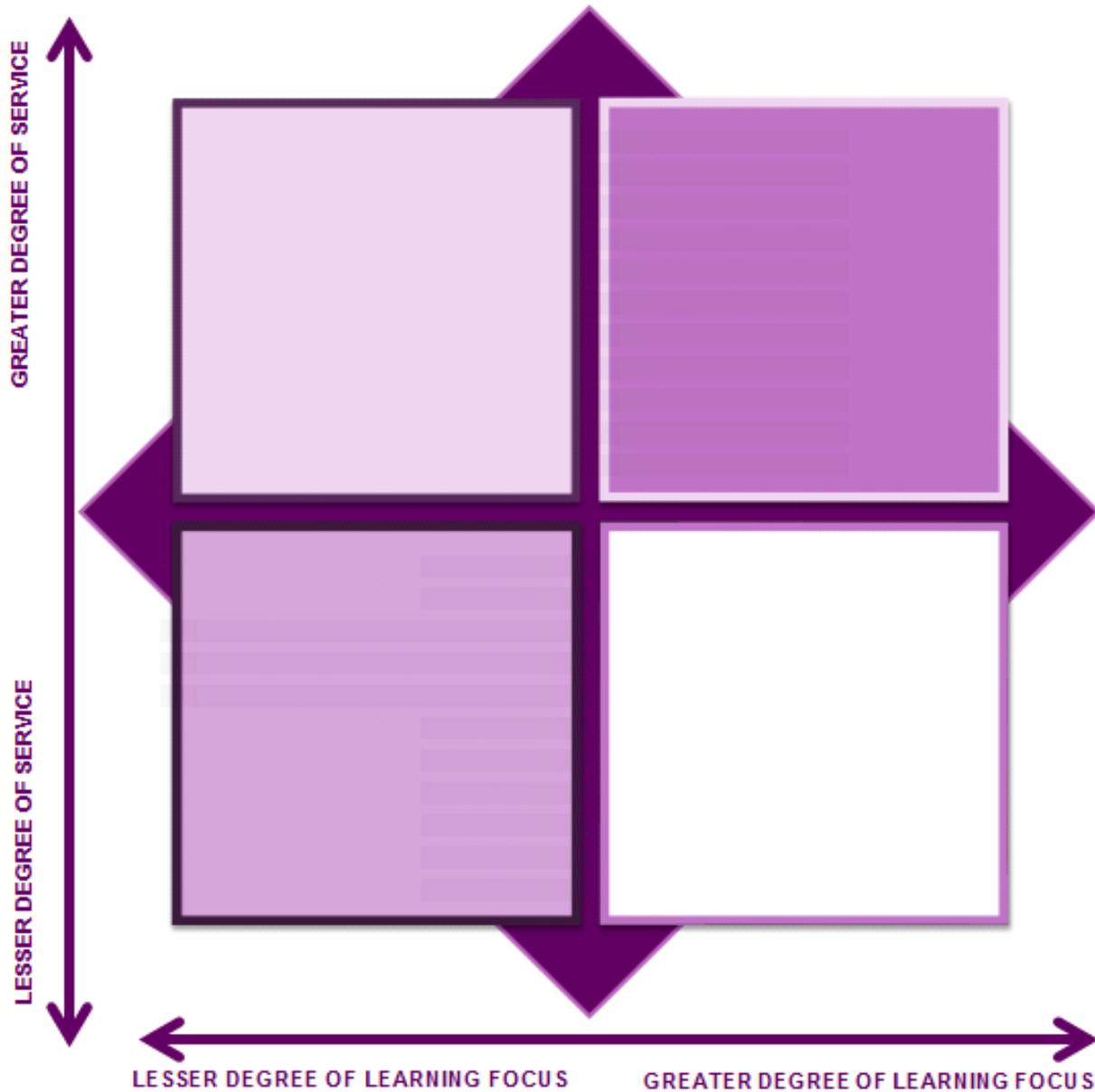
## Appendix Two

## Conversation 1B Activity 2, Page 2

### SERVICE + LEARNING – PLOT and PROPOSE

Pedagogy: Johari Window

Plot significant Service-Learning activities in the most appropriate frame. Compare your location with others from your school.





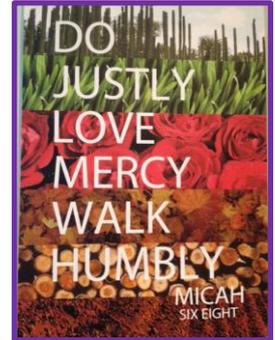
### Appendix Three

### Conversation 2 Activity One, Page 3

#### Sharing Stories and Creating Culture

##### Pedagogy: Narrative Analysis

Prepare to share site-based Service-Learning stories. Stories should include a commentary about 'best practice' and 'difficulties'. Note how your 'best practice story' contributes positively to build your school culture. [10 minutes per group]



**PURPOSE:** To share joys and frustrations to date about Service-Learning practices on-site. Recognise how school culture and Service-Learning are linked.

What has worked? For Whom? 'Best Practice'	What hasn't worked? Why? Succinctly summarise the difficulties.



LUTHERAN EDUCATION QUEENSLAND

## **Building a School-Wide Culture**

**How can we do this?**

## **Creating a Student-Centred Approach**

**What do we need to 'shift'? What else do we need to consider?**

## Appendix Four

## Conversation 4 Activity Page 4

### Defining Key Concepts: Definition Digging

#### Pedagogy: Expert Jigsaw (Variation) / Word Wall

Choose at least one concept / topic AND the SERVICE LEARNING TOPIC. Write what you think is a definition. Use ICT / phone a friend / ask an expert to add to / change / refine your definition. Which 'field of knowledge' shaped your original definition?

TOPIC	MY DEFINITION	REFERENCES	A CLEAR DEFINITION
1. <i>Social Justice</i>			
2. <i>Community Service and Community Development</i>			
3. <i>Poverty and Homelessness</i>			
4. <i>Sustainability</i>			



TOPIC	MY DEFINITION	REFERENCES	A CLEAR DEFINITION
<i>5. Volunteerism</i>			
<i>6. The Aged</i>			
<i>7. Illness and Palliative Care</i>			
<i>8. Refugees [Refugee Camps]</i>			
<i>9. Disaster Response</i>			
<i>10. NGOs</i>			



TOPIC	MY DEFINITION	REFERENCES	A CLEAR DEFINITION
<i>11. Cultural Intelligence and Inter-Cultural Understanding</i>			
<i>12. Civic-Mindedness</i>			
<i>13. Advocacy</i>			
<b>14. Service-Learning</b>			

***How have our views of SERVICE-LEARNING been affirmed / challenged now?***

### Preparing for Service-Learning – A Reflection Tool

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 is very fertile for service-learning culture or may be already embedded; yes to 3 – 5 questions - ground is quite fertile or service-learning culture may be already developing; yes to 1 – 3 means further ground-work is required as pre-requisite to understand and implement service-learning.*

#### HEART FOR OTHER - PERSONAL

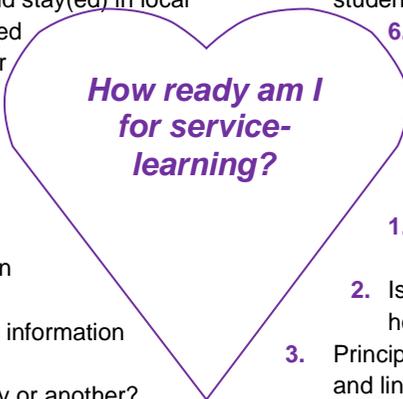
1. Have sustained friendships with people of differing ethnic background, culture, religion?
2. Worked locally to connect with people who experience hardship in some way?
3. Been an active supporter/leader of appeals/projects where suffering and hardship occurs? Have advocated amongst friends / community around a particular issue of need?
4. Travelled to hear guest speakers / seek TV programs that address issues / hardships in other places / locally?
5. Subscribe to / read literature to grow my personal understanding of others?
6. Have chose 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?
7. Who is other?

#### UNDERSTANDING OF LOCAL COMMUNITY (NEEDS) – PERSONAL / COMMUNAL

1. Is personally actively involved in a community project/action group beyond school?
2. Has a network of local friends / acquaintances that provide information about diverse groups in the community?
3. Is connected to long-time residents in the area in some way or another? Mixes in the community in a cross-generational manner?
4. Connects well with parents of the school and demonstrates active listening abilities?
5. Can articulate the positives and negatives of local community and has networks that can / does advocate for particular local needs?
6. School is recognized as a leader of community values and through its involvement locally?
7. School / class adopted a local project of some kind that aids the local community in some way?

#### PHOLOSOPHY OF STUDENT-CENTRED LEARNING- PERSONAL

1. Have purposely planned opportunities for students to make genuine choices about projects and learning?
2. Have fostered / would be prepared to foster student-led advocacy no matter where it may lead? Actively encouraged and nurtured student leadership?
3. Actively and in an ongoing manner, encouraged students to monitor their own learning and set learning goals and negotiated learning with students?
4. 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 anothers' ideas?
5. Developed a wide array of pedagogical strategies to foster and encourage student reflection?
6. Work hard to embed real-life contexts into units of work?
7. Consider the LQL's as vital for establishing aspirational vision for learners beyond 'knowing the stuff'.



How ready am I  
for service-  
learning?

#### WHOLE OF SCHOOL APPROACH - COMMUNAL

1. Student leadership is encouraged to participate actively in the general life of the school?
2. Is the whole school actively supporting service and service learning in a holistic, coordinated manner? Or is it individualistic and haphazard?
3. Principal / school leader(s) speaks often about service and its importance and links to school motto, mission and values?
4. All year levels have at least one service project and actively advocate for their project and this is coordinated at a school level also?
5. You can name leaders at every level/juncture of the school who works to bring service to the fore in a coordinated way?
6. There is a service learning peak group? It consists of students as well as teachers and communicates to the whole school effectively?
7. There is a keenness to read the literature and understand the implications of service-learning in our school?

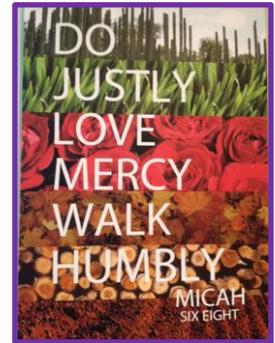
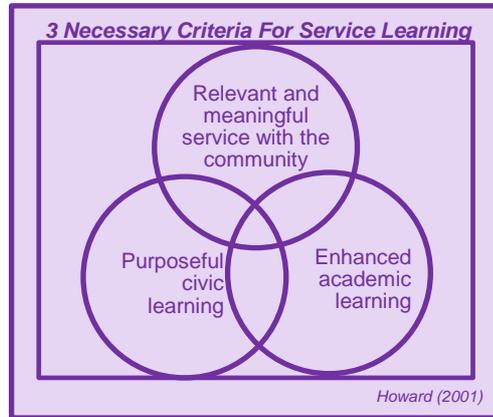
## Appendix Six

## Conversation 6, Page 6

### Service-Learning – A World-Wide Movement

#### Information Broadsheet

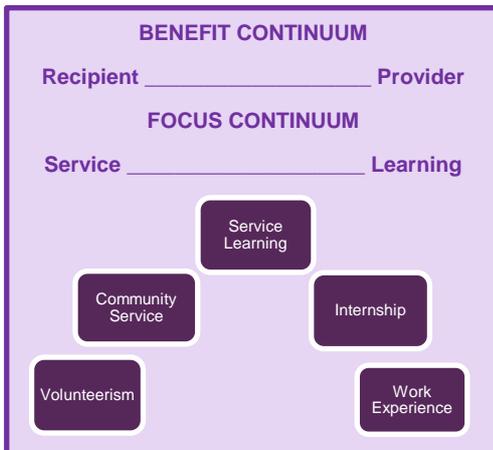
*Service Learning is part of a world-wide movement aiming to promote civic-mindedness and empathy, as well as to enhance learning. It features in countries such as the United States that claims 1 million student participants*



#### Defining Service Learning

Service Learning:

- Is a pedagogy that combines academic objectives and service objectives through intellectual enquiry, action and reflection
- Enriches the learning experience and teaches civic responsibility
- Strengthens communities by focusing on real community problems
- Aims to equally transform the learner and the recipient of the service



#### Impact on student agency

Students see themselves as:

- Active, positive contributors to society
- Empowered with a voice (and hands and feet)
- People of value now (not just potentially in the future)

#### An alternative to deferred citizenship

"Learning about democracy and citizenship when I was at school, with a bit like reading holiday brochures in prison"

Derry Hannam, English school inspector and advisor for the Council of Europe on Education for Democratic Citizenship

#### Much is made of the difference between community

**Service and Service-Learning. The National Service-Learning Clearinghouse describes the difference thus:**

*"Community Service participants volunteer for the primary or sole purpose of meeting the needs of others and bettering the community as a whole. Young people engaged in high quality service-learning meet the needs of their communities while increasing their academic achievement.*

*Service-learning students also take part in structured time to investigate community needs... Overall, the most important feature of effective service-learning programs is that students engage equally with learning and service and reflect on their intersections. [www.servicelearning.org/faq](http://www.servicelearning.org/faq)*

**Service-Learning (the world-wide movement) assumes a local service focus and a very strong curriculum focus.**



### **Service-Learning is not:**

- An episodic volunteer program
- An add-on to an existing school curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the school or the courts
- Only for high school or tertiary students
- Only for “at risk” students
- One-sided – benefitting only students or only community

(America's National Commission on Service-Learning)

### **Service-Learning:**

- Links to academic content and standards
- Involves young people in helping to determine and meet real , defined community needs
- Includes on-going, meaningful reflection and analysis
- Is reciprocal in nature, benefitting both the community and the service providers
- Can be used in any subject area so long as it is appropriate to learning goals
- Works at all ages, even young children.

(America's National Commission on Service-Learning)



## Appendix Seven

## Conversation 8, Page 8

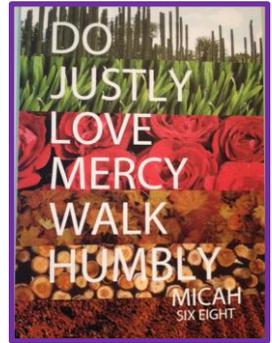
### Service-Learning Lutheran Ethos and Values Information Broadsheet

#### Where does 'service' fit in a Lutheran School?

##### Our sense of vocation (and servant-hood) shapes all learning

- "Learning [shaped by the idea of vocation] will be closely connected to service. Theory must be critiqued by a doing that serves."

(Christenson, T. The gift and task of Lutheran higher education (p. 129))



##### Service is not an option – it is a 'given'

- "Lutheran schools need to prepare all children, girls and boys, the rich and poor, the intellectually gifted and the intellectually challenged for that of service."

(Bartsch, M. Why a Lutheran School? p. 124)

##### Service is the most enduring life-long quality – and counter-cultural

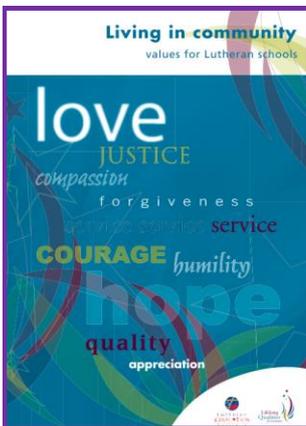
- "Lutheran schools also have to deal with the challenge in a contemporary educational thinking which links education closely with the preparation for the work place but with emphasis strongly on individual benefit rather than service to society"

(Bartsch, M. Why a Lutheran School? p. 124)

### Lutheran Education highlights service as a value

We encourage our students to contribute to communities by being:

- Self directed, insightful investigators and learners
- Discerning, resourceful problem-solvers and implementers
- Adept, creative producers and contributors
- Open, responsive communicators and facilitators
- Principled, resilient leaders and collaborators
- Caring and steadfast supporters and advocates



#### School Culture and service are linked. School leadership matters

"Lutheran schools seek to nurture individuals...while living in community and reflecting the characteristics of God through core values...(incl)... service"

(A Vision for Learners and Learning, 2006)

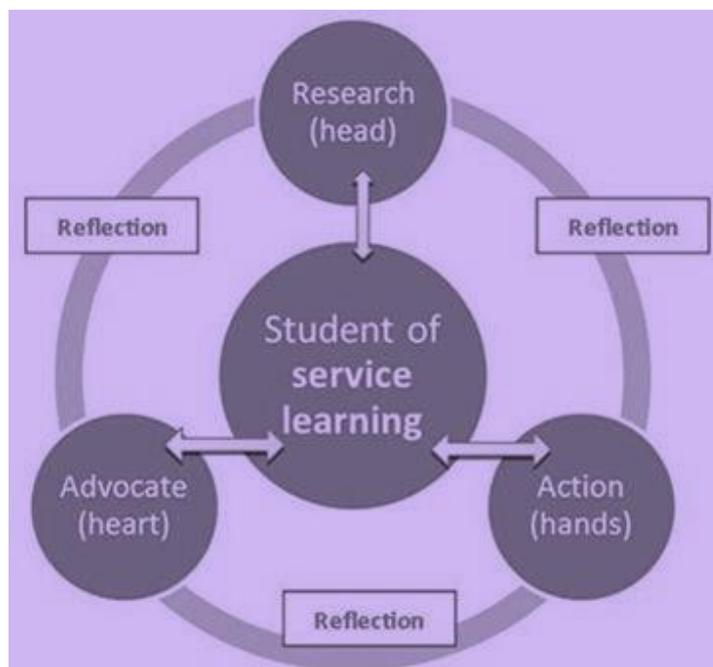
**When we add 'learning', Service-Learning MUST also grow from a Lutheran school's vision and values – otherwise it is always an 'add-on'.**



**Student-Centred Service-Learning Model**

**Information Broadsheet**

**A model for Service-Learning (LEA)**



**Action (Hands)**

*'Where ever possible this component should provide a series of 'first hand' experiences for students with a particular focus on students analysing their gifts and talents and connecting this with diverse global needs (that are both near and far).'*

Action can either be direct or indirect based on the specific needs of the community and partnership.

**Advocate (Heart)**

*'Educating the mind without educating the heart is no education at all.'*

*(Aristotle)*

This component focuses on an explicit teaching of the meaning of advocacy and its different forms and forums. Advocacy is about making a difference through political and / or public education.



## Research (Head)

*'Offer students opportunities to engage in problem-solving by requiring them to understand the specific context of their service learning activity and community challenges, rather than only to draw upon generalised or abstract knowledge from a textbook. As a result, Service-Learning offers powerful opportunities to acquire the habits of critical thinking; ie the ability to identify the most important questions or issues within a real-world situation.'*

## Reflection

*'Reflection is more than summarizing and talking about feelings during the experience (it's still important to do both of these). It should involve challenging thinking, analysis, problem solving and interpretation. Reflection experiences need to be intentionally structured to help participants internalise, interpret and apply their experiences, integrating into their knowledge and who they are. Reflection occurs before, during and after Service-Learning experience.'*

(RMC Research Corporation. (2007). Reflection in K-12 Service-Learning. Scotts Valley, CA: National Service-Learning Clearinghouse.

# Appendix Ten

# Conversation 9B, Page 9

## REFLECTIONS ON LEQ'S SERVICE LEARNING JOURNEY (Summer School / Study Tour)

### CHRISTIAN ROOTS "THE WHY"

"Grace and Justice DO belong together"  
(SL Summer School)

"Service is the response of the child of God to God's grace and goodness towards us. 'We love because he first loved us. 1 John 4: 19... Service is response to our gifting – what we have been given.'  
(Rev. Terry Unger - LEA Website)

"We critique life through the lens of the Gospel... We come humbly as 'guest'".  
(Edmund Rice Foundation visit – SL Study Tour)

"Are we tourist or a pilgrim? A visitor or a guest? The challenge is to be authentic"  
(Edmund Rice Foundation visit – SL Study Tour)

"When we touch another human being for good or ill, we touch God himself"  
(SL Summer School - reading)

"In a school setting where all students may not share the Christian Faith, the challenge is to articulate a Christian world view of service and to provide Service Learning opportunities for all learners".  
(SL Study Tour participant)

### CURRICULUM EMBEDDED "THE WHAT"

"Service-Learning is Lutheran Education's cross-curriculum priority, isn't it?"  
(Janelle Anderson – Principal)

For us, it is a whole-of-school approach ... Our education is about helping us to make informed decisions... Our (service-learning) is core-curriculum that comes from the heart...  
(Star of the Sea visit – SL Study Tour)

"The learning outcomes must be for life"  
(Study Tour participant)

"My goal is to engage everyone... Service Learning is everyone's responsibility"  
(Study Tour participants)

"Students need to understand 'purpose'. Then they become advocates"  
(Study tour participant)

"There are strong connections to Christian Studies – but it is much broader than that"  
(SL Summer School)

LEARN LISTEN REFLECT ADVOCATE REFLECT

Transformational

CHRIST

LIKE

Vocational

### CULTURAL BOUNDARY-CROSSING "THE HOW"

"There is a fear of difference... but difference is a gift"  
(Edmund Rice Foundation visit – Study Tour)

"Any meaningful interaction with people we perceive as 'different' means we need to learn to cross cultural boundaries."  
(Study Tour participant)

How do we connect authentically – not just build something?  
(Study Tour participant)

Our students connect with people... we are walking on the margins... walking in the darkness... we are not here to raise money... it is not our way."  
(Star of the Sea – SL Study Tour)

"We stand in solidarity... it is about standing with...  
(Edmund Rice Foundation visit – SL Study Tour)

"It is about recognizing (and valuing) cultural differences 'where we are' ... Including national, ethnic, organizational and generational"  
(SL Summer School resource)

"We are working with others and connecting with their lives... An experimental approach is not appropriate for implementing a service-learning program in schools."  
(ACLE presentation resource)

### COMMUNITY CONNECTIONS "WHERE and WITH WHOM"

"What are the key principles of our school's partner organisations. What is their skill-set?"  
(SL Summer School)

"It is a great opportunity for mutual cooperation between church and school. The possibilities are exciting"  
(Study Tour participant)

"We need to see our local community as a learning space – a place for connections... full of places that need attention and full of people who have something to offer and who have needs too."  
(Study Tour participant)

"We want to transform our visits into relationship-building rather than a feel-good experience"  
(Study Tour participant)

"Our Lutheran church agencies already share common values with us"  
(SL Summer School)

"Is it about community action? Or is it about community interaction? Relationships are core ... Where students can develop empathy and compassion"  
(Scripture Union visit on the SL Study Tour)

REFLECT CONNECT PREPARE LISTEN QUESTION CONNECT REFLECT

A 4Cs Model of Service Learning  
"Serving in the Way of the Cross"

Meg Noack (Ex Officer – Curriculum LEQ) April 2014

I am a caring supporter when I...

