AISA SERVICE LEARNING HANDBOOK

AISA
Association of International
Schools in Africa

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ABOUT AISA

The Association of International Schools in Africa (AISA), established in 1969, is a non-profit education association supporting the professional learning and school improvement strategies of international schools on the continent of Africa. Based in Nairobi, Kenya, AISA offers a professional learning programme specifically designed to meet the unique needs of our diverse member school community. AISA also offers a number of supplementary programmes, scholarships and facilitates collaboration among member schools to advance school effectiveness and improve student learning.

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Preface

Helping young people understand the world, and believe they can be active contributors in making our world a better place, is a vision that passionate educators have embraced for a long time. Increasingly, as global issues become more dire and the population of the planet grows rapidly, it is more important than ever to raise a new generation of compassionate, engaged change-makers. One teaching strategy and approach that fosters this kind of thinking and action is service learning.

The purpose of this document is to raise awareness about the potential of service learning in all schools and for all educators and students. This document has been created specifically to help AISA member schools to develop and enhance service learning programs. It may particularly help educators in AISA member schools where service learning is a new concept; however, this is also intended for established programs. With unified ideas, we can advance the entire region.

Whatever your role in education—administrator, teacher, club advisor, parent, student—please use this document as a starting point to envision how you can create a service learning program in your school, or how you can enhance a program that already exists. Please also use the AISA web site, www.aisa.or.ke, for additional guidance and resources.

Acknowledgements

1 What is Service Learning?

Introduction by Cathryn Berger Kaye, M.A., CBK Associates and author of The Complete Guide to Service Learning

Across the globe there is a worldwide call for action—and this includes engaging young people. As educators, we know how capable our students are. We continually share stories of the amazing ideas and actions taken by children beginning in preschool. So it's simply natural for us to embrace this process we call *service learning*.

What amazes me is how the idea of service learning—applying what we learn, our skills and knowledge with meaning and purpose to better our world—is taking center stage for many educators. You might be glad to know how many universities and colleges from Hong Kong to Croatia to Miami include service learning as a viable teaching pedagogy. In public education, service learning may have different intents; however, it is vibrant and growing in diverse countries such as Argentina, Spain and Taiwan. My book *The Complete Guide to Service Learning* is recently available in Chinese and who knows what possibilities that holds!

Within the international school community, we aim for global citizenship and graduating young people who are prone to contribute to the world around them and to protect the environment as they pursue whatever path they choose. The core of an international school education is enhanced and strengthened as an understanding of the process and promise of service learning is recognized and actualized. We educate learners to be questioners and investigators of the world around them. We want young people who can confidently partner within diverse communities, who recognize assets and needs and aim to contribute in partnership with the community to find meaningful solutions. We want reflective young people who reflect by choice, because this helps them to better understand themselves and the human condition. And we want our youth to share their stories and accomplishments. So much of what we strive for as educators who have a global perspective is met, advanced and elevated though high quality service learning.

AISA has long been in support of service learning. And there are many AISA schools with well-established programs and approaches that model best practice. With this publication, AISA strengthens the connections between schools and lifts up our minds and our hearts to what we can accomplish through service learning.

I look forward to hearing your stories at cathy@cbkassociates.com.

Cathryn Berger Kaye, 2014

1.1 Brief Overview

Service learning is an established research-based pedagogy for teaching and learning; it has been implemented for decades in schools all over the world. Successful service learning programs are embedded within the curriculum and, based on this integration, can extend opportunities for additional service engagement. Recently, some schools in the AISA region have established standards and benchmarks to allow educators to teach and assess service learning.

1.2 AISA's Involvement in Service Learning

AISA has been in support of service learning in a variety of ways, including professional development opportunities at conferences and, most recently, establishing a Service Learning Working Group. Participants in this group of dedicated educators are representatives from international schools all over Africa who aim to collaborate and share experiences as Service Learning Coordinators, CAS Coordinators and teachers who understand the importance and value of curricular integration and the implementation of high quality service learning.

1.3 Defining Service Learning

Likely you will come across a variety of definitions for service learning, and we encourage your school to develop your own—especially a definition that can be dynamic and change as your program grows. Keep in mind that service learning involves teaching and learning that connects academics, personal growth and civic responsibility with positive and meaningful action in the community. Service learning engages students to develop new skills and knowledge through integrated connections to the academic curriculum and opportunities to *apply* their knowledge in new and purposeful ways.

SUCCESS STORIES: EXAMPLES OF SERVICE LEARNING STANDARDS & BENCHMARKS (AISJ)

Standard 1: Investigate

Learners will understand that investigating the needs of the community makes service effective.

1.1 Understand how our interests, skills and talents can be applied to community need

1.2 Identify community cause or concern that helps advance our knowledge, skills, understandings

1.3 Use action research methods, to authenticate a community need;

- Media
- Interviews
- Surveys
- Observation

1.4 Identify reciprocal community partnerships

1.5 Demonstrate collaboration by creating or working with a variety of partners, for example;

- Youth
- educators
- families
- community members
- community based organizations

Cathryn Berger Kaye[1], author of *The Complete Guide to Service Learning*, explains service learning this way:

"Simply put, service learning connects school-based curriculum with the inherent caring and concern young people have for their world—whether on their school campus, at a local food bank, or in a distant rain forest. The results are memorable, lifelong lessons for students and foster a stronger society for us all."

1.4   Service Learning Principles and Core Values

* Students learn from, and are enriched by, the **perspectives of others**
* We have a **responsibility** to the **community** in which we live
* Meaningful service is best achieved through **sustained reciprocal partnerships**
* Service has deeper meaning and consequences when **integrated into curriculum**
* Meaningful service is achieved through the **five stages/standards of service learning:** 1.Investigation, 2. Preparation, 3. Action, 4. Reflection, and 5. Demonstration.
* Leadership, teamwork, communication, and mutual respect are fundamental for successful service experiences

Learning from perspectives of others

Fundamentals: leadership, teamwork, communication mutual respect

Service Learning

Responsibility for our community

Sustainable reciprocal partnerships

Integrated into curriculum
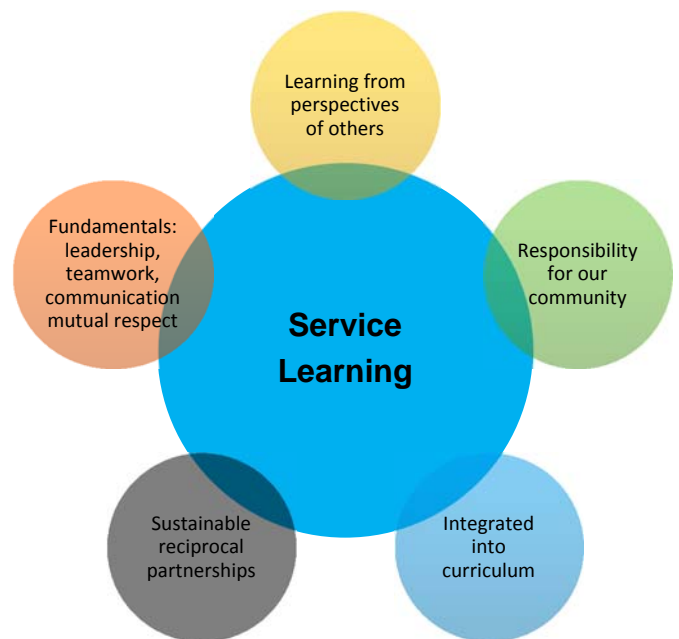
Direct Action Through Dance: Afrika Tikkun, AISJ

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[1] Cathryn Berger Kaye, M.A. is the author of ***The Complete Guide to Service Learning*** and the leading educational expert of Service Learning worldwide.

1.5 Service Learning Objectives

As educators, what is our primary intention? These form the central guiding concepts for service learning objectives.

WE DESIRE TO:

1. **Inspire individuals to become**:

   * Globally-minded
   * Caring
   * Responsible
   * Cooperative
   * Principled
   * Optimistic
   * Effective leaders

2. **Extend learning with a new lens for developing understandings, knowledge and skills through the exploration of new and varied interests, thereby developing individuals to become:**

   * Balanced
   * Risk Takers
   * Problem solvers
   * Communicators
   * Confident
   * Self-Aware

3. **Engage in mutually beneficial relationships with our host country and community by:**

   * Learning about the assets and strengths of the community around us
   * Building relationships through active participation in service
   * Coming to know and valuing the culture and people already engaging in positive change
   * Modeling positive values and behaviors
   * Identifying and addressing challenges in partnership with the community
   * Identifying and developing sustainable reciprocal partnerships
   * Developing environmental awareness
   * Community identifies the needs and this is communicated to the school before collaboration starts
   * Understanding of the benefits to the community and likely impacts (positive and negative)

* Collaboratively developing partnership goals and identifying needs, followed by making a plan/timeline of how they will be met

4. **Enable learners to pursue personal interests that may grow into passions through:**

   * A clear identified and articulated purpose to meet or contribute to a verified need
   * Setting and achieving goals
   * Commitment
   * Perseverance
   * Self-confidence & Efficacy

1.6 International Baccalaureate Diploma Program (IBDP)-Creativity-Activity-Service (CAS)

CAS (Creativity-Activity-Service) is an integral component of the International Baccalaureate Diploma Program (IBDP). DP students self-select meaningful experiences over an eighteen month period of grades 11 and 12 for enjoyment and personal growth in three areas: creativity, activity and service. Reflecting on significant moments throughout CAS enables students to be cognizant of how they have grown and what they have learned in these experiences, and shows how they have met the CAS learning outcomes.

As students have service learning opportunities embedded in their curriculum from K-grade 10, they will gain an understanding of the process of service learning, in particular the five stages of service learning that is central to CAS (known as the CAS stages). This will be a tremendous asset as they approach CAS with greater confidence. Service learning experiences connected to academics also afford students exposure to a range of societal issues that will peak their interest and can again be inspiring for their Service in CAS.

	The CAS Learning Outcomes
LO1	Identify own strengths and develop areas for growth
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
LO 3	Demonstrate how to initiate and plan a CAS experience
LO 4	Show commitment to and perseverance in CAS experiences
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
LO 6	Demonstrate engagement with issues of global significance
LO 7	Recognize and consider the ethics of choices and actions

1.7 Components of Service Learning Programs

To develop the foundation for a meaningful service learning programs requires several considerations from curricular integration to how popular service opportunities outside the classroom are designed. Keep in mind the central value of service learning is the classroom dynamic, where both teaching and learning is improved—for the teacher and the student. With this in mind, thinking about how these components relate to one another can ensure a program's scope, breadth and, ultimately, depth of learning for student participants. Components can include:

CURRICULAR INTEGRATION:

At the core, high quality service learning programs aim to integrate into the curriculum. In this way, every student has the advantage of this pedagogy and the entire teaching and learning experience is elevated. Academics have more meaning and purpose as students connect their subjects with the world around them. Retention is higher. Teachers can easily assess and measure how students meet and typically exceed the established academic benchmarks. Service learning offers a reliable framework through the five stages of investigation, preparation, action, reflection and demonstration. In addition, having service learning standards that follow this five-stage framework provides additional support and guidance for program development. Keep in mind that with curricular integration, both the learning and the service are critical. This is less about adding a "project"; this is more about understanding the *process* of service learning as an integral and valued teaching pedagogy.

CO-CURRICULAR ACTIVITIES AND PROGRAMS:

Successful service learning school-wide programs usually extend outside of the classroom through after school or in-school clubs or student government functions. These are organized to cultivate additional ongoing opportunities for community projects. Students gain the most when they commit to a project and participate over time on a regular basis (weekly or bi-weekly). When these are designed again to follow the five stages of service learning, cohesion with the academic integration is supported. The significant difference with this approach is that students don't just "get on the bus" to go somewhere—they understand the underlying issues and are prepared "before the bus" to participate. Projects could look like:

* visiting a local children's home once a week to provide tutoring and games
* tree planting and conservation activities in a local forest or conservation area
* cleaning cages and facilities weekly at the local SPCA
* ongoing mural painting projects with local children at local schools

EXPERIENTIAL LEARNING:

Some schools may offer additional and specific opportunities for experiential learning that is focused on service. Students may engage in a "week without walls" where they are immersed in a local community for one week designed to include service opportunities. With thoughtful planning and partnerships, these can be powerful and profound experiences for students. However, cautions must be taken so that students realize they are the guests of

the host communities and primarily are there to learn about cultures, history, and the many ways people are resourceful. When partnering with organizations that host these experiences, be sure your priorities for meaningful service learning experiences are clearly articulated. In all cases, guiding students to connect a global issue with what is going on in their own backyard is most essential.

1.8   Success Stories and Profiles

Successful service learning programs allow students to develop the skills and attitudes implicit in becoming an engaged global citizen. Featured here are two success stories, one that profiles an individual and one that celebrates a school project. More success stories can be found on the AISA web site, www.aisa.or.ke

STUDENT PROFILE: SHEA ORTH-MOORE, INTERNATIONAL SCHOOL OF KENYA

I have been an active member of the Global Issues Network (GIN) for six years now and I can honestly say it has had a major impact on my life. Throughout my years in GIN I have had many incredible experiences, which have all influenced my leadership skills, my desire to work towards global change, and my ever-growing goal of changing how we live on this planet.

I credit a lot of my current leadership skills to my experiences in GIN. From my very first day in the newly started GIN group in middle school, I had had many chances to step into leadership positions within GIN, including being a student leader in the planning process for the Global Issues Service Summit (GISS) in 2013 that was held at ISK. Not only has GIN trained me to become a leader within the club but in other groups as well. In preparation for hosting GISS 2013, all of the student leaders had the opportunity to participate in a JUMP! leadership training, a valuable and inspiring experience.

The leaders within GIN, the people and organizations that we work with are all aimed in the same direction with one very radical goal: global change. This is my favorite part of working in a service learning group such as GIN; it's hard not to get involved once you've seen how much not only needs to be changed, but also how much you personally want to change!

If I had to choose one explanation for my dedication to GIN above all the others, it would be how much I've grown within the group. Over the years, GIN has helped me realize what it means to truly help someone, the environment and animals around us. It has taught me all kinds of approaches to a problem and how there are many different solutions. It has taught me that it's more beneficial to face a problem as a group rather than alone, not to mention how inspiring it is to combine forces in a group. GIN has offered me countless opportunities to create global change, experiences working alongside so many powerful people in the greater Kenyan community with goals and aims of change. GIN has allowed me to consider many different perspectives and to form my own opinions. It has helped me realize the benefits of changing how my family and I should live in order to be good "crew of spaceship Earth."

SCHOOL SERVICE LEARNING PROFILE: NOYAA SCHOOL AND LINCOLN COMMUNITY SCHOOL WORKING TOGETHER

*The Noyaa Association is a non-profit school providing an intervention-based education in the coastal community of Jamestown in Ghana's capital city, Accra. They are dedicated to providing students with an excellent education despite limited resources. Daniel Nii Armah Solomon officially co-founded the school in 2012 with Marissa Glauberman (acting Program Director) after observing the children of Jamestown playing in rubbish on the Ga Mashie landing. Noyaa, which is a Ga word for **"moving forward",** aims to transfer students into Level Six Junior High School (JHS) into the Ghana Education System (GES).*

In the fall of 2012, when the number of students increased from 17 to 43, a temporary schoolhouse was built to help international volunteers accommodate the larger student numbers. Today, the 43 students are divided into groups of lower beginners, beginners, and intermediate.

Marissa Glauberman, who spearheads fundraising, curriculum development and partnerships, was looking to introduce new teaching methods and activities for the students and to establish a partnership with a locally based school. Luckily, Lincoln Community School teachers were looking for a service project and decided that, as teachers, they could share powerful experiences through collaboration.

Basic resources from recycled materials were created and the Lincoln teachers began to work with Noyaa students every other weekend. Lincoln teachers decided to introduce hands-on, fun, experiential lessons aimed to captivate the mixed age audience. Lincoln senior school students joined them and they became active participants on Saturday mornings. After our initial year working with Noyya School, the Lincoln National Honor Society decided to take over this project.

They work every other weekend with the students, and also work to raise funds for student scholarships.

The goal of the Lincoln School teachers and students who worked with Noyaa students was to introduce fun hands-on activities to help increase English language skills. One example is, we found out the children had no idea where Africa was in the world or where Ghana was in Africa. We spent some time creating activities and finding stories and materials that would teach more about their country and the continent. We sang, dance, sorted, read and shared basic vocabulary with the students of Noyaa. We had a large age range of students and could never turn away anyone. We were always prepared for a wide variety of ages and skills and had fun introducing the students to new and different concepts of thinking and learning around making choices and being an individual. We always left with a smile.

At this moment the Noyaa School is looking forward to support from their official corporate sponsor, NMS International, who has designed and is financing a modular schoolhouse that should be completed by the summer of 2014. This new school will provide a sick bay, three toilets, electricity and running water. The Lincoln National Honor Society students work closely with Noyaa to provide needed resources for both students and teachers, introducing new activities and teaching methods. http://www.noyaaghana.org/

2 Service Learning For Administrators

2.1 Creating a Culture of Service

Creating a culture of service in your school, it starts with you! Your support is essential to build a program with service as a 'pillar' for your vision, mission and the core values of your school. Service learning thrives when integrated as part of your strategic goals and as you consider the future direction and vision of your school.

2.2 Aligning Your Mission and Vision with Service Learning

Creating a document with a clear mission statement or integrating service learning into your mission statement benefits from having contributions from diverse voices. This can occur with the Service Learning Coordinator and leadership team collaborating to create this documentation. Keep in mind that service learning, when done well, can assist a school community meet and advance other school priorities.

Some sample vision and mission statements are:

AMERICAN INTERNATIONAL SCHOOL OF JOHANNESBURG (AISJ)

Vision Statement: Together we dare to imagine, inspire to succeed, and courageously make a difference.

Mission Statement: Inspired Learners: Connected, Creative Courageous

AMERICAN INTERNATIONAL SCHOOL OF MOZAMBIQUE

Mission Statement: The American International School of Mozambique is a partnership of engaged students, dedicated parents, and a highly qualified staff. Together, we create a learning environment that inspires students to cultivate their unique talents and perspectives, and that prepares them to contribute in purposeful ways to the world that they will inherit and shape. Our students enjoy a stimulating and balanced educational program that is rooted in the principles of excellence, ethics and engagement.

INTERNATIONAL SCHOOL OF TANGANYIKA (IST)

Mission: Challenging, inspiring and supporting all our students to fulfill their potential and improve the world.

Vision: IST will be a global leader in the education of internationally-mobile young people. All students, regardless of their starting point, will think critically, achieve academically and develop the wisdom to make good choices. They will show curiosity and creativity in addressing authentic problems, local and global. They will pursue their varied passions with enthusiasm, developing resilience, perseverance and confidence. Understanding the diversity of people and cultures, they will act kindly, fairly and responsibly. All members of the IST community will work together to fulfill this vision.

INTERNATIONAL SCHOOL OF KENYA (ISK)

Mission Statement: ISK provides an exemplary education offering both the International Baccalaureate and the North American diploma. We prepare students within a culturally diverse community to become informed, independent thinkers and responsible world citizens.

Vision: Empowering students to create solutions for tomorrow's challenges.

INTERNATIONAL SCHOOL OF UGANDA (ISU)

Mission Statement: ISU is a leader in providing world-class, holistic education in a multi-cultural setting, inspiring and equipping students to be life-long learners, to reach their full potential and to be responsible global citizens active in shaping the future.

Please note that administrative teams in schools all over the world recognize the value of embedding service learning into the academic program and have established timelines to achieve school-wide integration. Service learning is then discussed at hiring sessions and allocated budgets and resources to ensure this occurs. Visibility within the school community is also critical and school administrators have an important role in making this happen through writings in school publications, and allotting faculty meetings for school development. Again, keep in mind that service learning is known to advance other school priorities, such as integration of approaches to teaching and learning and STEM studies, so this builds programmatic cohesion and school-wide success.

2.3 Supporting Your Staff in Creating a Service Learning Program

Resources, time, funds, and stipends: running a successful service learning program does carry a cost in terms of money and time as does any valued pedagogy and approach to academics that aligns with the school's mission and vision. Consider the following:

i.   **Do you have funds to create a position for a part-time or full-time Service Learning Coordinator?**

Your program will be more cohesive and strong if you have a capable professional assigned to organize and lead service learning in your school. Often there is a collaborative team of service learning teacher leaders or coaches representing different grade levels to broaden the leadership opportunities for service learning professional development and make the program more stable in case of staffing changes. The Service Learning Coordinator supports the development of teacher knowledge and capabilities to integrate service learning within the academic program, and typically collaborates with the Curriculum Coordinator.

ii. **How much time is sufficient?**

If you want to establish an ambitious program, obviously your Service Learning Coordinator may need more time to plan and oversee implementation. Think about your end goals and then work backwards to ensure you provide enough time for someone to do this job well. Some bigger schools in AISA have a full-time Service Learning Coordinator; other schools have created a part-time position in conjunction with some teaching responsibilities. This will depend on the size of your school and the scope of your plans.

iii. **Can you allocate stipends to club leaders?**

Within your service learning program, you will probably have student clubs that play a major role. Some clubs (such as the Global Issues Network, Habitat for Humanity or Interact) may be part of larger global/international networks. Other clubs may be local and/or specific to your location and school. If advising a club requires a significant amount of time, it is worthwhile to consider allocating stipends to teacher advisors. This serves as a small recognition of the contributions specific people make to your service learning program.

iv. **Can you allocate professional development funds to service learning?**

This is a critical allocation to establish solid understandings school-wide. This can appear as on-site professional development, attendance at conferences or institutes to grow internal leadership, webinars or other modalities. Are there specific funds within your professional development program that will advance and promote high quality service learning, particularly in ways that support other school priorities? Professional development focused on service learning enhances the level of commitment and engagement at your school.

v. **Is the Curricular Coordinator on board?**

Within the administrative team, ensuring that the Curricular Coordinator understands and is in support of service learning is essential to be certain that it will receive the attention needed as units and concepts are developed.

2.4 Transport and Security: Logistical Issues

Transportation of students to service partners needs to be part of the service learning budget. All service partners should receive a security clearance before students participate. Permission slips and medical indemnities must be signed and submitted before students leave the school premises for service, as with all other endeavors. Accident and emergency procedures should be in place so participants know what to do.

3 Service Learning For Teacher Leaders & Service Learning Coordinators

3.1 Creating a Culture of Service

To create a culture of service at a school establish a vision of what this looks like. With thoughtful planning and preparation you will be able to build on the administrative design for a dynamic a framework. The role of teacher leaders and Service Learning Coordinator is significant in cultivating a culture of service within a school environment by incorporating the knowledge you have of everyday activities and what is transpiring in classrooms. Most important is to keep others informed—make service learning a topic of ongoing buzz and conversation. Make those of board excited and develop curiosity in those who appear initially reticent. If you are passionate and committed to service learning principles, your enthusiasm will be infectious and others will come on board. (See the Service Learning Program Checklist in Section 8 of this document).

3.2 Serving as a Liaison Between Administrators and Teachers

The Service Learning Coordinator serves as the main liaison between teachers and administrators. A service learning divisional representative can also be an essential person as part of this team.

3.3 Inspiring Other Teachers To Share A Vision For Service Learning

Involving teachers in the development of the program is essential for ownership. If they are not involved then you are more likely to have 'push back' and resistance as a result. Deliberate allocation of common planning time and divisional time will be important for the successful integration of service learning into academics and your school program. Leading faculty workshops can increase common knowledge and understanding and instigate curiosity and participation; even a series of shorter sessions can lead to implementation of ideas with significant impact. For example, sharing service learning success stories will inspire other teachers to ask questions, and help them to envision how they can incorporate service learning into their own units. Ultimately, this fosters a culture of service learning in your school.

AISA Service Learning Professional Learning Institute (PLI)

4 Service Learning & Teachers

Of course, teacher buy-in is critical to establish and strengthen meaningful service learning opportunities for students.

4.1 Designing Curriculum with Service Learning in Mind

When teachers approach their curriculum with the idea that service learning can be, as described by Kaye, "the engine that moves the curriculum forward," a wealth of possibilities appear to enliven academics. Teachers can also be more effective with interdisciplinary connections with a service learning approach. When following the **five stages of service learning** (also known in CAS as the CAS stages), teachers can meet their curricular intentions. Using the **AISJ Service Learning Standards and Benchmarks** document as a guide can assist teachers maximize their efforts for student understanding of content knowledge and skill development that can be transferred to the idea for action. This can be used, for example, when integrating a service learning process into existing curricular units, or, for example, fitting into stage 1 of a UbD unit plan, then later in stages 2 and 3. Please see http://schoolink.aisa.or.ke for specific ideas about units of study that can feature and incorporate service learning objectives.

Cathryn Berger Kaye, M.A., CBK Associates © 2012
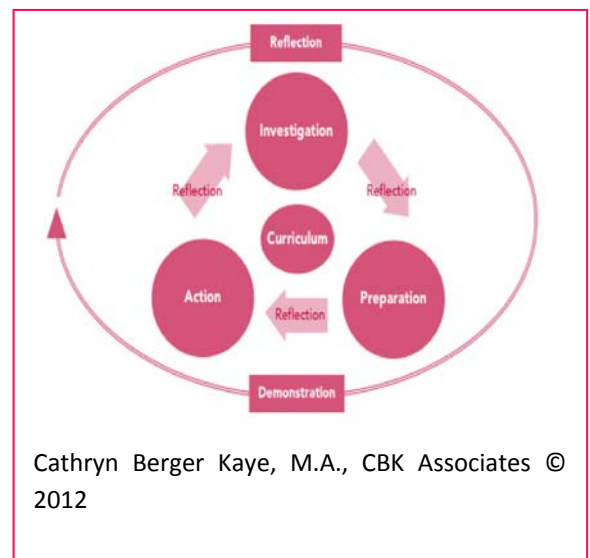
4.2 Leading Co-curricular Activities with Service Learning in Mind

When planning and preparing for co-curricular activities, teachers can follow the same five stages and the students can take on leadership for ensuring these are followed. When partner organizations are informed about service learning they are typically excited to find learning opportunities within their settings. Some schools have a commitment to service as part of the teacher contract. Involving as many teachers as possible is a good way to spread the excitement and inspire engagement that leads right back to the classroom integration of service learning.

EXAMPLES OF SERVICE LEARNING INTEGRATION IN THE CURRICULUM FROM KINDERGARTEN TO GRADE 12

Elementary School: a unit of Math, social studies and science in which students will investigate the foods eaten at the local school - Sunnyside. They compare the food they eat with the food Sunnyside students eat. Students will look at the school garden and investigate the foods they can grow. They will grow foods in the school garden and take the food to share with Sunnyside. Sunnyside students will visit AISJ and learn how the foods can be grown. AISJ students will help Sunnyside students prepare their own garden and both will cook and share the food together. (AISJ)

High School: a unit in math asking students to evaluate how wheelchair friendly their school is, using trigonometry and Pythagoras. This example also focuses on the investigation stage of the service learning process. Students could then use their findings to make a presentation to the board of directors, recommending that the campus become more accessible. (ISU)

AISA GISS 2016

4.3   Role of Students in Service Learning Engagement

Students can show greater involvement in all aspects of the service learning process when equipped with an understanding of the five stages of service learning and the skills, resources and safe service partnerships to enable them to generate ideas for meaningful service. This can be scaffolded through the school curriculum, so that, from the earliest grades, young children begin to gain both skills and knowledge that compliments and advances their academics. As part of preparation, for example, students often complete a service learning proposal or action plan to describe their purpose, document the authenticated need, clarify roles and responsibilities along with those of any partners, specify any resources, and explain expected outcomes. All of this reinforces writing skills—again another connection to the curriculum.

In every grade students benefit from age-appropriate leadership development so they are well-equipped to engage in their experiences and, especially as they get older, take an active role in leading the plans and activities. For upper grades, some schools involve organizations to facilitate leadership training; some schools will run these student leadership sessions in-house, using teacher and administrative expertise. This could take place at the beginning of an academic year to set the tone for the year and inspire student leaders for a prescribed period of time, or at any time that is appropriate for students to gain skills and expertise. Weaving in leadership development for all students at a particular grade level may reveal hidden talents and allow all students to grow and thrive. Again, when integrated into the curriculum, all students benefit.

4.4   Outcomes for Students: Shaping the Hearts and Minds of Global Citizens

Composting Inquiry, AISJ

Perhaps the best rationale for WHY we, as educators, should embed principles of service learning and global citizenship into our curricular and co-curricular programs can be seen in the United Nations Secretary-General's Global Initiative on Education. The document that explains the vision of this initiative states: "The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. **Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day.** Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. **It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies.** It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century." See more at: http://www.globaleducationfirst.org

4.5   Global Citizenship Courses and the IB Diploma Programme

Offering a Global Citizenship (GC) or Global Issues course or class in high school can give students a great understanding of service learning with units directly aligned with the IB Diploma Program (IBDP) or the IB Career-related Programme, which also has service learning as a priority. A GC program in grades 9 and 10 can provide an opportunity for students to work on increasing understanding of the five stages of service learning, also known in IB as the CAS stages, and the leadership skills that can manifest with them planning and leading an activity or acting in support of an existing program or agency. Students involved in service learning before they start the IBDP will find the CAS program more enjoyable, more productive, and more worthwhile.

EXAMPLE OF GLOBAL ISSUES & ENDURING UNDERSTANDING IN A GLOBAL ISSUES UNIT (ISK):

* Major global issues include: human rights, biodiversity, globalization, food security, conflict, consumption, water, air, human migration, poverty, energy & health

* Sustainability is the principle of meeting current needs without limiting the ability of future generations to meet their needs. Sustainable development is the process of economic, social and political transformation using practices that raise standards of living for people around the world without depleting Earth's resources.

It is possible to craft sustainable solutions to global issues, as seen in the Great Tiger Initiative and the David Sheldrick initiative.

Curricular classes and programs that integrate service learning become immediately aligned with the school vision, mission and core values, and will then more likely promote global citizenship. Students learn, through participating in the five stages of service learning that their ideas, interests, skills and knowledge can contribute in meaningful ways to the common good.

4.6   Recording and Reporting on Service Learning

At all ages, when involved in service learning, keep in mind that the fifth stage is *demonstration*. This is intended for students to share with others both what they have learned and in what ways their actions have been of assistance and contributed to the well-being of people, animals, and/or the environment. Capturing the story builds metacognitive skills as students become more cognizant of the process of learning. All during the five stages, beginning with *investigation*, engage students in varied means of documentation using cameras, writing, articles, and any other evidence of both the learning process and the service.

For CAS, the IB again acknowledges that recording CAS experiences, including those of service, can be done in a variety of ways to build their CAS portfolio, an expectation of the program. Some IBDP schools record and monitor CAS service on Managebac, an online platform (not sponsored by IB). Schools also come up with other systems, and may involve their students in determining what system works best to capture the rich and broad experiences of CAS.

Certainly CAS students can exhibit significant creativity and ingenuity in determining how best to showcase their experiences—indeed that's what CAS is all about!

Some schools seek to capture the broad range of students' service learning experiences in grades 6-10, and may use creative alternate forms of gathering the stories and outcomes. These could include:

* Blogging
* Written reflections
* videos and photo essays
* Creating web sites
* Presentations

Students could also, for example, at a very young age begin keeping a resume of their experiences or building a portfolio.

4.7   Classroom Without Walls (CWW) And Service Learning

In many schools, students are expected to participate in CWW as an integrated part of the service learning curriculum. This may take the form of a week-long camp or travel experience. Students will be challenged physically, in teamwork, and in connecting and applying curriculum with the outdoor and/or cultural environment.

Beach cleaning direct environmental action at AISA-GISS 2015,Mozambique

Direct Service Preschool Teaching at Thokozani, AISJ

For the past three years, students from IST have learnt alongside the community at the United African Alliance Community Center in the foothills of Mount Meru. Each year we have a different theme, depending on the students participating. 2014's theme was: **'The Transcenders: Understanding, Engaging & Transforming The World Around Us'.** During the week, all participants challenged themselves to step out of their comfort zones, think critically about the world around them and take charge over their own learning.

An orientation day involved mapping out the community center, meeting with students, children at the children's home and people working there. Our goal was to learn as much as possible about the environment, the work and the philosophy of the center. Then, IST students set to work planning projects rooted in their interests and talents and the community's needs and interests.

Some of the projects that were carried out:

* A group of students worked with local carpenters to fit the kitchen of the children's home with surfaces, storage space, window frames and netting.
* Dance class in which IST and UAACC students collaborated on choreography
* IST students learnt batik from the Art teacher and worked on a piece for the main dining area
* Seasoned MUN delegates coached students in their oral skills in English class.
* Students attended a hip hop forum with local artists and worked on their own tracks in the recording studio
* A community choir was formed

Our days started with birding, hiking or sweeping the grounds and ended with late night reflection sessions, journaling and discussions on documentaries to help contextualize our learning and understand the work of the community center.

Here's what one student had to say about the experience:

"This trip honestly changed my mind set and put me on an emotional journey. I learned so much about myself."

5   Service Learning & Community Members

5.1   Role of Parents, Experts, NGO Representatives and More

Parents are a very important part of a school's service learning program. Involving them creates additional support for classroom teachers, and others developing ideas and frameworks, and supports their children. As part of the service learning process of *investigation*, students may conduct interviews, or a "Personal Inventory", to find out their parents' interests, skills and talents and then contribute this information to a class or school database. Maintain excellent communication with parents who will want to know what their students are doing, or those identified as parent volunteers; consider hosting parent coffees a couple of times during the year, and communicate using parent letters, blogs, newsletters, and service celebrations. These are all great ways to communicate. A parent support group can actually make all these things happen! Remember that parents want to help and be involved, so include them. Students can also find ways to partner with the parent association which can contribute in many ways, including fundraising when needed.

Experts bring valuable experience to your service program. For example, involving specialists such as scientists, doctors, climatologists, journalists, and publicists allows for students to interview and listen to 'experts' in the field. This can deepen academic objectives related to service learning, particularly with service learning classroom integration.

5.2   Developing Relationships for Community Involvement

Nongovernmental Organizations (NGOs) establish immediate connections in the local community. Bringing representatives of local NGOs in to discuss service and learning opportunities and reciprocal partnerships brings insight into the practicalities of working with the local community.

Developing a relationship with the host country and involving the community is critical in creating sustainable service learning programs and meaningful and relevant experiences for all involved. Particularly as a result of the high turnover of staff at many international schools, it is particularly important to build relationships with host country nationals and get as much buy-in from local volunteers as possible. Some first steps include the following:

* Survey members of the schools community who are already committed to service or who are familiar with organizations in the community and try to get them involved from the start.
* Support the efforts of local service organizations (i.e. Rotary International), churches and schools that are interested in partnering with students from your school, recognizing that the composition of the group may change from year to year.
* Gather ideas from the local community about what activities, ideas and plans or projects will be most beneficial, both short-term and long-term, and involve the students early in the planning and these critical conversations.

5.3 Establishing and Maintaining Partnerships

Essential to any service learning program is its service partners. Before establishing a partnership the school needs to think about:

* How does this partnership fit with the academic and social and emotional developmental needs of our students?
* Does the partnership match the school's vision and mission?
* Is the partnership age appropriate? At what grade level will this be most meaningful and advance the learning/curriculum?
* Does the partnership allow for a mutually respectful relationship where students can interact with others and learn about both their assets and needs?
* Does the partnership allow for students to be proactive in their ideas for service, noting all ideas will be developed in collaboration with the community?
* What are the needs of the organization to be considered in developing a partnership with the school?

Maintaining partnerships requires mutual commitment and work. Having a point person at the service partner site and at the school helps solidify this relationship and ensures good communication. Also the school can establish a database of community partners and keep track of ongoing or sporadic interactions so even if a staff member at the school leaves, the trail of communication stays behind.

5.4 Cultural Awareness

Each international school will need to carefully consider the local culture in developing a service learning program. Involving local staff members who understand the culture, values and ethics is essential. A set of guidelines will need to be developed with customs, basic language for communication, basic 'do's and don'ts.' This important knowledge will help with establishing and maintaining healthy service partnerships with great working relationships. Keep in mind that the national staff at the school have proven to be the most helpful and knowledgeable in assisting with cultural understanding and protocols, and also the identification of many organizations doing important and significant community development. Having your local staff as partners in service learning will also shift the relationship students have with national staff and build upon mutual respect within the school community.

5.5 Corporate Social Responsibility – Engaging with Business

The idea of corporate social responsibility (CSR) is becoming more commonplace in large companies. CSR can look like donating to NGOs, participating in local service projects, and assisting with schools. Involving corporate sponsors may assist with costs involved in running a service learning program. For instance, hosting a conference for local/international schools can be expensive. Engaging corporate sponsors can help with costs associated with performances (local entertainment), guest speakers, merchandise, catering, or materials. Often in-kind donations are also made, rather than cash donations.

In drawing up a contract or agreement with a corporate sponsor, be very clear about the details of the partnership, start and end dates, who is responsible, and what the requirements are for logo use. Remember to thank the sponsor for their support after receiving the donation/supplies/equipment with an official school letter. Photos of the event can also be part of the contract. Any media about the event should also list the sponsor/s. If your school has an Advancement Office, staff in this office may help with various liaison aspects with your service learning partners and sponsors.

Students collaborate to develop an Action Plan

6   Getting Started

6.1   Models of Service Learning Programs

Consider the following when developing the foundation for your program.

COMMON PRINCIPLES

The first step for any school community in building a service learning program is to first identify priorities. Once established, a vision and structure for service learning can be considered.

Examine the mission of your school and then determine how service learning can advance those ideals. For example, a priority for a particular school may be the social and emotional development of the students. The character skills developed through cultural and social literacy while engaged in a service learning curriculum could be a critical component in meeting those larger goals. Service learning curricular integration can assist a school to integrate the IB Approaches to Teaching and Learning by developing a range of skills from analytical thinking to action research skills to asking more provocative questions.

Establishing school-wide interest and participation in service learning creates a "culture of service" at the school. The benefit of this is far-reaching. Service learning has already been shown to develop leadership, generate appreciation for the school community and improve academics. A chapter on *Creating a Culture of Service* can be found in *The Complete Guide to Service Learning* by Cathryn Berger Kaye.

Step By Step to Service Learning

Step 1: Identify priorities, determine community assets & needs and make curricular connections

Step 2: Draft/Review standards for service learning to establish common understandings

Step 3: Map out plans

Step 4: Develop partnerships

Step 5: Gather resources

Step 6: Initiate program

Step 7: Assess and reflect

6.2 Small Schools (less than 300 students K-12)

Collaboration is key in developing a service learning program at small schools. The more conversations that can be generated between teachers, parents, students, and community stakeholders, the stronger the foundation. In a small school it may be easier to achieve horizontal articulation in the earlier stages of program development and there may be greater opportunity for students to work in mixed age/grade levels on service learning experiences within the school such as building community gardens or developing tutoring programs that will take them outside of the school.

Ideas
- Create opportunities for teachers to generate ideas with one another about connecting curriculum to service opportunities - Acknowledge student leadership during all-school/community-wide events - Allow enthusiasm to spread in the community through schoolwide events such as a "Day of Silence" or "Halloween for Hunger"

6.3 Medium schools (300-600 students K-12)

For medium-sized schools of 300-600 students, the same conversations mentioned for small schools can be a starting point for developing a service learning program. At the upper end of the medium-sized schools (in terms of enrollment), a part-time Service Learning Coordinator (SLC) would be beneficial. The school director and board should discuss this possibility in conjunction with aligning the school's mission and vision with service learning principles. Note that having a SLC does not dismiss teachers from their role in integrating service learning within the curriculum; the SLC works in *support* of the teachers along with the curriculum coordinator.

Ideas
- For curricular options, use examples from your own school, schools in AISA, or resources like The Complete Guide for Service Learning to get teachers inspired to consider what they can do to extend their classroom content into age-appropriate service experiences. Many organizations listed in the Resource section of this publication can also be helpful. - For clubs and co-curricular opportunities, creating bi-weekly or weekly service trips/projects can get you started, Ideas could include visiting a local children's home to do a "reading buddies" program, or working with a local park or forest for tree planting. Canvas your students, teachers, parents and local staff for ideas; many people will already have connections to meaningful opportunities.

6.4 Large schools (600-1200 students K-12)

In large schools, an action plan is critical to maximize a service learning program. A full-time Service Learning Coordinator (SLC) can be essential for developing a framework for service learning in the school. The role of the SLC

will vary from school to school; some models have SLCs for each division and this team collaborates in planning and professional development. In some cases the SLC is responsible for schoolwide service learning program and its implementation. In this case, often the SLC has an advisory team, other teachers who are service learning coaches, parent liaisons in support of service learning, or other helpful collaborators. The primary role of the SLC is typically to ensure visibility of service learning within the school and that understanding of service learning is consistent and growing for all stakeholders, including the superintendent/director, principals, teacher leaders, teachers and, at times, students—all working together to integrate service learning. The SLC will also need divisional support.

Ideas

At AISJ there are two campuses and five divisions. Each division has its own Service Learning Divisional Representatives (SLDR) that work with the SLC and principal of the division. This is to ensure alignment across the whole school with service learning objectives. The SLDR is a stipend position; in high school it also has a time allowance (depending on the size of the school and number of service activities/partners). This SLDR is responsible for maintaining the service partners and service activities for students. They also represent the SLC during Professional Growth and Collaboration Time (PGCT) with announcements, presentations, supporting curriculum development in their division. The SLC is the curriculum integration specialist and all professional development/learning relating to service learning is directly run by him/her with the support of the SLDR and Principal

SCHOOL HEAD PERSPECTIVE ON SERVICE LEARNING:
JOHN ROBERT'S, INTERNATIONAL SCHOOL OF KENYA (ISK)

We began with community service, counting hours, loads of fundraising, no terminology, and community partners that were not sustainable. We brought stakeholders together and developed a philosophy, common terminology, and appointed a SL coordinator/CAS Coordinator.

Key factors to the Service Learning program at ISK:

Education of teachers, parents, and students. We put a ban on words such as 'community service' and made service a graduation requirement. A more deliberate structure was created that included student leadership.

What are the key issues- Building a culture of service?

Managing momentum and growth of the program, including supervision of activities

Challenges?

SCOOL HEAD PERSPECTIVE ON SERVICE LEARNING:

ANDY PAGE SMITH, AMERICAN INTERNATIONAL SCHOOL OF JOHANNESBURG (AISJ)

We have come from a culture of community service in High School with only a passionate few participating. There was no link to curriculum. No concept of service. Fundraising and donations were the norm. We appointed a Service Learning Coordinator in 2012 and in doing so, have been able to build a framework to support the program.

What are the key factors to the Service Learning (SL) program at AISJ?

- *Philosophy and Beliefs*
- *Building an understanding of what service learning is. This involves education of teachers through professional learning, educating students and parents. Communication is vital.*
- *Sharing passion amongst all stakeholders, not a passionate few, rather an entire school*
- *Building infrastructure to support the program, ie. the SL Handbook*
- *Conceptual curriculum embedded that is age appropriate*

What are some of the key issues you faced?

- *Developing the infrastructure to support the culture and understandings*
- *There are challenges, especially competing initiatives and activities, student interests, and balance of the four pillars (Academics, Arts, Athletics and Service)*
- *As this was new, it was trial and error. Building the framework was important to make it work.*

Challenges?

- *People to program focus- space in curriculum, activities calendar, fight for kids, and building interest*
- *What we do at AISJ, the accepted norm, is captured by our 4 pillars - Academics, Arts, Athletics, and Service. Finding the right balance is a challenge*
- *What service means to kids? How do we know?*
- *No cash donation policy- genuine service*
- *How to measure it? This is one of the hardest ongoing factors. Assessing service learning and the culture of service will be an ongoing endeavour*

How has it impacted the school and the school's culture?

- *Deeper understanding of what we mean by service learning*
- *It's celebrated, in a variety of ways, through leadership, in each service project, celebration/demonstration end of year exhibit*
- *Sense of direction- Where we are headed with strategic plan in place and Action plan for service learning based on this*
- *School Goals/Mission/Vision are all connected to service learning*
- *SL at AISJ is not a fad. It is a core pillar of the school and is, thus, important to our identity as a school*

7   What is the AISA-Global Issues Service Summit (AISA-GISS)?

The *AISA-Global Issues Service Summit* (AISA-GISS) is a unique conference that combines the ideals of the successful *Service Summit Africa 2009*, initiated and hosted by the International School of Uganda (Michael Lees, Service Summit founder & coordinator) and the Global Issues Network (GIN) conferences hosted around the world. This unique conference builds both student and faculty partnerships across the African continent and beyond. It provides an opportunity for students and educators alike to share best practices and learn new ideas for sustainable solutions to global issues and strategies to promote service and service learning.

After two days of being *informed, inspired and equipped* to make a difference, students devote the final day of the three-day conference *to act* and work together on sustainable service projects around the hosting city.

Combining two conference concepts into one has helped to leverage resources and provide an enriching and interactive symposium format for students, teachers, service leaders and global issues experts to discuss the problems and strategies associated with sustainable solutions to local and global needs, and then take action.

7.1 What are the Outcomes of AISA-GISS?

"Service learning and solving global issues provides authentic purpose for international education."

* Creates a collaborative group to identify possible areas for joint community service projects or global issues solutions projects;
* Provides an enriching and interactive experience during which students and service leaders discuss the problems and strategies associated with addressing global needs;
* Promotes self-reflection at the individual, school and organizational level and develops critical evaluation skills;
* Establishes and builds partnerships between international schools, local communities and volunteer organizations to promote sustainable action towards solving global issues;
* Fuels greater service opportunities for participating schools and provides students with the necessary skills and tools to tackle global issues;
* Facilitates the opportunity for educators to share best practices and model learning side by side with their students;
* Celebrates the collective service successes of participating schools;
* Inspires and empowers young people to make a difference in their world!

The schedule for AISA-GISS in the coming years is as follows:

Year	Host School	Country
2017	American International School of Johannesburg (AISJ)	South Africa
2018	International School of Kenya (ISK)	Kenya
2019	Lincoln Community School (LCS)	Ghana
2020	American International School of Lesotho (AISL)	Lesotho
2021	International School of Uganda (ISU)	Uganda

8   AISA Student Service Awards

AISA is proud to be at the forefront of promoting Service Learning in Africa through its network of member schools. Service learning is a unique and valuable learning and growth opportunity for students as it promotes critical thinking, personal reflection and team building whilst encouraging a greater sense of civic engagement and personal responsibility in relation to the global issues facing the world today.

The annual AISA Service Awards have been established to promote and encourage schools to develop and promote service learning opportunities within their school curriculum. The awards are given in recognition of an outstanding project or student or group of students who are involved in a community service project in an AISA full member school. The awards celebrate and reward excellence and creative problem-solving in service. They also provide the member school with additional financial support to help develop or sustain projects that demonstrate the ability to address legitimate local community needs.

To further promote the aims of service learning ASIA has established two separate award categories; the Outstanding Service Project and the Student Service Leader Award. Both are awarded annually, with nominations due in mid-March of each year. See the AISA web site for full nomination guidelines and further details.

8.1   Outstanding Service Project

This award is for a service learning project that may be run by an individual student or group of students whose project has a direct benefit to a community, as opposed to specific people or an individual. The project may address environmental issues, construct infrastructure that will benefit a community, involve the restoration of a community space or asset, or respond to a direct need in a community (eg. food, clothing, or book distribution).

Outstanding Service Project Annual Prize:
* Grand Prize of US$5,000
* Up to three US$2,500 prizes

8.2   Student Service Leader

This award is for a student service leader(s) who is able to demonstrate a commitment to his/her community and how he/she has used learning, critical thinking and problem solving skills to address an expressed community need. The student(s) must be able to demonstrate:

- personal growth through service
- integration into the school's service learning program
- learning outcomes
- personal reflection
- a deeper understanding of the community/individual with whom he/she undertook the project

Student Service Leader Annual Prizes:

Up to five US$1,500 awards will be granted to a school in recognition of a student or a group of students who demonstrate their service and commitment to the community. The school may choose to allocate this funding to a project or make this available for students to attend the AISA-GISS. Students will also receive a plaque from AISA in recognition of their outstanding achievement.

Brookhouse Kenya: Winner of the Outstanding Service Project Award, 2015

9   Service Learning Resources & Professional Development Opportunities

To support schools in their efforts to develop a robust Service Learning Project, AISA provides a number of opportunities for teachers, school leaders and administrators to undertake professional learning focused on developing and implementing Service Learning in your school. For instance:

* Each year, in conjunction with AISA-GISS, the AISA Service Learning Working Group facilitates a workshop for teachers new to Service Learning. Participating in AISA-GISS is a great way to build interest and momentum about Service Learning at your school, and gain some critical new skills
* The Annual AISA Leadership Conference (AEC) also includes an institute devoted to Service Learning
* Additional Resources are available on the AISA web site.

10 Checklist for Implementing a Service Learning Program

With reference to your own school, please rate the respective "application" of each item from 1 – 5.

1 = you perceive this to be *very weak* in your school to – **5** = you see this as being *very strong* in your school

Number	Category	Does our school….	Rating
1	Vision	have alignment of school vision and mission with Service Learning - and Service Learning is integral to the school's values and operations - the program and approaches fit comfortably into the broader vision of supporting an ongoing Service Learning culture within our school	1 2 3 4 5
2	Clarity	clearly state what we are trying to achieve in our Service Learning program - goals for Service Learning - framework, procedures, and organization of Service Learning - teachers are able to link the Service Learning goals of the school in relation to professional expectations - structures allow discussion and feedback from critical personnel	1 2 3 4 5
3	Consistency	have consistent understandings of Service Learning - across schools/divisions - grades/Teams/Leaders - teacher advisors - students and parents - with our collaborative/partnerships	1 2 3 4 5
4	Student Leadership	provide opportunities for student leadership within service learning program to have - appropriate training - the skills, or specific skill set, to developmentally guide and lead others in Service Learning - a variety of opportunities for leadership	1 2 3 4 5

Number	Category	Does our school….	Rating
5	Curriculum	embed Service Learning within the curriculum units K-12 are integrated with Service Learning − the five stages are taught and assessed for understanding − units are evaluated and reviewed for horizontal and vertical alignment − teachers are held accountable for planning, implementing, celebrating, and feedback of Service Learning by their supervisors	1 2 3 4 5
6	Professional Learning	have a coordinated professional learning program enhancing the provision of a cohesive and consistent school-wide approach − training or support for our leaders and faculty members to assist in the development of Service Learning knowledge, skills and understandings − all faculty are trained in Service Learning protocols and procedures and how to integrate the five stages model of Service Learning	1 2 3 4 5
7	Budget/Resources	ensure that the program has appropriate funding − budget to support Service Learning curriculum integration and Service activities/projects − resources to support Service Learning activities, projects, and classroom integration − personnel to assist with the coordination, organization and evaluation of program	1 2 3 4 5
8	Time	provide critical time to allow Service Learning to be planned, executed and evaluated − faculty time to explore collaboratives/partners to find authentic links to the school curriculum. − faculty time to develop authentic units linked to Service Learning − student/Parent time to understand the collaboratives/ partners and opportunities − student time to participate in Service Learning activities	1 2 3 4 5

Number	Category	Does our school....	Rating
9	Collaboratives/ partnerships	develop critical Service Learning collaboratives/partnerships with the community – there is a wide range of collaboratives/partnerships to allow for curriculum links, student interests, voice and choice – opportunities to interact with diverse backgrounds and experiences – collaboratives/partnership needs are assessed and reviewed annually – effective communication and feedback protocols and procedures in place to support mutual understanding and effectiveness – collaboratives/partnerships are reciprocal over time	1 2 3 4 5
10	Sustainability	develop and support structures which ensure a sustainable Service Learning program – relationship with collaboratives/partners is evaluated annually with a long-term perspective – handbook is reviewed/updated each year – policy and procedures are designed to ensure long-term development and continuity of program (details outlined in the action plan) – there is a long-term commitment to resources- both staffing and finances – program decision-making is strategically driven to support the program	1 2 3 4 5
11	Overall, in Service Learning, we try to	not just be about fundraising...but rather focus on – authenticated needs of the community through investigation – integration in the current curriculum through 5 stages: Investigation, Planning and Preparation, Action, Reflection and Demonstration/Communication – student mentorship and leadership is integral – constantly evaluate with continual growth and improvement at the forefront	1 2 3 4 5
		TOTAL	

OVERALL	We	
	Probably need to make a plan for Service Learning in out school	11-20
	Still have some work to do with Service Learning in our school	21-29
	Are doing "ok" with some areas that need more "tweaking"	30-39
	We are doing a really good job	40-49
	We are doing an amazing job!	50-55
MOVING FORWARD		
NEXT STEPS:		

11 Service Learning Resources

- **American International School of Johannesburg (AISJ)** Service Learning Standards and Benchmarks link: http://tw.aisj-jhb.com/servicelearning/files/2013/10/AISJServiceLearningStandardsWith-Teach-Assess-cbk-Feb-14.pdf

- **The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action,** by Cathryn Berger Kaye, Free Spirit Publishing, 2010, www.freespirit.com, Minneapolis, MN

- **Association of International Schools.** The AISA website provides a wide range of resources produced by the AISA Service Learning Working Group as well as a selection of curated resources. www.aisa.or.ke
  * Sample co-curricular projects (integrated subjects)
  * Sample curricular units (ES, MS, HS)
  * Sample budgets (small, medium, large schools)

- **Service Learning in International Schools: A World of Possibilities** is a comprehensive offering of resources compiled by Cathryn Berger Kaye in partnership with teachers from CEESA and around the globe. Includes profiles of 13 schools and many international organizations. Over 2,500 free downloadable pages! http://www.ceesa.org/resources/service-learning-in-international-schools.html

- **Cathryn Berger Kaye** leads CBK Associates and provides continual free updates of service learning articles, examples of service learning on frequent blogs and free curriculum that support school integration and advancement of service learning. Professional development opportunities include institutes held all over the world and in the summer. Onsite PD is also available. www.CBKAssociates.com

- **Free the Children** has many lesson plans and tool kits posted on their web site. All downloadable. http://www.freethechildren.com/get-involved/we-school/resources-curriculum-and-lesson-plans/

- **World Savvy's Resource Community** provides a comprehensive range of free global education resources accessible to educators across disciplines. http://worldsavvy.org/community-resources/

- **Oxfam International** has posted numerous units and lessons for teachers about global citizenship, the Millennium Development Goals and much more. Many downloadable free resources on this site, along with interactive links and activities. http://www.oxfam.org.uk/education

- **Global Engage** supports members of the IB community, and particularly teachers, in engaging with our global world. Here you will find information, resources, ideas and opinions, links, and suggestions for action concerned with global issues and reports of actions taken by the IB community. http://globalengage.ibo.org

- **Roots & Shoots** is Jane Goodall's web site featuring many resources for educators; everything from tool kits on starting a Roots and Shoots group at your school or organizing activities and lessons. Topics on the "Activities" page range from the quality of water to examining how and where we live. Several tools for project planning are also available on the site (SMART goals template, report writing guide). www.rootsandshoots.org

- **EarthEco International**, founded by siblings Philippe and Alexandra Cousteau, honours their father, Philippe Cousteau, son of legendary explorer Jacques Yves Cousteau. The web site features numerous free resources for teachers that highlight environmental issues. While these resources are mostly suited to middle and high school students they are easily adapted for elementary. Action Guides that lead your students through the five stages of service learning, authored by Cathryn Berger Kaye, are also available. Topics range from rethinking waste to energy audits and more—all free. www.earthecho.org

- **KIDS (Kids Involved Doing Service-Learning) Consortium** offers professional development, books to order about service learning and free web resources for educators arranged by grade level. These can be found in the "free resources" section of the site. www.kidsconsortium.org

- **Facing the Future** website features a plethora of resources for planning curriculum with service learning in mind. www.facingthefuture.org