

Inspiring Action **for People & Planet**

Service Learning
@ ISKL



Compiled by

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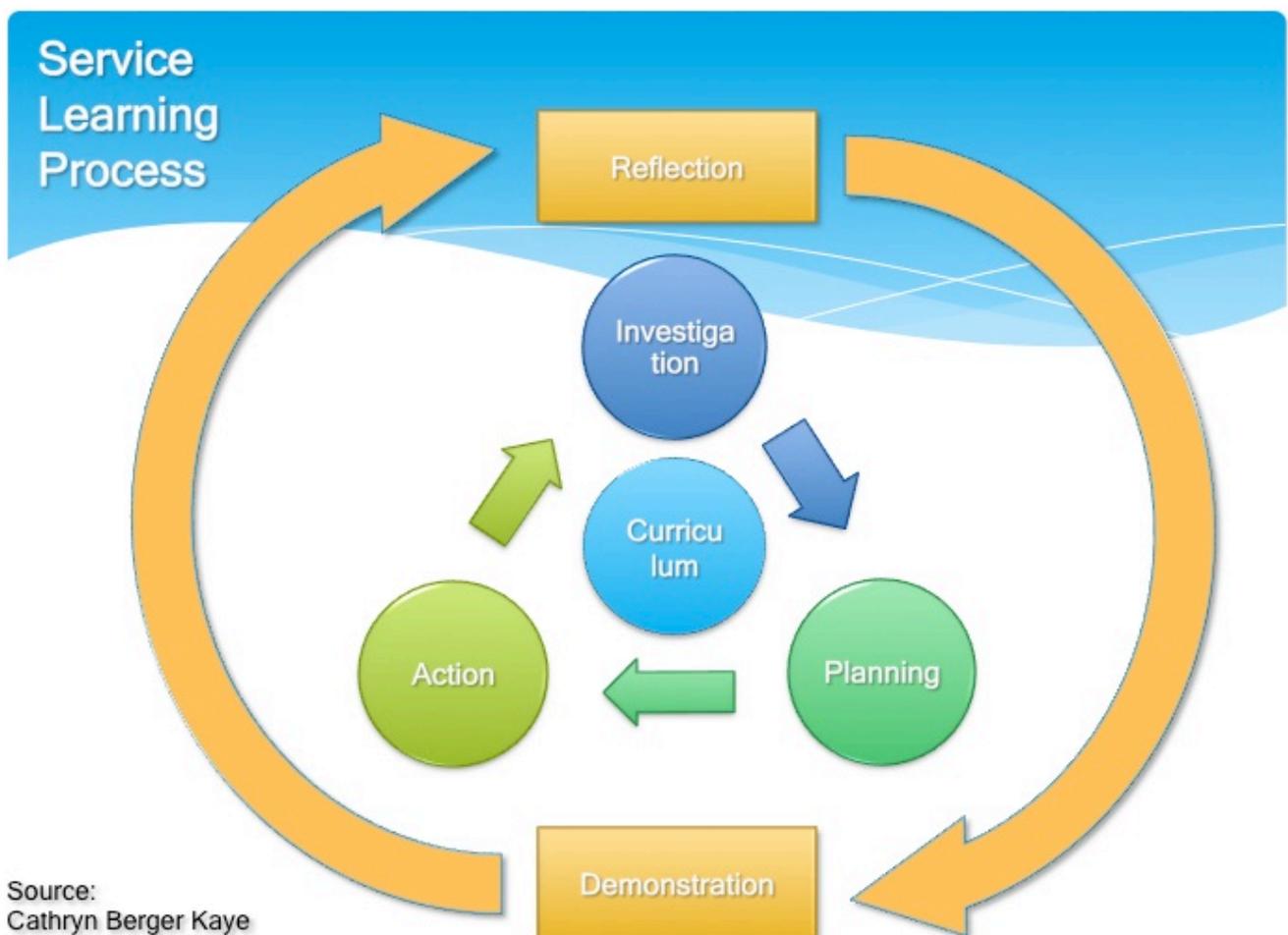
What is Service Learning?

Service Learning is an experiential learning process that provides students with authentic opportunities to utilize effective collaboration and critical problem solving while engaging positively in their community. Service learning is an exceptional tool for developing 21st century learning and leadership skills.

At ISKL service learning is utilized both in the classroom and in co-curricular clubs/activities. Though Education for Sustainable Development (ESD) is not a required component of service learning experiences, it provides an excellent foundation upon which to identify issues that have global importance, but which are addressed (through service learning) locally. It represents a natural bridge between ESD curriculum and ISKL's school wide learning results (SLRs).

Used extensively through the school, service learning has a different 'look' in different classrooms and/or activities. It could be a Prep Junior class collecting newspaper and donating it to the SPCA or a MS iCare Club advocating better environmental practices on campus, or a HS Chin Center service group supporting refugee educational programming. But at it's core service learning at all levels utilizes a process (below) to ensure that programming systematically engages students in an authentic manner and provides them with authentic opportunities to become socially and environmentally responsible global citizens.

The Service Learning Process



Source:
Cathryn Berger Kaye

How can you use the ISKL Best Practices Guide and Rubric?

If you're a teacher already engaged in service-related instruction and/or activities...

As ISKL moves toward the empowerment of our students and recognized the true relevance of allowing students to participate – here and now – in making the world a better place, service learning will become a more important part of our daily dealings.

A good deal of data already indicates that service learning is a powerful tool in developing 21st century skills in students. Decision-making, collaboration, effective communication; all these things are important elements that are supported and developed through service learning. For those teachers who have already recognized the potential of such programming, this guide provides a self-assessment of sorts.

As ISKL slowly establishes best practices (this guide) and moves toward that, teachers who are already engaged in such activities can identify elements that their current program is lacking, or can ensure that their current program is following a course of action that is supported by research across education. The Self Check Rubric for ISKL Best Practices in Service Learning in the following pages allows teachers to determine whether their teaching/advising is in line with the principles we intend to use at this institution.

If you're a teacher who is considering beginning a service-related unit of study and/or activities...

For those with little or no experience in service learning, and for those who might be interested but don't quite know how it's done, the Planning for Service Learning at ISKL document on the next page identifies the aspects of a curricular or co-curricular program that have been identified as the most important in engaging students in action-based experiential learning. These are based on research and serve as a great starting point to moving forward with a service learning program.

Where can I get more information on service learning at ISKL?

- **Laurence Myers**, Sustainability & Service Learning Coordinator.
- **Christne Freitas**, MS EAL Teacher; Experience with KIDS Consortium service learning programming

Planning for Service Learning at ISKL

Teacher: _____

Class/Group: _____

Unit/Topic: _____

Service Learning type (check one): _____ Direct _____ Indirect _____ Advocacy

Brief explanation of project: _____

Category	Evidence	Resources	Reflection
Achieves curricular objectives			
Inventory & Investigation of a community need			
Preparation & Planning			
Action through Service Learning			
Reflection is consistently utilized throughout the process			
Demonstration/ Sharing			
Establishes Community Partnerships			
Holistic Assessment Comments			

Self-Check Rubric for ISKL Best Practices in Service Learning

Category	Optimal	Developing	Needs Improvement
Achieves curricular objectives	Strong link(s) made to curricular objectives, standards, school-wide learning results or ESD	Demonstrable link made to curricular objectives	Implied link made to curricular objectives but not intentionally developed
Inventory & Investigation of a community need	Recognized need is identified through research or a needs assessment	Need and its relevance identified and focused upon throughout the project	Need identified but its relevance to community is not explored in depth
Preparation & Planning	Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, school-wide awareness, etc.)	Adequate planning evident to meet the community need and curricular goals.	Minimal planning evident
Action through Service Learning	Students responsible for project creation, organization and implementation.	Students share responsibility with educator for project development and implementation.	Student given some choice in project development.
Reflection is consistently utilized throughout the process	Reflection completed throughout the project addressing various learning styles and exploring causes or need, project impact, and personal and academic growth	Reflection completed periodically throughout the project addressing root causes of issues.	Brief reflection evident at conclusion of project.
Demonstration & Sharing	Service-learning practices and policies featured routinely (5 or more times per year) through a variety of communication mediums.	Periodic communication on service learning conducted (2-4 times per year) through a variety of communication mediums.	An annual communication on service learning is conducted.
Establishes Community Partnerships	Students and community partner(s) collaborate as an action team on project	Student interact/meet with community partner(s)	Limited contact with community partner(s) for information and resources
Holistic Assessment Comments			

This rubric is based on information collected from the following sources:

- ***The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action*** by Cathryn Berger Kaye
- Youth Development Branch, Maryland State Department of Education