



# Growing a conceptual approach to Service-Learning & Community Engagement [S-L&CE]

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# Challenges

CHALLENGES in a K – 12 setting:

- Often not a **common Service-Learning language** across year levels & departments
- Difficulty with **Service-Learning being seen as ‘an add-on’** – especially in Covid times
- Seek to **grow deepening understanding of what it means to be human.**

**...Could a conceptual approach act as a bridge?**



# Opportunities

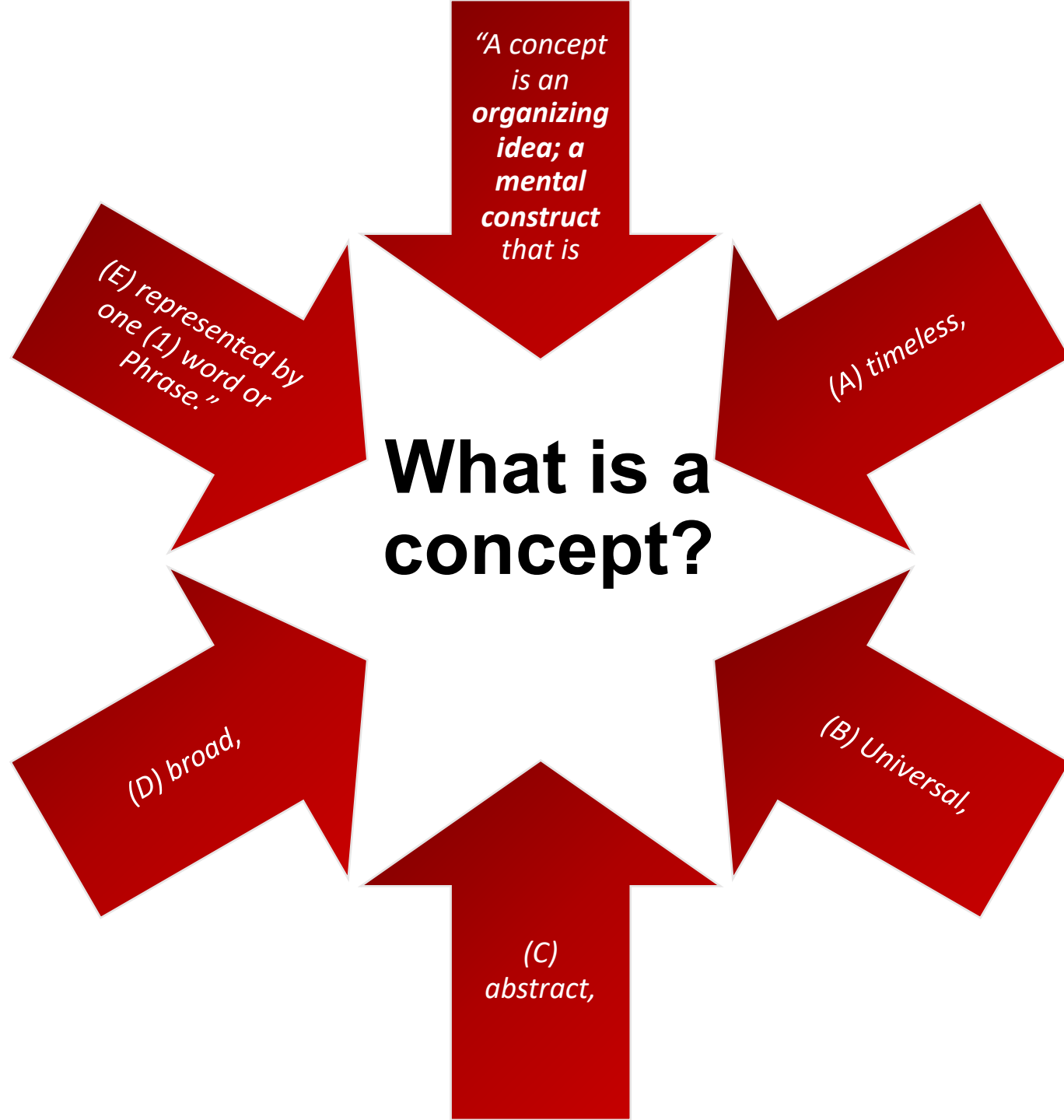
EDUCATION FOR HUMAN BECOMING:

*“Inquiry, knowing and learning [that is] shaped by the question **“how does this serve the needs of the world?”** will be appreciably different from knowing not accompanied by such a question.”*

Christenson, T. [2006]

**...Could a conceptual approach act as a bridge?**





# Researchers' explain...

*“Innovation requires the creative transfer of the fundamental and powerful concepts of the traditional disciplines... **Innovation occurs when people creatively transfer what they learn to complex situations.**”*

[Stern, Ferraro & Mohnkern, 2017 p 1].

**Transfer occurs best when knowledge is connected to a conceptual framework.**

[Erickson, Lanning & French, 2017, 2<sup>nd</sup> ed].

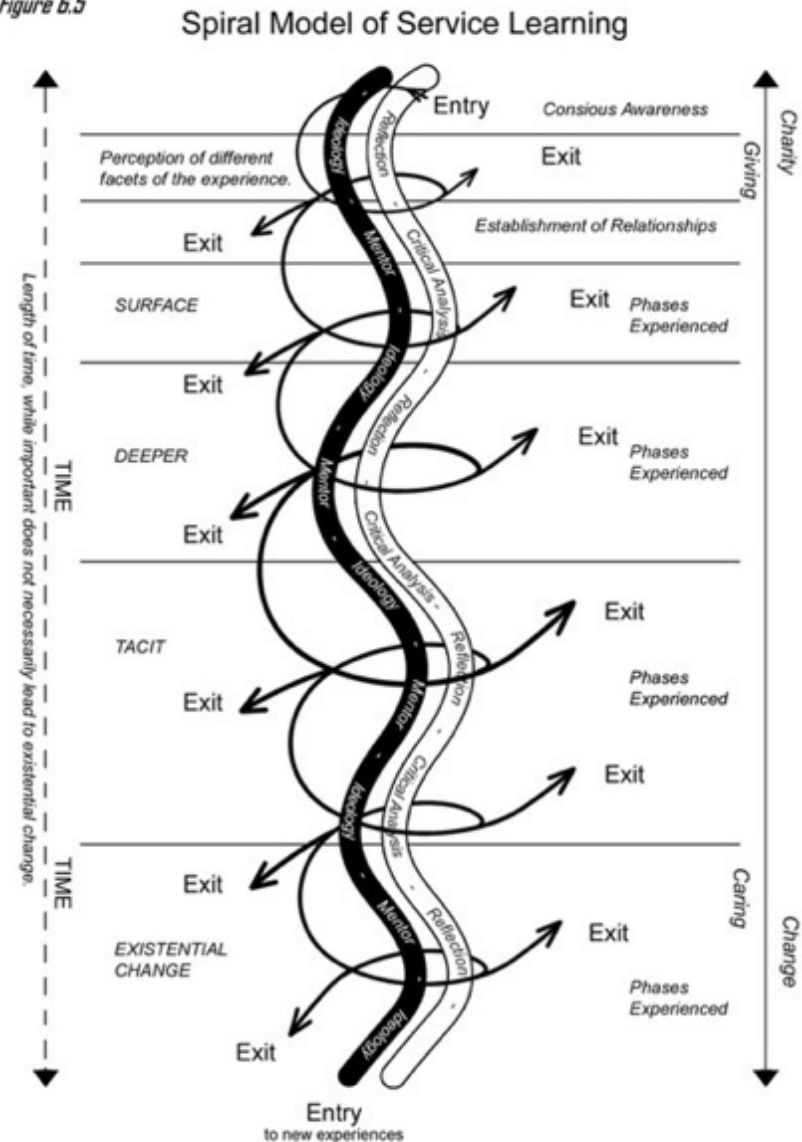


# Br. Dr. Damien Price's Spiral Model of Service-Learning

Price, D., [2008] "An exploration of Participant Experience of the Service-Learning Program at an Australian Catholic Boys Secondary School" Doctoral Thesis, p. 84

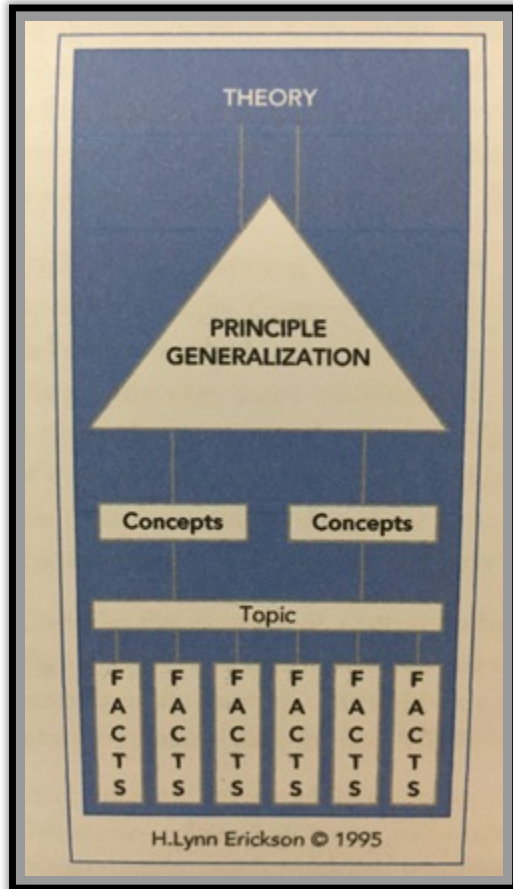
*"Preparation provides students with conceptual tools and language linked to ideology, and invites them into mediated reflection both individually and in groups to make sense of what they have experienced"*

Figure 6.5



# THEOLOGY & THEORY

*Creation; Ongoing Creation; Theology of the Cross:* In different ways our world is hurting and there is injustice. Forgiveness and grace are gifts – [offered and shared]



## PRINCIPLE & GENERALISATION

*Being human/*

Being human together/

Being human together on a fragile planet

## CONCEPTS

**Innate Human Dignity,**  
Community,  
**Come as Guest,**  
Presence,  
Boundary Crossing,  
Stewardship,  
**Story**

## TOPICS/UNITS OF WORK

VARIED - Curriculum-linked or Co-Curricular [e.g. Interactive Sports Program within HPE; Relational Aged Care Partners within transdisciplinary Units - English & Christian Studies Unit]



## SERVICE-LEARNING IN LUTHERAN SCHOOLS

### The 4Rs of Service-Learning: Reflection. Respect. Reciprocity. Responsibility

#### UNDERPINNING ETHOS: We believe:

Through Jesus we know God's forgiveness, mercy, love and grace offering us hope, restoration and new beginnings. Responding to the human and ecological needs of our world flows out of our thanksgiving for all God has given and done. *Eph 1:7, Mark 10:46-52*

We honour the God given worth and innate dignity of every person. Our Creator God uniquely gifts each person to mutually serve one another, enabling individuals and communities to flourish. *Acts 2:43-47, 1 Peter 4:10, 1 Corinthians 12, John 4:1-42*

God as creator continues to care for all of creation. We recognise the interdependence of all life on earth and the responsibility we have been given to wisely care for every part of God's world. *Job 38, Matthew 22:39*

People live in a world where blame, injustice, pain and indifference cause tensions and create barriers. We are challenged to be co-workers with God, responding in solidarity, seeking justice through love and working for healing and restoration. *Luke 10:25-37, Psalm 10*

A compassionate community is where our triune God's forgiving love and grace is experienced, received and shared. Together we acknowledge that we have been created for relationship with God and with one another. We are called to see our neighbours near and far through the eyes of Jesus. *Galatians 6:2, John 21:15-17*

#### Service Learning links three (3) domains:

*Cognitive (the head);  
Affective (the heart) and  
Behavioural (the hands).*

*Billig, 2004*

#### SERVICE-LEARNING AIMS

Service-Learning in a Lutheran School aims to:

- *Expose students to the nature and complexity of needs in our communities and our world*
- *Encourage students to recognise the innate value of people and our world, placing emphasis on connecting through relationship*
- *Empower students to take a stand and seek justice for people and planet through love.*

#### SERVICE-LEARNING CONCEPTS

**Innate Dignity:** Every person has God-given value and worth. God loves each person unconditionally and completely and has gifted each person uniquely. God's love invites us to honour the dignity of all with whom we interact.

**Boundary Crossing:** When we serve others who differ from ourselves in some way, we step over boundaries and enter a new space where we become the other. We become aware that our own cultural biases and perspectives shape our thinking and being. We learn to respect different cultural norms in this challenging space.

**Come as Guest:** When we step over boundaries, we come as a guest. We come gently and respectfully into another's space. A guest comes hospitably into the life of the host. It is an honour to come as guest to listen and learn.

**Presence:** Presence is demonstrated by our attentiveness to the situation and the other person once we come. We actively listen. We are present for the person and the relationship. Presence is a journey not a one-off experience. Presence is being a fellow-pilgrim, not a tourist. Presence "I am with you" not "I am above you".

**Story:** Every person has a story. Every community has a story. God has a story to share with humankind. Stories act like a mirror and a map for our journey through life to shape our life and confirm identity. When stories are shared, we humbly listen, demonstrating our respect for the story and the storyteller.

**Stewardship:** We investigate the nature of God's world, God's love for the world and the responsibility people have in nurturing all of creation. Stewardship provides an opportunity to explore the interdependence of all life on earth and to see how an understanding of this interconnectedness is key to wise efforts towards social, financial and environmental sustainability. It begins by fostering a sense of wonder, beauty and fragility of planet earth and of all creation.

**Community:** Relationships are integral to our identity. People have been created by God for relationship with God and with one another. Every person has a role and a responsibility to and for themselves and others.



#### SERVICE-LEARNING PRINCIPLES

A Christian world-view shapes Service-Learning in Lutheran Schools. We do God's work in service of other.

Therefore we:

1. **Create** intentional curriculum-linked learning opportunities that meet a community need
2. **Embed** Service-Learning concepts to frame the learning
3. **Foster** reflection at every stage of the learning process
4. **Build** strong experiential human and ecological connections
5. **Develop** sustainable, authentic and reciprocal partnerships
6. **Encourage** a Justice-oriented Model of Service-Learning (compared to a Charity Model).



## SERVICE-LEARNING IN LUTHERAN SCHOOLS

The 4Rs of Service-Learning: Reflection. Respect. Reciprocity. Responsibility

### UNDERPINNING ETHOS: We believe:

Through Jesus we know God's forgiveness, mercy, love and grace offering us hope, restoration and new beginnings. Responding to the human and ecological needs of our world flows out of our thanksgiving for all God has given and done.

*Eph 1:7, Mark 10:46-52*

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*Acts 2:43-47, 1 Peter 4:10, 1 Corinthians 12, John 4:1-42*

and the responsibility we have been given to wisely care for every part of God's world.

*Job 38, Matthew 22:39*

We are challenged to be co-workers with God, responding in solidarity, seeking justice through love and

*Luke 10:25-37, Psalm 10*

and shared. Together we acknowledge that we have been created for relationship with God and with one

*Galatians 6:2, John 21:15-17*

### Values

*Whilst living and working in community, all reflect the characteristics of God through core values: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.*

*A Vision for Learners and Learning: Cover Fold*

*...and even justice for people and planet through love.*

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illustrated by our attentiveness to the situation and the other person once we come. Presence is for the person and the relationship. Presence is a journey not a one-off visit. We are a fellow-pilgrim, not a tourist. Presence "I am with you" not "I am above you".

Every community has a story. God has a story to share with humankind. We create a map for our journey through life to shape our life and confirm identity. When we listen, demonstrating our respect for the story and the storyteller.

In light of the nature of God's world, God's love for the world and the responsibility people have in it. Stewardship provides an opportunity to explore the interdependence of all life. Understanding of this interconnectedness is key to wise efforts towards social, environmental and sustainability. It begins by fostering a sense of wonder, beauty and fragility of planet



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*A Justice-oriented approach to Service-Learning [compared to a charity approach] is preferred because (1) human dignity is honoured, (2) partner relationships matter, (3) learners' perspectives are challenged and (4) reciprocity receives greater emphasis [Tinkler, Tinkler, Gerstl-Pepin and Mugisha, 2014; Tinkler and Tinkler, 2013]*



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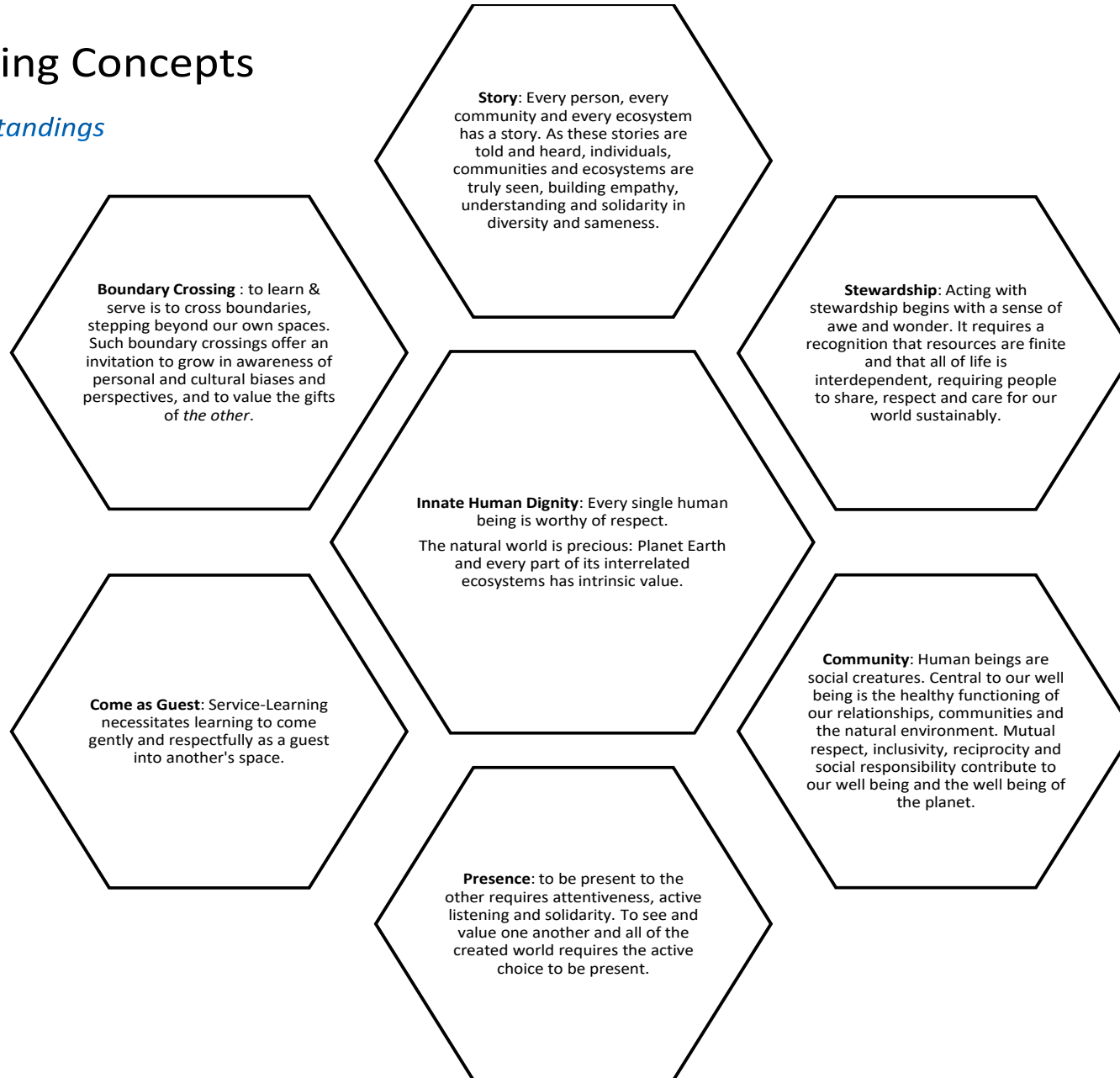
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Learn and then practice for people and planet through love.

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# Service-Learning Concepts

## Foundational Understandings



What does  
Innate Dignity  
mean for the  
way I see  
myself and  
others?

**Innate Human Dignity:** Every  
single human being is worthy of  
respect.

The natural world is precious:  
Planet Earth and every part of its  
interrelated ecosystems has  
intrinsic value.

What is critical  
to your  
understanding  
of  
community?

**Community:** Human beings are social creatures. Central to our well being is the healthy functioning of our relationships, communities and the natural environment. Mutual respect, inclusivity, reciprocity and social responsibility contribute to our well being and the well being of the planet.



How do I make  
room for, and  
honour other's  
stories?

**Story:** Every person, every  
community and every  
ecosystem has a story. As these  
stories are told and heard,  
individuals, communities and  
ecosystems are truly seen,  
building empathy,  
understanding and solidarity in  
diversity and sameness.

What does it feel like when I am present? Or another is present to me? How does presence honour the other?

**Presence:** to be present to the other requires attentiveness, active listening and solidarity. To see and value one another and all of the created world requires the active choice to be present.

How can  
hospitality help us  
to think about the  
attitude and way  
we approach one  
another?

**Come as Guest:** Service-Learning  
necessitates learning to come  
gently and respectfully as a guest  
into another's space.

Does Service-  
Learning  
always require  
boundary  
crossing?

**Boundary crossing** : to learn &  
serve is to cross boundaries,  
stepping beyond our own spaces.  
Such boundary crossings offer an  
invitation to grow in awareness of  
personal and cultural biases and  
perspectives, and to value the gifts  
of 'the other'.

What  
motivates  
people to  
think  
sustainably in  
S-L contexts?

**Stewardship:** Acting with  
stewardship requires a recognition  
that resources are finite and that all  
of life is interdependent, requiring  
people to share, respect and care  
for our world sustainably.



Our Year 11 students went on a mini empathy dive as part of their Christian Studies, taste testing texturised modified food (as given to people living in aged care) and discussing how dignity, food and eating are connected.

Some interesting reflections from students included:

No choice = Loss of identity and dignity

Great to see service learning coming alive and students exploring the concepts of innate dignity and story through their learning.

One of the Year 11 students commented that her aged care buddy was an English teacher (more than 30 years ago) but was more than happy to check over any of their assessment pieces. Great collaboration and trading of talent and skills.



## CONCEPT - INNATE DIGNITY

Community  
Partnership

Tricare Aged Care Home

How the can issues around 'freedom and choice' be explored through the lens of **innate dignity**?

Narratives of  
Practice [K – 12  
exemplars]

***EXAMPLE 1: Year 11 Christian Studies Unit***

#### YEAR 8 SEABRAE VISIT

Today our Year 8 Creative Textiles students visited Seabrae Aged Care to deliver the fiddle quilts they had created for residents as the culmination to their Service-Learning unit ~ Transforming Lives Through Textiles.

Students learnt about Innate Dignity that everyone (no matter their circumstances) has value and worth. They used the stories from the residents to design and create quilts unique to them and assist them day to day as they live with dementia.

The students were humbled by the warm welcome they received & have learnt so many valuable skills & life lessons. They also have new best friends!

The students have done an amazing job & have been true examples of the Grace Way.

[#gritgrowthgrace](#)



## CONCEPT - INNATE DIGNITY

Community  
Partnership

Sebrae Aged Care  
Home

How can the issue of Dementia be explored through the lens of **innate dignity**?

Narratives of  
Practice [K – 12  
exemplars]

***EXAMPLE 2: Year 8 Creative Textiles Unit (Home Economics)***

Our Year 3 students had a terrific sleep out last Friday night, as they learnt about issues surrounding people who are experiencing homelessness. They worked with Year 10 students as well as staff from St Vinnies as they explored the concepts of story, coming as guest and innate dignity. Understanding someone's story is so important, we can never assume that we know someone or can understand their needs until we hear their story. This experience is part of our Year 3 English and Christian Studies curriculum. Thanks also to Mrs Hardke, Miss Schutt and Ms Smith for all their work in making the event possible. Serving and learning together at LORDS.



## CONCEPT - STORY

Community Partnership

St Vincent de Paul/Rosie's  
Food Van

How can students learn about the issue of homelessness through the lens of **story**?

Narratives of  
Practice [K – 12  
exemplars]

***EXAMPLE 3: Year 3 English and Christian Studies Unit***

Even during our online learning, our Year 1 students could still engage in their project based learning / service learning unit with our living historians. Thanks to technology we used pre-recorded videos and live zoom meetings to connect and interview our living historians. Students are developing empathy, questioning skills, understanding the importance of story and active listening skills, while exploring the question, "How can we as interior designers make a blank place feel like home?"  
Serving and learning at LORDS.



## CONCEPT - STORY

Community Partnership

Tricare Aged Care Home

How can students explore the issues of identity/home, through the lens of **story**?

Narratives of  
Practice  
[K – 12 exemplars]

**EXAMPLE 4: Year 1 PBL (Integrated) Unit – English, Art, Maths**



# Growing conceptual thinking & understanding is integral to system led initiatives... S-L Professional Learning



Professional Learning And Networking  
2020

## Service Learning Network Afternoon! *Growing your concept toolkit* Tuesday August 4, 2020

### Workshop Details

#### Venue:

Redeemer Lutheran College, Rochedale

#### Time:



Story: Every person, every community and every ecosystem has a story.  
As these stories are told and heard, individuals, communities and ecosystems are truly seen, building solidarity in the context of

### LEQ Service Learning: Stewardship

Stewardship readings & resources for teachers and students

#### Readings

Costs of a consumer culture

Loving God's world...

Stories & Ideas

Loving where we are...

War on Waste

This resource include suggestions which could be used in schools and churches...

DANA L. ROBERT

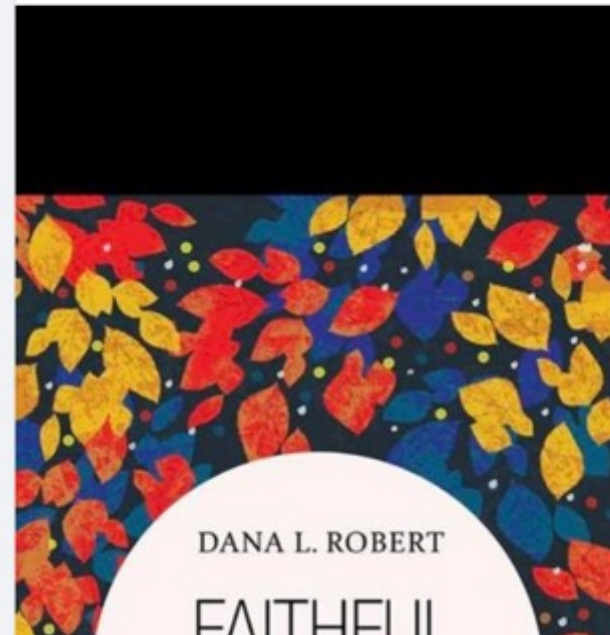
FAITHFUL



Carly Jasmine

October 15, 2020 · 🌐

A recommended read! Wonderful examples of boundary crossing, presence, story, other 📖



History is any indicator, we can see that right now, transformative, large-building friendships are taking place. We may not see them, but they are surely there—mustard seeds of the future of Christian community and human solidarity.



Growing conceptual thinking & understanding is integral to system led initiatives... making links to our other practices...

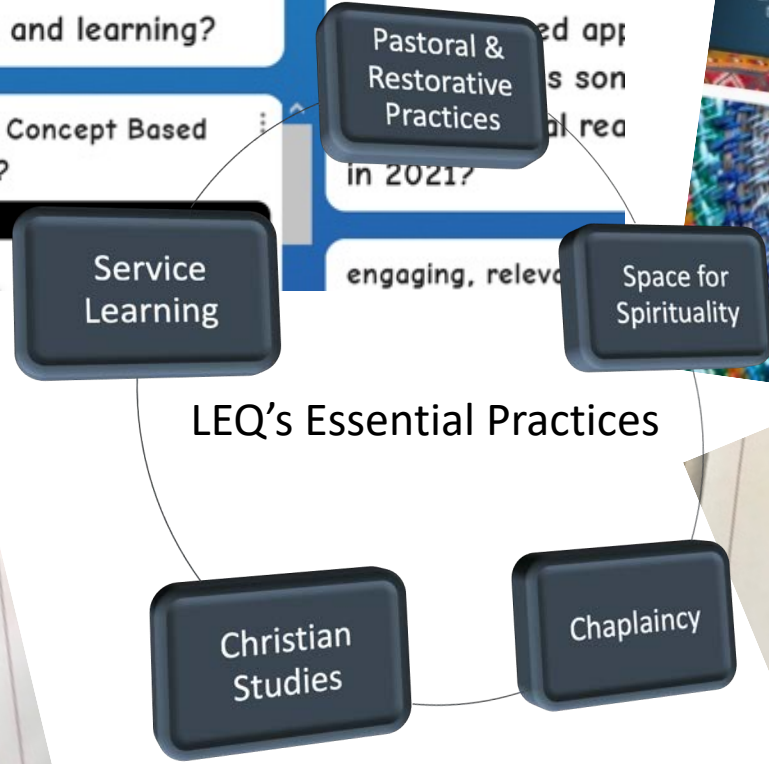

CS Day February 2021

What are we on about? :  
What is concept based :  
teaching and learning?  
What is a Concept Based :  
approach?  
Why/how might ta :  
ed app :  
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al rea :  
in 2021?  
engaging, relev

St James LUTHERAN COLLEGE

Lutheran Education QUEENSLAND

Hospitality & Community



THE STORYTELLERS

24

God who is love - who is awe - who is found in life lived to the full.

God who is mystery and that must

Grounded in the research & our theology, the S-L concepts help communicate the way we think about education...

***What is education?*** *If you were to describe the aim or goal of education, what would it be? ... In Sénégal, the oldest generation eats with the youngest generation. Those in the middle ages of adulthood all eat together, thinking we are solving the problems of the world, but the oldest and the youngest generations eat together. This is an intergenerational moment to tell stories, and pass on wisdom. In the Wolof language, this is called, Nit ku jam, which means, “making people of peace”. It is the Wolof concept of Education. Making, formation. And not just any kind of formation, but **making people of peace.***

*Of course, education is part transmission because, because there is information that we do not know (math, sciences, history, etc.). But this story reminds us that education is also about formation, and a kind of knowing that is embodied through the experiences of relationships that transform us, across ages, genders, cultures, languages, etc. education is part information...part formation.*

*And not just practical formation for the sake of contributing to the economic wellbeing of the home or state. Education results in the formation of certain skills, and marketable ones to be sure, but education should never be only a means to an economic end. Rather, education is about nurturing human beings to become **Nit ku jaam.***

***The heart of education is humanization...***

Rev. Dr Chad Rimmer

# Group Discussion Questions...

- First to your questions in chat space...
- Is there a clearly written/stated philosophy or ideology that underpins Service-Learning/ community engagement at your place that influences your work?
- Who are your champions to guide/challenge your thinking?
- What is your initial response to our idea of Concepts & Conceptual thinking in the Service-Learning/ Community Engagement space?
- Do you see a relationship to your context? - Specifically to your institution or department.
- What's missing in our presentation - e.g. your opinion of our concept list?