

SERVICE LEARNING

A Handbook for Service and
Social Justice Engagements



**Camberwell Girls
Grammar School**
An Anglican School



PURPOSE

Camberwell Girls Grammar School (CGGS) has had a long tradition of striving to uphold the school motto *Utilis in Ministerium*, (Useful in Service). Our tradition of service and social justice, is grounded in an Anglican Christian worldview, this is explicit in our Vision, Mission and Values statements.

A leader and innovator in the education of girls, dedicated to fostering a passion for learning and building a more just and sustainable world.
(Vision Statement)

A Christian School in the Anglican tradition, inspiring girls in their love of learning and nurturing compassionate leaders with global mindsets.
(Mission Statement)

We welcome students of all faiths and cultures and educate them to seek wisdom through intellectual inquiry, service learning and spiritual growth that honours the values of: Integrity / Commitment / Respect / Hope / Courage.
(Values Statement)

The purpose of Service Learning at CGGS is therefore to grow and develop an attitude of service to others and to enhance learning opportunities for students to progress personally in the values of Integrity, Commitment, Respect, Hope and Courage. These values reflect the Christian ethos and the foundations on which the School was formed, being associated with service.

OUTCOME

Women who see life as an opportunity to serve as global citizens, grounded on a Christian worldview. Women who have a purpose to build a more sustainable world, that is just and equitable and therefore having a positive and fulfilled outlook on life.

The Nature of Service

Service Learning begins with two premises. They are connected. One is about the nature of the **person**; the other is about the nature of **power**. Only in their light can a definition of service be made.

On the nature of the **person**

There is no person outside of a person-in-relation; we exist by virtue of the relationships around us. The person is inseparable from community. Service happens in community and for community. When one is transformed, both are transformed.

On the nature of **power**

Every human exchange or encounter is framed within a dynamic of power. Poverty is best understood by this dynamic. **POVERTY**: Not first the absence of shelter, food, health, water, work, but the absence of **POWER** to do anything about it. Power is thus at the centre of service. Service is an activity of power, and great care must be undertaken to ensure its life-giving use. Service must never be an act of power that 'does to others'. Service is fundamentally about the empowerment of others and the community of life in which we exist.

Service is:

- Being human with others, being in community, building relationships
- Never 'to' others, but 'with' others
- Bestowing power
- Restoring justice
- Sharing peace
- Enhancing the flourishing of others and the community of life
- Imitating the actions of Christ

Service is being human with others in a way that enriches the other's humanity; it is flourishing that leads to the flourishing of others. Service must always increase the freedom, the autonomy, the dignity, and the power, of those being served.

The Nature of Service

The phrase 'Service Learning' (Learning through serving) has wide and frequent currency within education. Whenever the phrase is used it is assumed that the wellbeing of those being served is the sought after end. Service must never be used as a means to learning; a mere tool for the benefit of students. The act of service must be real and those being 'served' must increase in power. When it is, many things may be learnt.

Service Learning offers an enormous amount to the educational experience of the 21st Century learner. Purposeful, practical, enquiry based, demanding of deep and higher order thinking, expressive, creative, organised around big ideas, transformative, 'visceral', bodily, engaging the emotions, social, relational, ethical and rooted in values.



Future Direction

Under the leadership of the Head of Service Learning a framework will be implemented for the whole school that seeks to form long lasting connections in the community. Organisations that have a connection with education and women's inequality, and where possible have a Christian and/or Anglican heritage, would strengthen the personal and educational connection for students.

This program is an important part of the development of students in the values of Integrity, Commitment, Respect, Hope and Courage, educating them spiritually and emotionally, by being values in action.

The cohesive program delivers the following objectives for students:

- To have an experience of serving in the community during their schooling years, that will continue when they leave
- To have the personal satisfaction that comes from contributing to a just and more sustainable world
- To appreciate how fortunate they are materially as middle class first world citizens
- To see the validity of, and consider, serving in whatever career they chose
- To be able to help those in need
- To see how they impact the environment and what they can do to have stewardship of the Earth
- To see the value of partnerships with Anglican and/or Christian organisations
- To be exposed to Christian Social Teaching in Chapel/RE classes

A Service Model

STRAND ONE: **Local Community Service**

- Nursing Homes visits
- Tutoring and reading with those from disadvantaged backgrounds
- Year 9 Service Learning curriculum with a focus on local disadvantage, especially Youth Homelessness
- Fundraising/Actions: Winter Sleep-out, Anglicare Christmas Gift drive, food and clothing collections, BCNA, CamCare Christmas hampers, Ladder Walkathon, Pinchapoo

STRAND TWO: **Service to Indigenous Australians**

- Strong connection to Murrundindi and Candlebark history
- Connection to an Indigenous Community, with an education focus
- Year 8 Service Learning curriculum with a focus on issues that face Indigenous Australians
- Fundraising/Actions: Reconciliation Week, Indigenous Literacy Foundation, Cathy Freeman Foundation

STRAND THREE: **Global Service**

- Connection with The Green Gecko Project in Cambodia
- Year 10 Service Learning curriculum with a focus on Global Issues for women
- Fundraising/Actions: Zonta Birthing Kits, Days for Girls, Green Gecko Project

STRAND FOUR: **Environmental Stewardship**

- Develop stronger awareness of waste and environmental mismanagement at CGGS and at home
- Year 7 Service Learning curriculum with a focus on Environmental Management issues (not currently in action)
- Environmental Task groups in Junior and Senior school

Key Whole School Approaches

- Formal staff positions with responsibilities associated with Service Learning, with an overarching student/staff group who plan, collaborate and execute, raise awareness and oversee initiatives in the School.
- Curriculum influenced by the 'UN Global Goals For Sustainable Development'.
- Formation of a Parent and Old Grammarians 'Friends of Service Learning' group.
- Service to be talked about and modelled at all levels of school leadership - What is service? Why do we do it? Connection with the Vision, Mission and Values, Motto and Anglican/Christian heritage.
- A policy booklet that gives direction on; new ideas, meetings, key dates, key stakeholders.
- A connection to the service required in the Duke of Ed.
- Staff and parents to be encouraged to model and talk about their experiences and have opportunities to serve alongside students.
- Awareness of existing curriculum that has a focus on Service Learning and Social Justice connections in subject areas, or possible connections.



EDUCATING TOMORROW'S WOMAN



*"What counts in life is not the mere fact we have lived.
It is what difference we have made to the lives of others that will
determine the significance of the life we lead."*

NELSON MANDELA