

## Frequently Asked Questions

by Cathryn Berger Kaye, M.A.

At service learning institutes and workshops I led in different parts of the world, I raised the question, What are *your* questions about service learning specific to international schools? Keep in mind that questions about service learning in general are answered in my book *The Complete Guide to Service Learning*. In fact, there is a section called Frequently Asked Questions found on pages 9 through 13. By read the first two chapters of *The Complete Guide to Service Learning* before you read this section, many of your questions will be answered. If you also read any one of the thematic chapters and chapter 17, again, answers galore.

Here, however, every attempt has been made to provide *beginning* answers to questions that relate specifically to international school settings, with an emphasis on *beginning*. As you explore these questions within your school, in discussion with and between all stakeholders—administrators, teachers, students, parents, community partners—you will customize and advance the responses to fit your exact school and situation. For now. Remember changes will happen, and questions and answers will evolve over time.

All of these questions and responses have been influenced by people I have met within international school communities. We have met at conferences, at their school sites, through webinars, and professional development I have provided at their schools. Ongoing communication continues through Skype and email.

As these ideas present, be certain to allow time within your school community to consider and then advance these concepts and recommendations. Most certainly, those active in the international school communities know that each school and each setting has unique aspects that deserve consideration.

### FAQ Questions

- **How will service learning advance our school mission?**
- **Can service learning help us to discover “community” and go beyond the international school bubble?**
- **Should International Schools pay more attention to local needs or global needs?**
- **How do we maintain continuity with service learning in our transient world?**
- **Does Professional Development (PD) advance service learning?**
- **How do we connect all the levels in the school?**
- **How do we keep track of service learning progress?**
- **How are roles and responsibilities for service learning shared within international schools?**

*Case Studies* Throughout this section you will see reference to Case Studies. These have been submitted by schools, supplemented by commentary or additional information that I have added. These are rich with information and specific examples from international schools. **Please review and reference this section often.**

In preparing this section, I initially included the question, **Does Professional Development advance service learning?** This response was so lengthy, I created a separate section. Please review **Professional Development to Advance Service Learning: An Overview** and the accompanying articles.

## **FAQ: How will service learning advance our school mission?**

Mission statements—most schools have them. However beyond being posted and referenced, how are they transformed from words into a demonstrable aspect in the life of the school?

When visiting the American International School of Johannesburg, I heard a memorable story. Part of the school's mission is for children to become "caring, sharing citizens of the world." A parent relayed taking the family on a trip, and on one occasion her child saw an elderly person drop an item. The child (safely) walked over, retrieved the item and graciously handed the item to the elder, who expressed thanks. As the child returned to her parent, the mother said, "That was very nice of you." The child replied, "I was being a caring, sharing citizen of the world."

In every school's mission statement is likely some reference to developing contributing engaged citizens who choose to participate in the well being of their global community. If words are only in reports or on posters, internalization of the underlying concepts may or may not occur. Service learning has proven to be a proactive vehicle to generating both understanding and integration throughout the school community of these concepts.

*A Mission to Know Our Mission.* Embark on a school wide discussion of what the mission statement means. Turn kids into wordsmiths as they develop language skills through identifying key words, interpreting concepts, re-writing phrases, acting out situations that show the mission or absence of the mission, creating visuals that capture the meaning, and turning the mission into action through learning and service within and outside of the school.

*A Mission to SEE the Mission.* Have students create a symbol to place where they have made a contribution through service learning. For example, if they establish a recycling program within the school, the symbol can be part of what students design and place on the containers, an recognition of the mission statement in action.

*Connect the Mission Explicitly to Curriculum and Approaches to Teaching and Learning.* Service learning is a pedagogy whereby students apply academic excellence toward community concerns or problems. As you develop service strategies continue referencing the mission statement as a reminder for the purpose that guides the process.

*Case Studies* During a consultation at the United Nation International School of Hanoi, a priority was aligning the school's fundraising activities with the school's mission to develop citizenship and advance academic and personal growth. Read their Student Fundraising Policy.

## FAQ: Can service learning help us to discover “community” and go beyond the international school bubble?

Ask students in any international school, “What problems exist in the community around us?” and the list will be long. They notice stray animals on the street, trash, people who appear to be homeless. They know about health concerns stemming from air pollution or about struggles of people living in poverty or those of recent immigrants. They know about problems that exist beyond the local community to our global one—concerns of climate change impacting coral reefs and marine life and the lack of schools or access to books in schools in too many parts of the world. Service learning establishes a process for students to develop the skills that can be applied to addressing select needs they care about. If they can step out of the proverbial “bubble.”

I recall the first time I visited an international school and heard the “bubble” phrase; this has been repeated many times over. In every case when said, the sentiment follows to wanting to *step outside the bubble*. Often schools initially assume a stance of making contributions as a way to begin holding collections and fundraisers that contribute goods and money where needed. Usually this looks like community service at first, a process added on to academics, perhaps coordinated through parent groups or student councils, clubs, or students seeking CAS—Creativity, Action, Service—hours (for the International Baccalaureate program). Several concerns arise when this is the dominant way students participate in service.

*Keep in mind* that some of these issues and challenges that fit within an international school context can appear in any school that is moving from community service to service learning and working to understand the implications and value of each method of civic participation.

- *Arms Reach*: When the only type of service is indirect, especially with donations of any kind, students can easily think this is what service is supposed to be—keeping a personal distance for direct involvement.
- *The Taxi Cab Syndrome*: The student role is that of a pick up and delivery service, like a taxi cab. Personal connection with the process is often minimal and even if the contribution is money they earned from allowance or chores, or coats they once wore, they are not engaging in what is intrinsically and naturally their own, such as their interests, skills, talents, enthusiasm.
- *Minimal Understanding*: The underlying issues and causes can be glossed over, whereas when connected to an academic story the same issue can be placed in a context of place and time and part of what is studied.
- *Competition*: This approach easily can become a competition between student groups of classes with a winner emerging. While this can be a stimulant to collect more and more, the competitive element, as described on page 28 of *The Complete Guide to Service Learning*, can prove divisive. Emphasis is placed on winning and *What’s in it for me?* rather than the underlying issue and *What matters to me?* Students may opt out of participating if they never win. They may care more about quantity than quality and may not even know the types of food that are needed. This is seen for example in the United States where 20 percent of the donated food is expired and must be thrown away<sup>1</sup>.
- *Disconnect with School Mission*: This became a concern at United Nations International School and as a result the school has established a more purposeful and aligned approach to fundraising. See **Case Study: United Nations International School of Hanoi**.

Staying in this bubble also has meant, as described by educators to me from many different international schools, that students can lose out BIG time. They can miss the unique experience garnered from their days, weeks, months, or years in this international setting. Also, local students can be marginalized when the place they live is left out of the learning. And also consider how many schools have had expectations that students will complete service hours (though this is on the wane and being replaced with approaches that are or resemble service learning as a process). If the sum total of community experience is the “arms length” method, will students really gain understanding of the concept of *community*?

As you can read in *The Complete Guide to Service Learning* (p10 and p197), the terms *community* can be quite elusive

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<sup>1</sup>Food Banks Struggle with Unusable items <http://bit.ly/ejjRYa> January 2, 2011

for students. What is community? If easy to understand we might grasp it's elements when we first begin studying the concept in kindergarten or first grade. However we continue to contemplate "community" throughout our years of academic study and beyond.

The process of service learning requires participants to look at the concept of community often and in myriad ways. We have the community of students involved—this may be a single class or a grade level. Community may be within the school if an authentic need becomes testing the school water supply to see if it is potable and then to develop a plan to replace single use water bottles with reusable ones. The community can easily be seen as the families and all who participate in any part of school life.

For international schools, stepping outside the building may be perceived as problematic. Even if we put aside the predictable "we don't have time to extend out of school due to the demanding curriculum," other challenges may appear considerable.

- Language
- Customs
- Establishing community partners who accept the idea that students will be of service
- Safety

*Language* Typically, this is perceived as the most daunting challenge. How can students be involved in a community where the language is not one they know? Of course this appears challenging and in truth this is challenging. With a common language much is easier, especially where personal relationships are built, for example with different age groups—teens interacting with children in an orphanage or interviewing elders about their experience in a war. Even making contacts with a community organization and reading local newspapers for research about a local issue is more difficult. At first, what is exciting is the more recent response that teachers and school administrators are saying to confirm that this too can be resolved to the degree that meaningful service can of course occur. Consider also that many organizations support local needs where common language is absent.

At United National International School in Hanoi, through discussion service coordinators realized that of course students could make calls to many of the organizations where English was spoken by the community contact. A preparatory call may be made in advance by a school member fluent in Vietnamese with an inquiry as to whether a student may follow up in English.

When students work with a native speaking peer as partners, they have been able to conduct community surveys about needs where English is not spoken by the locales; this was done with great success by 6<sup>th</sup> graders by the American School of Warsaw.

With younger children play is a great conduit for communication and understanding.

What occurs when students move *through* the difference in language rather than be stopped by this difference is students become more inventive. Their resolve and determination becomes part of what they discover in themselves. And they become more comfortable in other situations where they do not speak the language. These experiences can also induce the desire to learn more of the language where they are and at the least, develop a respect for speakers of the native language.

*Customs* What better way to learn the customs, traditions and social mores than through the investigation and preparation stages of service learning. Consider the program *In Our Global Village* highlighted on this DVD. When students from the International School of Estonia set out to make their own *In Our Global Village: Estonia Through the Eyes of Guests* book they were embarking on a journey to delve into their community. They had to learn the customs and traditions to write their chapters; they wanted to find out more about where they were living to create a book so youth in Tanzania (who wrote the original *In Our Village* book that inspired this global program) and across the globe can learn peer to peer. This process when implemented by students at the American International School of Zagreb in Croatia, again students were compelled to break that bubble and deepen their knowledge to become authors. Becoming sensitized and appreciative of the community you are in works best through engagement.

*In Our Global Village* Both books referenced are on this DVD; see *In Our Village* under Part Three: Organizations and Resources.

*Establishing community partners who accept the idea that students will be of service* In some cultures/countries the idea of students contributing to the good of the community is an anomaly. Reasons vary. Leading one of my first service learning institutes, a service coordinator from the American International School of Budapest with a lengthy history of setting up opportunities for students shared that it had taken years to convince even a few local organizations to welcome students in the role of service providers. Language can play a part here however it appears that a lack of precedent is most significant. In some cultures this just isn't done. Paid workers do the jobs. Another sentiment reported is how needs in some communities are less visible; this has led some international schools to emphasize school trips to far off locales that allow for service opportunities. Perhaps time has changed and will continue to change some of the conditions. In many parts of the world people have watched an outpouring of volunteer support in response to environmental and natural disasters for example in southeast Asia with the tsunami and in Haiti. The notion that people come to assist others has more credibility and this may lend itself to organizations being more receptive.

Several recommendations come from experience and conversations from those within the international school communities.

- At the American International School of Zagreb an afternoon gathering was held during one of my onsite visits. Other schools and community organizations were invited to a reception on service learning. This group will explore setting up on an ongoing consortium that meets several times per year to advance their service learning knowledge and even find ways students can participate together. Over time these kinds of consortiums can expand to include additional groups and become a lasting part of the school extended community, even with a transient population of teachers and school administrators. As a note, this type of consortium has been operational in Los Angeles and the New York areas for over eighteen years with great success.
- Another CEESA school administrator described how they invited local organizations to come and describe their work to the students as a way to create bridges for meaningful service. When it was over, a guest asked if this could occur again. The head of school said of course, the students would welcome another opportunity to learn more. This caused the organization representative to clarify his request: he really wanted to have another chance to meet with other organizations! They had never done *that* before. Indeed the school can have significant impact in surprising ways!
- Ongoing communication with partners is critical to find out what is going well with student participation and what needs to change. Central to success is making certain the organizations understand the concept of service learning especially the *learning*. Inform your partner about the skills and knowledge students are developing through this process. Inquire how this development can be part of the experience while students meet the organizational needs.

*Safety* Like any off campus program safety considerations must be in place. With preparation following standard procedures all should go well. Most important with service learning is to preview any sites where you may have concerns and to review planning with any and all partners.

Most convincing will be the Case Studies from schools that clearly demonstrate the value to extending the learning opportunities outside the school grounds through the well researched process of service learning. Schools are of course in different stages with the idea of service learning. Every school began by taking initial steps and continuing with greater strides.

*Partner Organizations*  
Be sure to visit the Organization and Resources section, Part Three of this DVD. Excellent partners are there to be found.

**Refer to** *The Complete Guide to Service Learning* for more on Establishing Partnerships in the Community, p 32, and for a feedback form for organizations on p 54; this can be printed from the CGSL CD-ROM. An additional form, Community Contact Information is provided on this DVD; see *Introducing The Complete Guide to Service Learning*.

## FAQ: Should International Schools pay more attention to local needs or global needs?

Clearly the idea of global awareness and global citizenry is essential, as noted in many mission statements of international schools. So the answer to this important question is yes, and yes again. Both local and global are critical.

In *The Complete Guide to Service Learning*, on pages 43-44, the idea of “Going Global” takes center stage. The key thought here is that both matter. However, local may matter a bit more due to the cognitive development of youth. They benefit from the concrete experiences they can see daily. They benefit from making connections over time. They benefit, especially if they are in the locale for a relatively shorter time period, from the interaction that develops with local partnerships and relationships.

Still, as noted in my book, building a global consciousness matters. So what to do? Consider the construct that for any local action there can be (see p 44 of CGSL):

1. A related global issue that is brought to awareness
2. A related global issue that can be acted upon
3. Action with global partners

To assist with any and all of these possibilities, Part Three of this DVD on Organizations and Resources is rich with opportunity. Also consider participating in Global Youth Service Day so the local action taking by your students becomes part of the largess of youth taking action in all corners of the globe.

Find information about **Global Youth Service Day** in Part Three under Youth Service America.

The one caveat to consider with this local/global question is the risk that can occur when service skips the local and is only global. The experience can be seen then by students as exotic, something we do on occasion, and that involves a unique adventure. Fortunately, we don't have to choose between one or the other. Both benefit one from the other, even when the global portion is simply building awareness. That “simple” act can have great returns as youth add to their knowledge over time and gain a world view.

Perhaps the most important aspect of the local/global question is the absolute importance of authenticating the need so the actions of students have purpose and merit.

Be sure to read the **Case Study from Portugal**; this highlights a global service learning experience. Most of the other case studies are local issues.

## FAQ: How do we maintain continuity with service learning in our transient world?

International schools may be the masters of the word *transient*. So to begin, think about how you answer this question regarding technology, a language course, history class, or a sport. Consider what you already do that just makes sense to keep the community moving in a steady, thoughtful direction amid the departure of administrators teachers, or family.

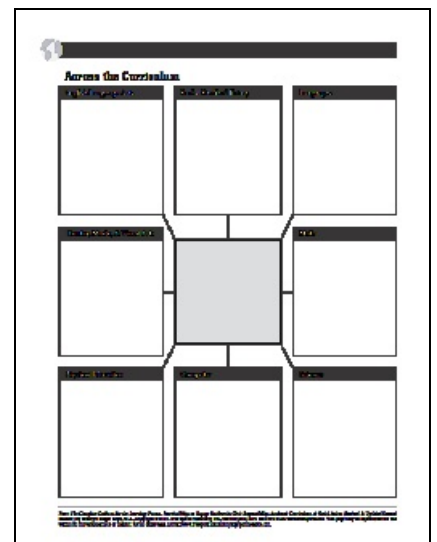
What is specific to service learning regarding international transient communities? Consider these topics and know that other topics throughout this CD-Rom establish a viable, sustainable and worthwhile service learning approach worth growing as change occurs.

*Mission Alignment.* When service learning is seen as a means to meet your mission, the concept becomes more sustainable.

*Clarity of Meaning.* The school must have a common understanding of what service learning is and isn't. Clarifying the concept at the beginning of every school year, as you clarify other critical and sustaining aspects of the school, is imperative particularly with an influx of new staff. Here are examples of two processes I use to illustrate the difference.

### *Across the Curriculum*

1. Show an example of community service and service learning from within your school community.
2. Then take the typical food drive as one strong comparison, since still in too many schools, the food drive is set up as a competition between classes with the winning class getting a pizza party or some other reward. Discuss how the underlying issue of a food drive is poverty or hunger.
3. Print and make copies of the *Across the Curriculum* document from the CGSL CD-Rom (a copy is also provided here under *Introducing the Complete Guide to Service Learning*) and have teachers work in small groups. Have them write *Poverty* or *Hunger* in the middle and then, working collaboratively fill in academic connections that could be made across the curriculum. Add classes not represented on the form by making additional boxes.
4. Discuss what has been learned about service learning through this experience.



### *Service + Learning = Service Learning*

1. Provide each small group of teachers with a piece of flip chart paper and several markers.
2. Draw this t-chart to be copied on their papers.
3. Allow for 2-3 minutes for teachers to brainstorm as many words as they can think of to go under "Service" and as many to go under "Learning" and write these in the space under each.
4. Then allow 4 minutes in the lower box to write a definition of "service learning" in ten words or less and include an image.
5. Place these on the wall and examine them together. Discuss how this would be meaningful to their students, advance academics, engaging for students and teachers, and align with the mission of the school.

Note: The design of this activity has also proved successful to help students develop understanding and definitions on a wide variety of topics. Consider adapting this approach to introduce Theory of Knowledge, or Writing Process, or Scientific Method.

Service	Learning
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The visual in this activity always amazes me. Every time this advances understanding and also can create fabulous “bumper sticker” definitions that can be used in many ways. Of course a similar activity led with students will also have great results and could develop into a school theme or service learning mission statement.

Read **Professional Development: A Day for Coaches** to read how student definitions influenced the development of a mission statement for service learning.

*Inform and Engage New Hires.* More and more often, I meet new hires who bring knowledge about service learning either from a college course or from a prior school. Discovering new service learning talent can boost your program as new teacher leaders for service learning are added to the roster. Still, always a good idea to have a plan to engage *every* new hire.

**For Administrators:** When seeking new teachers and administrators, add, *Do you have experience with service learning?* to your list of questions. Showing service learning has value from the beginning creates a precedent. In many schools where I consult I suggest this and results have been favorable. Of course if a person does not have a background, the followup question can be, *Are you willing to learn about this since service learning is valued within our school community?*

- ▶ *Orientation* Have service learning pedagogy and practice as part of the orientation of all new teachers. Present resources such as *The Complete Guide to Service Learning*—remember there are 39 Planning for Service Learning documents already completed to be found on the book’s CD-Rom. Include resources on this DVD, the articles and web sites that are subject specific or have examples from teachers, as you will find on the GoToServiceLearning website in the Service Learning Resources section of this DVD.
- ▶ *Service Learning Mentor, Coach, or Teacher Leader* With new hires, in addition to inclusion of service learning in orientation and with all the faculty, I usually recommend having a Service Learning, Coach or Teacher Leader as a guide for the first semester. This allows time to acclimate as they observe what service learning looks like within their grade or subject. Second semester they then have support from this same person as they design and implement a service learning experience with their students. However, when discussing this idea when visiting Hong Kong Academy, I was impressed that the school leadership claimed that every new hire would be expected to infuse service learning right from the beginning. When presented that this is *how we teach* here, then this would be woven into the expectation of every classroom.
- ▶ *Following in the Footsteps* Of course sometimes a teacher is filling a position of a prior teacher who has a history of doing service learning well-integrated into his or her subject matter. Share this! Real examples from within the school done by this person’s predecessor may be most helpful, especially when the school has an expectation that *every* teacher will include a service learning process each semester or year.

For example lesson plans from the **www.GoToServiceLearning.org** website, see Youth Service America section of this DVD.

*Visibility.* As the practice and pedagogy of service learning becomes visible, the message is clear: service learning matters and is part of how we reach and teach students, build community, and respond to authentic needs. Consider these possibilities.

- ▶ *School Website* Make what you are doing with service learning visible, for example, on your school’s website with a service learning link. This elevates the concept into a practice, something real that is going on and ongoing, and with that comes the expectation for applicants, new hires and new families that this takes place at this school.
- ▶ *Articles* Include articles about what is being done in newsletters. Years ago when coaching a school in Los Angeles about service learning, the principal wrote an article for a newsletter and explained the concept. In following issues different teachers would tell what they were doing, and each time explained what service learning was. After about six months, the explanations disappeared and the language was established within the entire community. Of course students and others can all write articles.
- ▶ *Informational Brochures and Annual Reports* I delight in seeing service learning included in the range of



printed materials generated within international schools. Keep these coming!

- ▶ *Service Learning Museum* A school district I work with in upstate New York had so many artifacts over time —news articles, student-authored books, photographs, calendars, to name a few—I casually suggested they needed a service learning museum within their school, and they created one! A display case, a student designed board, a video can all be created instructed (and improved upon) by youth ideas and input.

*Before You Go.* Leave your service learning legacy behind. Make sure your colleagues and the next hire knows what you did, who you partnered with, any lessons learned for next time, and any documents created that would help another teacher. Of course, if the service learning process is documented (usually by students and sometimes with parent support for very young children) then leaving the legacy becomes again, just what we do at this school.

*Pack Service Learning in Your Suitcase.* Administrators, teachers, and students can take service learning to the next international school, and even partner with the school left behind.

Quite a few of the schools represented on this DVD are on their way to having service learning museums at their school. Review the information provided by **American School of Warsaw.** Their visuals are notable, and they are partnering with a new museum in their city!

You will note that several teachers have used the GoToServiceLearning web site as a means to preserve their service learning experience. Two examples included are the School Book Project, see *Case Study: Nepal*, and *Go To Service Learning: Working with Elders.*

## FAQ: How do we connect all the levels in the school?

International schools can build on their K-12 continuum with service learning. Consider also that when a continuum of high quality service learning builds from elementary to middle school to high school, the developmental prospects of what students become capable of is significant. Transferable skills such as organization, problem solving, interviewing, and persuasive writing and speaking become well integrated. Imagine then how upon arriving as a student in the upper division with an exit portfolio that includes service (as noted in CAS—Community, Action, Service within the International Baccalaureate program), students will have a process. They will have experiences to draw upon. They will understand how to investigate and authenticate a community need. They will know how to build upon their interests, skills, and talents. They will see how this is an opportunity for transforming their ideas and desire to make a meaningful contribution into action. And they will be more able to make this happen. Also within the IB program, there is emphasis on the Learner profile Attributes. These can all be enhanced and observed in development through the service learning process.

For a list of sample *Transferable Skills*, see page 240 in *The Complete Guide to Service Learning*.

Read through the Hong Kong Academy section of **Professional Development to Advance Service Learning: An Overview**. The purpose of that visit was to align service learning K-12 and how this fits together in their classes and units of study with the International Baccalaureate approach. Another document found in Part Four, **Moving Forward: Transforming DP & CAS through Service Learning**, shows the development of these ideas. Keep in mind this is *evolving*, a true work in process!

Also, *The Complete Guide to Service Learning* is all about supporting a comprehensive K-12 approach to service learning. All of the thirteen thematic chapters that make up Part Two of this book include Service Learning Scenarios: Ideas for Action. Many have multiple grades collaborating. Many school-wide initiatives are included. All are based on collaboration—not competition—and all build school spirit, pride, identity, and have myriad opportunities for youth initiative and leadership.

## FAQ: How do we keep track of service learning progress?


You will find diverse ways to keep track of how service learning progresses. When possible include students in documenting what has occurred, and managing a web site or other repository of the good work accomplished throughout the school.

Also, in the *process* of service learning, a few key strategies are most important. When consulting at the American International School of Zagreb, I spent a day with the teacher leaders/coaches for service learning. We discussed how teachers can easily be isolated and unaware about the lessons being done in any other class, including those that incorporate a service learning methodology. I presented a protocol I had recommended elsewhere and they presented this notion to the entire faculty when we gathered for service learning professional development. This idea was adopted! What did they agree upon?

In a highly visible area of the school, a large board would be mounted for teachers to post what they are doing that incorporates service learning and where they are along the continuum of the Five Stages of Service Learning. This is a dynamic board, with teachers moving their posting as they advance. Other teachers can make comments and notes, give suggestions of community contacts or even ways their classes can participate. This has great value beyond service learning, with teachers communicating, sharing resources, finding ways to join together, and establishing an ongoing collegial and supportive atmosphere.

A document **The Five Stages of Service Learning**, is on this DVD under **Introducing *The Complete Guide to Service Learning***. An explanation of each of these stages is found in *The Complete Guide to Service Learning*, pages 15-18.

The following chart shows an example of what this can look like, however please note the actual Service Learning Chart created by a school would be much more exciting!

Investigating	Preparing & Planning	Acting	Reflecting	Demonstrating
Grade 3 is reading books about elders. Also having an elder come visit and be interviewed on Tuesday  Grade 7 Science conducting a survey about amount of paper used in the entire school	Date set for HS Social Studies visit to Museum and meet with local veterans; still reviewing historical documents for writing paper	Beware! Grade 7 Energy Efficiency team is on the look for an unnecessary lights left on in classrooms!  Grade 6 is completing their In Our Village book	Theory of Knowledge students reviewing experience at orphanage to understand the learning process  	Date set for book launch in the library! Community partners to attend!

Imagine how this chart could lead others to add notes about community contacts or excite other teachers to get involved. Remember that while we often discuss and emphasize how service learning benefits students, we know that service learning benefits **teachers!** With service learning we collaborate, share concepts and practices, and get genuinely excited just like the students about what we are doing and accomplishing. Let me note here that I have seen wonderful education occurring at international schools and exceptional teachers who already are doing outstanding work. Service learning seems to elevate this even more. And that is exciting!

Keep in mind that while **Reflection** is listed as a separate stage in service learning, it actually occurs in each of the stages. In depth information about the process of Reflection can be found in *The Complete Guide to Service Learning* in many parts of the book, including a dedicated section on pages 38-41.

## FAQ: How are roles and responsibilities for service learning shared within international schools?

As with all important practices, there is a role for everyone.

**Administrators** set the vision and the tone. In every case where strong leadership supports service learning, and does so in visible ways, progress is made. What is key for administrators to do?

- Provide time for **ongoing professional development** and **planning**. This means allocating time at the beginning of the year at school orientation, during spring planning for the next year, and at the closing of the school year.
- Actively seeking **new hires** who bring service learning expertise.
- **Becoming knowledgeable** about the practice of service learning by attending the professional development sessions, going to service learning workshops at conferences, and influencing conferences to include service learning among the key concepts being taught.
- **Writing** about service learning in school and other publications. The field would benefit from *your articles* placed in all kinds of education magazines (including e-zines) and journals.
- **Presenting** on service learning wherever the opportunity exists. And **encourage your peers and faculty to present** on service learning both within the school and in any situation that becomes available. Become aware of the specific strengths that show in different teachers. For example a teacher who excels at reflection can present to the school and then at a regional conference.
- Aim to be a **Service Learning Leader School** in your region. This occurs through making service learning one of the priorities and recognizing **how service learning can assist you to meet other priorities**. For example, service learning can assist in student achievement in math and science by adding relevance and purpose to the process. Service learning has been known to improve school climate and culture and every member of the community becomes more invested. Service learning has assisted students to become more engaged in their local community as seen with the In Our Global Village program. Please refer to chapter 17 of *The Complete Guide to Service Learning* for more on this topic.

**Curriculum Coordinators** have a tremendous role as they are the gatekeepers to the curriculum and service learning is curricular! Providing them with the knowledge, planning time, and leadership abilities to assist their teachers be more alert to the possibilities and advantages of service learning is critical. When I have provided onsite consultation, often the curriculum coordinator has a central role in shadowing me to observe how I work with teachers and students, and how I consistently refer to the specific areas of content and skills that will be the centerpiece of the service learning experience.

**Service Learning Coordinators** are becoming more commonplace within international schools. The American School of Bombay has a Community and Social Responsibility Program Coordinator. The American School of Warsaw divided one service learning coordinator position between three people, so each person has a different emphasis and they of course can collaborate. American International School of Zagreb has a service learning coordinator and then developed a team of Teacher Coaches, again to share the expertise and wealth of knowledge. This is a recommended approach in schools that have large staffing changes.

**However this is organized, the intention here is to:**

- Keep staff inspired and motivated through inspiring stories, examples, testimonials, and factual information about benefits to student progress.
- Arrange for professional development opportunities within and outside of the school.
- Show how service learning connects with other school initiatives.
- Encourage ongoing learning through professional learning communities and webinars.
- Maintain documentation of what occurs so the history of service learning is preserved and advances.

Read about a professional learning community *online webinar* series in the article **Professional Development for Service Learning at American School of Bombay**.