

Westfield Premier's Education Scholarship Program

Connecting to Community

An investigation into models of community school partnerships in the USA and Europe and their implications for Victorian schools and their communities.



**'You can listen to the future too...
If you close your eyes and open your mind.'
Maria 5 yrs old**

Report by Meg Parker
2005 Westfield Premier's Scholarship Recipient

Final Report

Megan Parker
Cluster Educator
You Yangs Learning Community Cluster
Alkara Ave
Lara. Vic. 3212
Phone: 03 52 82 8988
Email: parker.meagan.a@edumail.vic.gov.au

WESTFIELD PREMIER'S SCHOLARSHIP

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Contents

- Aims and background of the research
- Research Methodology
- Key Research Findings
- Recommendations
- Appendix

Aims

- To investigate the strategies and programs used to develop the capacity and effectiveness of schools' to cater for student well-being through linking and integrating community support.
- To investigate the research process and measurement tools used by projects that have demonstrated marked improvement in youth wellbeing through community connectedness
- To investigate the frameworks and elements of successful school and community partnerships used to develop a common language to discuss and collaboratively build human capacity within their community

Background

It is with great excitement that the community has embraced the opening of Lara Secondary College in 2003. It is with equal enthusiasm that Lara PS, Lara Lake PS, Little River PS, Anakie PS, Teesdale PS and Lara SC have formed the You Yangs Learning Community.

The Cluster is not defined on a geographic area, but more as a result of the distinct semi rural nature of the communities that each school serves. The Cluster schools are also near to significant environmental and natural sites that provide great opportunities for learning and community linkages.

Reasons for conducting the research

African proverb: 'It takes a village to raise a child'

Student needs

The high incidence of suicide and violent deaths in the Lara area has highlighted the need for the community to focus on their youth and create greater support for them. The cluster is interested to see how increased connection between school and community impacts on student well-being, student learning and engagement with schooling.

Teacher needs

There is a need to provide teachers with a framework, tools, processes and content knowledge to ensure that students develop personally, as well as a confidence and competency in social action.

Putman states: (2001):

'The reason for youth education misadventures over the last few decades is civic lethargy and social disengagement of ... society.' (Ravitch D. & Viteritti J.P. (Eds) 2001.)

Victorian government policy clearly support and recognises the importance of school-community partnerships, for example the clear priority within the *Blueprint for Government School's*, 2003. This valuing and documentation of the importance of school-community partnerships provides the skeletal bones, however there is a need for meat to go on those

bones, that is systematic infrastructure that supports effective and efficient strategic operations, advice and professional support.

Methodology of Westfield Research project

The methods used for the research overseas were:

- data collection and analysis, including construction of YYLC student survey, as well attitude to school, AIM, attendance, special needs data
- collating policy and program outlines from each of the schools in the cluster
- professional training sessions with individuals and organisations
- meeting with individuals and organisations that work and develop school community partnerships
- visiting schools and community groups to observe the operation of school's programs
- shadowing community educators to become familiar with their work and the relationships they form in their work
- networking with other educators, both community and schools.

My Westfield Scholarship visiting program consisted of 35 working days of investigation in Oregon, Iowa, Minnesota, New Mexico, Florida, New York State, Rhode Island, Italy, Sweden, Denmark, and France.

These included:

- Documented visits, meetings and activities in Europe. and U.S.A
- 2 conferences – The Big Picture Personalisation and Real World Learning Conference, Providence, Rhode Island; Teaching Tolerance Through Education, NY Governor's Dr Luther Kings Symposium, Albany, New York.
- 4 Training Programs - SEARCH institute, Building Developmental Assets in School Communities; Understanding the Poverty Framework; Train the Trainer – Understanding the Poverty Framework; International Study Group, Reggio Children, Italy
- Meetings with leaders and educational representatives from Europe (Denmark, Sweden, Italy, France) and the U.S.A. (Iowa, Minnesota, New York)
- Visits to 3 Community Educators (U.S.A., Iowa, and Minnesota)
- School visits in Copenhagen, Denmark; Reggio Emilia, Italy; Helsingborg, Sweden; and New York, Minneapolis, Rhode Island, USA.

(The appendix includes a visit overview and a list of publications and websites for further information on programs and organizations)

Discussion of key research findings

1. **Improved learning and educational achievement, engagement in learning, retention, attendance in education as well as demonstrated improvement in student self-esteem, social skills, resilience and empathy.** The communities I visited were operating successful projects that have utilized community linked strategies to improve and support both student well being and learning. These strategies have effectively improved learning and educational achievement, engagement in learning, retention and attendance in education as well as other elements of student well being. Evidence that demonstrates improvement will be included in the description of the successful components identified in projects.

2. **Common components of success across projects** – a meta project analysis across project and communities identifies the following elements of school-community partnerships as key in their programs successfully supporting and nurturing their youth:

- i) **Image of the child**
- ii) **Relationships**
- iii) **Relevance**
- iv) **Rigor**
- v) **Shared community responsibility in youth development**
- vi) **Monitoring and assessment, and strategic planning of student well being**
- vii) **A clear framework with shared understandings, beliefs, language and processes**
- viii) **Support materials and ongoing effective professional support**
- ix) **Systematic delivery**

These findings will be expanded and verified below.

Meta-project analysis - Effective program components

i) Image of the Child – In the communities researched the child is viewed as strong, competent, full of resources, constructor and co-constructor of their own knowledge and understanding. Associated with that is the belief that schools and communities can work with young people for their personal development. Understanding Poverty Framework identifies resources within the individual necessary for that individual to live a happy, healthy and productive life. The Poverty Framework also has tools, processes, professional advice and training to support professionals within school and community organisations to develop these resources within individual young people. Developmental assets assists with pinpointing a particular focus for school and community to collaboratively develop in their youth.

As an example of how this achieved, is at Reggio Emilia their values of children is made explicit through the Charter of Rights which was developed for children, teachers and parents. These are included in their publications, each school's identity card, as well as displayed in the foyers of the schools.

The Rights of Children are:

'Children have the right to be recognized as subjects of individual, legal, civil and social rights; as both source and constructors of their own experience, and thus active participants in the organization of their identities, abilities, and autonomy, through relationships and interaction with their peers, with adults, with ideas, with objects, and with real and imaginary events of intercommunicating worlds.

All this, while establishing the fundamental premises for creating better 'citizens of the world' and raising the quality of human interaction, also credits children, and each individual child, with an extraordinary wealth of inborn abilities and potential, strength and creativity. Irreversible suffering and impoverishment of the child is caused when this fact is not acknowledged.

Starting from this point of reference, we recognize the right of children to realize and expand their potential, placing great value on their ability to socialize, receiving their affection and trust, and satisfying their needs and desires to learn. And this is much truer when children are reassured by an effective alliance between the adults in their lives, adults who are always ready to help, who place higher value on the search for constructive strategies of thought and action than on the direct transmission of knowledge and skills.

These constructive strategies contribute to the formation of creative intelligences, free thought, and individuality that is sensitive and aware, through an ongoing process of differentiation and integration with other people and other experiences.

The fact that the rights of children are recognized as the rights of all children is the sign of a more accomplished humanity.'

Loris Malaguzzi, Reggio Emilia, 1993.

ii) Relationships – In the communities researched, the relationships within and between groups of children, teachers, and families within the broader context of the community are the first priority. There is also recognition for the importance of the relationship with the physical environment and its ability to support the social relationships and the learning. At both Reggio Children and Big Picture Schools considerable time is spent listening and collaborating with students, families and the broader community in a formal way. Whether it is in negotiating learning experiences, sharing the teaching and learning philosophy of the organization or in setting up mentorship opportunities for children. To highlight the difference in emphasis on relationships in the communities researched and schools in Victoria, I'll use an example of the advisory and the advisor at the Big Picture Schools.

Advisory groups

Students at The Met school in Providence are assigned to an advisory, which is lead by an advisor. The students spend four years with the same advisor. Thirteen students only are in an advisory, which aids the advisor to provide individual attention to each of the students. The class size is a non-negotiable, it must be smaller to enable advisors to provide students with individual attention. An advisor is a generalist teacher, however, will direct students to a specialist advisor for support in specific areas. Specialist advisors are provided in the areas of art, science, mathematics, and multi media.

The emphasis within the advisory is to create a culture where students see each other as resources rather than competitors. They are building relationships with each other and the world/community. Also knowing one other person in the world, cares about you makes all the difference. Each student designs an individualised learning plan focused on their interests and passions. The core of each learning plan is an internship that will give the students a deep sense of how their interests play out in the adult world, and provide an authentic environment and audience for their work. The difference between internships and work based placements and apprenticeships is the depth of the relationship and the degree of personal growth

Students in the 9th grade spend time getting to know each other. In the 9th and 10th year they are given a problem a week. In later years they are given an extended problem which might last a term or the whole year.

Timetable:

Mon, Weds & Fri– Advisory days 9.00 am – 3.30 pm six hour days.

9.00 – 9.30 am General assembly which will include – pick me up, announcements, guest speakers, student led or celebratory work.

9.30 – 10.00 am Advisory groups – team building, advisory session. Scaffolding learning opportunities, such as, essay writing, geometry, framing questions

10.30 – 12.00 noon Independent learning time – Where students take responsibility for their learning and may work on independent projects, internship, check in time with advisor.

12 noon lunch

12.30 – 1.30 pm Literacy hour - May do silent reading, literacy circles, plays, reading, no access to computer.

1.30 – 2.30 pm Independent learning time (as above)

2.30 – 3.00 pm Rotating schedule to gym

Junior institute – 9 & 10 years

Senior institute – 11 & 12 years

Tues, Thurs – Internship days

Advisors spend internship days visiting interns. The advisor might have around 12 meetings with the mentor before the students' internship starts to ensure the right match of student to mentor occurs, as well as ensure the mentor is fully informed. The advisor then follows up with the mentor regularly to monitor the internship.

The relationship between the advisor and the student is not limited to school hours, or subject content. The student can contact the advisor in emergencies outside of school hours. The advisor and the student together develop the individual learning plan, that encompasses the student's personal development as well as academic goals.

iii) Relevance – Another successful component was that students are given the opportunity to have input into the direction of their learning, and projects are aligned with their personal interests. They are usually decided by the teachers collaborating, and forming possibilities of the teaching and learning experiences they present, as well as being dependent on the resources in the local settings. The projects are aimed to provoke children into developing theories, and strategies and then to test these in collaboration with their peers usually in small groups. Their findings are then shared with the bigger group. Projects and explicit action oriented processes were observed at Reggio Children and the Big Picture Schools. Problem based learning schools in Denmark and Sweden; Schools involved in the Action Competency Program, Denmark; and Service Learning schools in the USA, all had projects as the vehicle with 'real life', 'action' and 'negotiation' as central components in the learning process. Students were able to explore and communicate their discoveries through a variety of preferred medium that they chose. There are varied determinants as to who participates in the program. The purpose may be to extend students who are doing well, or it may be a means to engage students in learning if they are having difficulty at school. It may be an approach that is offered to all children, the program might be voluntary or compulsory.

Relevance to students uses student negotiation techniques to ensure students have input into the curriculum design. At Reggio Children, Italy children attending the Infant Centres and preschools range from 0-7 years. Over thirty years they have managed individualization within a group learning environment. Together with Howard Gardener at Project Zero, Harvard, they have identified seven important elements, which are called 'propositions' within the group learning situation that incorporates catering for individual needs, and the need to balance it with other individuals within the group. These propositions are described below:

Proposition	
1.	Factors that influence the formation, functioning, and demonstration of understanding of learning groups in early childhood include the size of the group; the age, competencies, and interests of the children; gender; time spent together; friendships; and choice of materials
2.	Individuals within a learning group have their approaches to learning, which can nonetheless be influenced by the learning approaches of others. This is referred to as the 'modifiable fingerprint'.
3.	When exploring ideas together, learning groups follow a set of rules – some tacit, some explicit.
4.	Learning groups choose ideas according to an aesthetic of knowledge that is the ability to judge and evaluate images or theories that work best for the particular project at hand.
5.	Learning groups have different styles that are rhythmic in nature.
6.	Learning groups can create and benefit from competent audiences.
7.	Indicators that learning groups are supporting and demonstrating understanding include the following: <ul style="list-style-type: none"> i) Children and adults feel that they are contributing to a larger, more meaningful whole. ii) The discoveries of individual students become part of the thinking of the learning group. iii) Children express a feeling of continuous growth and awareness that

	<p>their theories are provisional, and they take pleasure in seeing them modified, developed and advanced.</p> <p>iv) Over time the members of the learning group, alone or as a group, verify, consolidate and apply concepts and competencies acquired in one context to other contexts and domains of knowledge.</p> <p>v) Children and adults use a language of thinking and emotion.</p> <p>vi) The objective that the group sets for itself is reached by keeping together the procedural and content requirements of the work.</p> <p>vii) Assessment and self-assessment have a strong presence inside the learning group and serve to guide and orient the learning process.</p> <p>viii) Collaboration strategies are an integral part of the learning process and can determine the quality of learning.</p>
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Krechevsky, 2001

The Big Picture Schools manage individual learning by having students in groups of 13-15 called advisories. With their advisor, or grade teacher, the students develop an individual learning plan. The learning goals addressed by the plan are:

1. Empirical reasoning
2. Quantitative reasoning
3. Communication
4. Social reasoning
5. Personal qualities

The Folk Universitat, Helsinborg, Sweden uses problem based learning to engage students interests in the learning. The group process is achieved through seven steps:

1. Problem is presented. What is the problem?
2. What do we see in the problem? What is to be explained? (Brainstorm individually and then as a group)
3. What do we know? (speculate)
4. What do we really know and what is speculation? (Circle speculation and these become questions)
5. Write down questions as a group. Agree as a group what we know and what we need to know. These become the problem questions.
6. Learning phase. Can research using internet, library, teacher, university, phone eg. doctor, excursion.
7. Group gathers – Collect learning, decide whether can solve problems, solve together.

Assessment occurs through an examination at the end – presentation perhaps play, film, or may teach 4th grade students. Everyone has an ability that contributes to the group result.

The group includes:

Secretary - Sometimes two secretaries – One on the board, one records on paper. They copy notes and distribute to rest of group.

Chairperson – Controls discussion – eg. loudness, makes sure everyone contributes.

All persons contribute to discussions, planning, research and project report.

According to students, this process improves their ability to form questions over the three years. The size of school being smaller means they can do more democratic decision making– they can even talk directly to the Principal. Feedback from the students who go on to higher studies was that they found it easier to study than other students as they had already developed independent learning and responsibility.

iv) Rigor – Documentation of the learning by teachers at Reggio Children was fundamental to planning for learning by both the students and the teachers as facilitators of their learning. It assists communication and collaboration between all involved in student learning: - students, teachers, families and broader community. Time was set aside on a weekly basis to reflect on the progress of the learning, where possible on an individual basis and also as a team. As the projects were connected to real life and were authentic learning, they naturally resulted in rigorous learning.

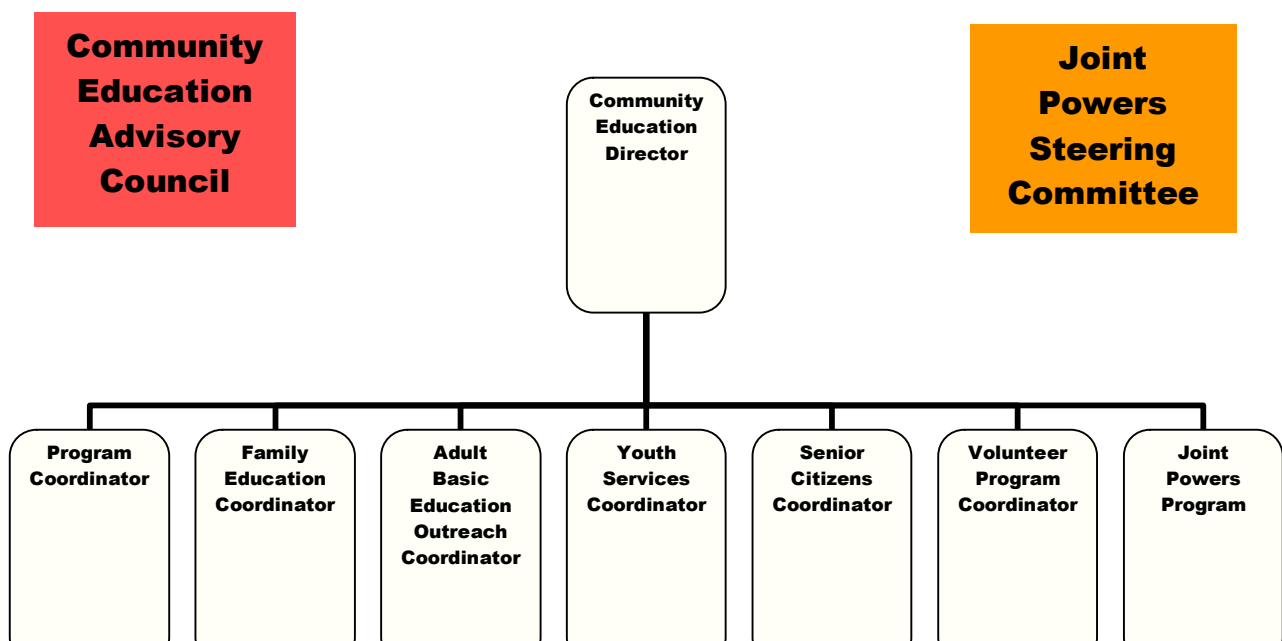
Assessment through exhibition is an assessment procedure used by The Big Picture Schools, USA, which implicitly has an expectation that projects are completed to a high standard, and also results in rigorous learning. Structures were also put in place, as well as preplanning by teachers to ensure rigor was achieved within the project. For example, The Big Picture Schools focus on Rigor, Relevance and Relationships. Some of the advisors use a rubric to assist with assessment of student work. In Appendix A is an example of a Big Picture School rubric for Rigor.

x) Community – An agreed philosophy of each place was that everyone in the community has a role to play in raising the young people of our community, this includes: - students, teachers, families and broader community.

Through comparison of community education departments within three school districts in the USA: Robbinsdale School District; Ankeny School District and Minneapolis Public Schools District with community programs in Australia, it became apparent that school-community partnerships are more effective where school programs are inextricably linked with Community Education initiatives and programs that are usually administered within a local school district. This also requires community support for student well-being and personal development in schools; community support and inclusion strategies in curriculum development in schools; building capacity of schools through community. (Goodwin 2003)

School district organization had a similar community education model in each of the school districts visited. This model enhances coordination of services for not only youth across the school district, but also the elderly and disabled, and other groups identified as requiring support within the community. It enables better communication, collaboration between projects and programs and reduces duplication and inactivity.

Model of Community Education



It was also apparent that school buildings were used from 6.30 am – 10.30 pm night, as they were constantly used for community activity outside of school hours. There were many youth activities organised to cater for students outside of school hours, such as sporting clubs, musical clubs, and homework clubs. Additional personnel were employed to organise these activities. It was not given to teaching staff to do on top of their teaching loads.

vi) Monitoring and assessment of student well-being and strategic planning

Communities involved in this research had devised measurement tools to monitor and assess student well-being. Communities have also linked the findings through assessment with goals and used strategic planning tools to plan, implement and assess initiatives. The following will describe the assessment tools, procedure and strategic planning for the well being of youth in their communities.

The Search Institute has produced and utilise the 40 Developmental Assets, which was described in detail in the Literature Review early. More information can be found on their website www.search-institute.org The Search Institute use a student survey based on the 40 assets to determine the well being of students as individuals within communities. These surveys can be customised to suit the requirements of communities. The information from the surveys is considered by the communities and strategic actions taken by schools and the broader communities to address the needs identified through the survey. An exemplary model of this can be seen in the Children First Initiative, St Louis Park, Minneapolis, Minnesota. (Roehlkepartain, E. C., Benson, P. L., & Sesma, A., 2003).

Ankeny School District, Ankeny, Iowa To help identify community needs, a survey has been completed by randomly selected households every five years since 1980. Several agencies are invited to include questions in this survey sponsored by the Community Education Advisory Council. Volunteers hand deliver the survey. The number of addresses is determined by the number needed to make the survey valid. The survey also has an electronic version for those who prefer to complete it online. Results are electronically tabulated The study determines the top issues for the Citizen’s Planning Conference. All results are also returned to each participating agency.

Representatives from all segments of the community meet, following the survey, in a retreat setting, for a Citizens’ Planning Conference. The conference uses a process called a ‘charrette’ to prioritise the results of the survey, as well as any other concerns of the community, and to develop planning committees to address the three greatest identified needs. An outline of the ‘charrette’ used at the Citizens’ Planning Conference is included in the Appendix B, as well as an action resulting from this conference.

Additional Planning Conferences have been scheduled in intervening years including two conferences for youth focusing on youth concerns.

The Strategic planning process at Ankeny School District follows a five year cycle and the phases are:

- 1 Needs Assessment
2. Pre-Conference Planning
3. Citizen’s planning conference
4. Implementation
5. Reassessment/Evaluation

Three main features of the strategic planning process at Ankeny school district are:

1. Planning is completed in a compressed time frame
2. Participation includes broad-based representation and expertise
3. The process is based on consensus and cooperation

Minneapolis Public Schools, Community Education The Community Education department of Minneapolis Public School District Minneapolis, keep statistics on the number of people served through their programs the number of sites where programs are run and the number of staff involved, and the amount of money contributed and by whom. This information clearly communicates the spread and involvement of their programs. The school district also conducts a student outcome survey, which looks at the impact of the Community Education out-of-school-hours activities that they run for the youth in the area. The following table contains some of the recent findings of evidence collected by this school district.

Quality	Change	Source
Strengthening relationships between students and adults	70 % Making new friends 85% Teacher listens to them 92% Teacher wants them to excel	Student outcome survey
Supporting school success	Slight gains in maths and reading for regular attendees (30 days or more) compared to non-attendees	21 st Century program evaluation
School attendance	Students who participate in Learning Centre programs attend school an average of 12 days more than those who do not.	21 st Century program evaluation
Connecting Youth and Community	Youth participating: 2, 445 Service activities: 31 Egs: Held carnival fundraiser for charity Served meal at homeless shelter Visited seniors Created mural to celebrate diversity Help build a home with habitat for humanity Planted trees at school Tutored younger students Conducted a food drive Wrote letters to troops Visited Children's Hospital Designed garden	Community Education State Report
Building leadership skills	Students who say they understand the problems in the community well enough to take actions to solve them. (Community Education Leadership Training Survey) Before participation in the leadership program 49%	Prudential Youth Leadership Institute evaluation

	After participation in the leadership program 67%	
Supporting Families	96% children report having time and help to work on homework during program hour 92% parents report that, in this program, their children have developed better social skills.	Minneapolis Kids program evaluation
Building Partnerships	Collaborating with over 100 partners	Community Education State Report

Two key components that contributed to the successes outlined above are firstly, the relationships between the staff and the students and their families. Another successful factor has been the ‘youth voice’, that is empowering the youth to contribute to the decision making and implementation of the program. Below is a description of the Prudential Youth Leadership Program (PTLI), youth identify areas of need within their community. During the leadership training youth identify areas that they want to work on in their neighbourhood. This changes a young person’s perspectives about themselves (seeing themselves as a leader) and about their community. A program called Everyday Leaders is conducted at every after school Community Education program across the city.

An example 10 week program of the leadership training can be found in Appendix C.

Iowa Department of Education has developed an instrument that assesses the success of collaborative services already developed and in use in large and small communities. Subjects included are:

- Monitoring and gathering outcome data
- Assessing student risk
- Assessing program implementation and customer satisfaction
- Assessing program results using qualitative data and quantitative data
- Student and parent surveys

More information on this electronic instrument can be found in Veale, J.R., Morley, R.E., & Erickson, C.L. 2002

Documentation and Exhibitions- A consistent feature of Reggio Children, Reggio Emilia, Italy emphasise the importance of documentation as a means to identify areas of needs amongst their children, and plan for future learning, but also to support communication and collaboration with colleagues, families and the broader community. These documentations are sometimes extended to Exhibitions. “One Hundred Languages of Children’ is an exhibition that has been touring the world for the last ten years and exhibits the philosophy and the learning journey of children within the Reggio Emilia infant centres and preschools.

Similarly students at The Met, Providence, Rhode Island document their learning journey in a portfolio and present their work to the public through the structure of the Exhibitions Assessment developed by the Coalition of Essential Schools.

Minneapolis Youth Coordinating Board, Minnesota, USA conducted a *Youth Mapping project*

The process for mapping is to recruit approximately 10 youth to work on mapping project. These recruits will:

- a. interview approximately 100 youth and program providers in their neighborhood;
- b. create a map with youth programs and contact information;
- c. disseminate the map to households with children and to youth on the street.
- d. Participate in an evaluation of the program.

Preliminary findings of the Youth mapping:

1. Youth Want Connected Neighbourhoods
2. Young People Don't Know What's Available
3. Youth-Friendly Adults: They Exist and Youth Want More
4. Adult friendly youth
5. Youth friendly places: They exist and youth want more
6. Youth Programs: Need for Creative, Diverse Programming, Marketing and Jobs

Recommendations:

1. Encourage neighbourhood residents, and community organisations to become more actively involved and friendly to young people.
2. More positive relationships between children, youth and police
3. Better marketing of existing programs to young people and parents
4. Address barriers to participation (eg transportation, serve multiple age groups so siblings can participate)
5. More varieties in types of activities and more jobs, particularly for teens

The youth mapping findings were added to key informant interviews and recommendations from an advisory group made up of representatives from all sectors of our community to develop a vision statement and long term goals.

These are:

MYCB Vision Statement

Minneapolis is a richly diverse city...

Where every child is cherished,

Every talent nurtured, and every voice respected;

Where no child or youth is hungry, homeless,

Hurting, or afraid;

Where children, youth and families are celebrated and supported;

Where youth and adults treasure what they offer to one another; and

Where young people grow to enrich their community for the future.

MYCB Goals

Minneapolis Children and Youth are...

1. Connected to family, caring adults, peers and organisations in their community.
2. Physically and psychologically healthy.
3. prepared for, take advantage of and transformed by learning opportunities in school and the broader community.
4. Fully prepared for and engaged in building their future.

Example of practical activities that resulted from the mapping:- one of the groups started a neighborhood youth newspaper and another started a teen coffeehouse. The coffee house has

been a particular success as it was established in a rough neighborhood with few places for kids to hang out. It has also become a hub of youth activity for the community. Youth regularly hold spoken word events and have created video and music production in the space as well. They are a work in progress and the demonstrated change for youth will occur over time. They are attempting to enable young people to have high quality experiences and create high quality, youth friendly communities.

vii) Shared understandings, beliefs, framework, common language and clear process

Within the communities visited there were shared understandings and beliefs, a clear framework and a common language used to discuss and collaborate on projects

The Literature review in Appendix D describes the shared understandings, beliefs, framework, common language and processes of programs run by Reggio Children, Reggio Emilia, Italy; The Big Picture Schools, USA; Action Competency Programme of Denmark; Building Developmental Assets, Search Institute, USA; Understanding the Poverty Framework, Ruby Payne, USA; Transformative Learning, Stephen Sterling and the Principles of Learning and Teaching, Victorian, DE&T.

Service learning - Further to these descriptions is the philosophy and operation of Service Learning in the USA. Service Learning is a teaching method that:

- enables students to learn and apply academic, social, and personal skills to improve the community, continue individual growth, and develop a lifelong ethic of service.
- focuses on both the service and the learning.
- is appropriate for all students and all curricular areas.
- encourages cross-curricular integration.
- helps foster civic responsibility.
- provides students with structured time to reflect on the service experience.

For example,

Service – cleaning up a river bank

Learning – a biology class studying examples of aquatic life from local riverways

Service learning – Biology students study how pollution impacts wildlife and people, analyzing examples of aquatic life from local waterways presenting findings about the samples to the watershed district and the public, organising a clean up and reflecting on the importance of civic actions.

The operation of these programs were supported by the findings of the Learning in-Deed project (1990-1999). A number of findings and recommendations from the research project have been used to shape a new direction and implementation of service learning that increase the effectiveness of the programs. A number of coordinating bodies have been established to coordinate the implementation of the recommendations from the Learning-in-deed project which includes The National Service Learning Partnership.

There are four stages that have been identified within the process of Service Learning:

1. Preparation

With guidance from their teacher, students identify a need and build on what they already know, to acquire new information and develop a plan to address the need.

2. Action

Through direct service, indirect service, research, or advocacy, students take action.

3. Reflection

During systematic reflection, the teacher or students guide the process using various modalities, such as role play, discussion, and journal writing.

4. Demonstration

Students demonstrate skills, insights, and outcomes to an outside group.

Kaye, 2004

An example of such a program is ‘A Peaceful Tomorrow’, conducted by the High School for Health Professionals and Human Services (HSHP), Pace University, New York, USA. (See the Appendix E)

viii) Support materials and ongoing effective professional support– Communities develop and share support materials and tools amongst supporters of the program and receive training in using the tools and support materials, as well as ongoing effective professional support in the workplace.

A list of the resources both websites and written material is included in the Appendix F of the full report.

ix) Systematic delivery

A state-wide strategic delivery system that effectively facilitates large scale, long term learning and change in youth resilience, development and school-community partnerships is absolutely dependent upon:

- a stable, long-term funding and policy base
- strong state-level commitment to genuine local and sectoral partnerships and ownership in program planning and delivery, including responsiveness to locally-specific issues
- state-level planning and leadership by people with the highest credentials in community-wide strategy development and implementation for youth development
- state-level leadership to promote a shared vision and sense of partnership and statewide teamwork among all the many organisations and individuals who must play a role, including a coordinated, integrated approach across all relevant state agencies and regional programs
- recognising, drawing together and building upon the previous work of the many organisations and individuals involved in this field
- involvement of all sectors of society, all age groups and all the main contexts of our lives (including home, work, formal education and public places)
- integration with a comprehensive suite of other agencies that influence youth development (such as government organisations, businesses and marketing, media, enforcement agencies and cultural organisations).

(Adapted from Malcolm, 2003)

Recommendations

Recommendation to government delivery systems

1. Review current delivery of services to youth and determine whether the current system of operation aligns with the key success factors described above. Leading to a possible restructuring of the delivery and coordination of these services to increase community support for young people. As a reference for alternate systems delivery, models exist in USA, Reggio Emilia, Italy, Sweden and Denmark.

2. Full development of a variety of monitoring, assessment and strategic planning tools aimed at student well-being to suit the diversity of local community needs across the state of Victoria. The tools would need to reflect the whole child, not just academic development. This would require two elements. Firstly, a review of existing assessment tools, and a rationalisation on their use rather than add more assessment to the list of assessment/surveys schools and communities are already doing. Secondly, adequate provision in the capacity building of schools/communities to conduct, analyse and strategically plan and implement.

3. Provision and operation of a clearinghouse for sharing exemplary school-community partnerships and practical tools, in a format and a medium easily accessible and interpreted by school and community organisations.

Recommendations to the You Yangs Learning Community Cluster

1. Discussion of the cluster's 'Image of the child' and the rights of children within our community.
2. Increased priority and time given to the development of 'Real Relationships' within schools and between schools and community.
3. Inclusion of projects within the core curriculum program that connect students to their interests and contain experiential learning, as well as sufficient time to complete the projects to a rigorous level. These might be 'junior versions' of real life situations.
4. Increased opportunities for schools to connect with community and develop long term productive relationships, from Prep – Year 12.
5. Adoption of a supportive framework that has a clear process, shared understanding and language the development of student interests and community participation.
6. Sharing of developed materials through the website, publications and exhibitions.
7. Inclusion of documentation and exhibitions in the assessment schedule in schools, and also then using the information to plan for learning.

Appendix contents:

Appendix A: An Example of a Big Picture School Rubric for Rigor

Appendix B: An example of an agenda for Ankeny's Citizen's Planning Conference

Appendix C: Ankeny Mentoring Leadership Training

Appendix D: Literature review

Appendix E: an example of a Service-Learning Project

Appendix F: References

Appendix G: Itinerary

Appendix A: An Example of a Big Picture School Rubric for Rigor

	Rigor				
	High quality ←	←	↔	→	Low Quality →
Depth	Student demonstrates strong knowledge and comprehension of materials. Applies specific classifications, categories, and methodologies. Student readily interprets and reconstructs knowledge to apply to real world situations. Student is able to apply prior knowledge and skills to produce new information and skills to produce new or original work and/or materials.	↔	Student demonstrates fair knowledge and comprehension of materials. Applies deeper and more specific classifications, categories, and methodologies. Students able to apply knowledge to real world situations. Students can analyse information and begin to draw conclusions and find them evidence to support them.	↔	Student has a basic knowledge and comprehension of materials. Knows broad classifications, categories, and methodologies. Cannot apply knowledge to real world situations.
Learning goals	Student demonstrates strong understanding of learning goals and is able to draw them out of the project. Student is able to fluently describe how project fulfils learning goals as well as how the learning goals relate to each other. Student is able to find learning goals in project independently without having to force their use.	↔	Student has fair understanding of learning goals and can describe how they connect to the project on a limited basis. Student may need to define learning goals before the project is started and tailor project around specific learning goals.	↔	Student does not understand learning goals and is not able to apply them to project without extensive support from advisor.
Professional quality	Student's project work is of high quality, professional standard. Student uses relevant, industry-specific resources such as trade journals, models, etc. Student uses vocabulary used in the trade and demonstrates a clear understanding of such words and uses them correctly. Work is presented in a professional manner such that it can be used within the industry.	↔	Student's project work is of good quality, but not of professional quality. Some industry-specific resources are used; however, student does not demonstrate complete command of language, terminology, or trade resources. Mentor clearly helped student tackle these terms and resources. Work could be used within the industry after some modifications.	↔	Project work is of poor quality and would not be able to be used in a professional setting. (project may be of fair quality, however is contrived and would not be able to be used in a professional setting; e.g. Student is 'playing school') Student does not use language, terminology or trade resources.
Drafts and revisions	Extensive editing process using both peers and adults to help revise work. Creates as many drafts as needed in order to attain professional quality work.	↔	Edits once or twice with a peer or an adult. Minimal drafts and revisions. 'Second draft is final draft'	↔	No Apparent editing or revising. 'First draft is final draft'

Thelen, J. & Swartz, E. 2006, The Met School, Providence.

Appendix B: An example of an agenda for Ankeny's Citizen's Planning Conference

Agenda Citizen's Planning Conference

1. Orientation	Open forum
2. Preliminary ranking – open forum	Top 5 or 6 Community needs selected
3. Brainstorming – small group sessions	Participants are divided into pre-assigned small groups. The small groups discuss the top needs identified by the preliminary ranking. Discussions generate descriptions of each need i.e. What is the nature of the problem?
4. Ranking – Open forum:	Participants discuss the products of the small group sessions. The entire group ranks the top 6 needs in order to identify the 3 priority needs which will be the subjects of the rest of the conference.
5. Blue sky planning – Small group sessions	Participants are divided into pre-assigned small groups. The small groups generate creative solutions to the needs. 'How could the problem be solved if there were access to unlimited funds, resources, talents, etc?
Blue sky planning - open forum	Participants discuss the products of the small group sessions
6. Practical planning – small group sessions	Participants are divided into role groups by which they were recruited. The task is to outline a practical 3 year solution to each need. Who? When? How?
7. Leaders panel – open forum	Participants discuss practical plans developed by role groups. Individuals, who are community leaders and officials, form a panel before the rest of the group for fielding questions regarding the practical plan.
8. Planning revisions – Small group sessions	Participants are divided into pre-assigned small groups. Small groups rewrite the practical plans for step-by-step implementation over a 3 year period
9. formation of steering committees – Open forum	Participants review revised plans
Small group	A small group is formed on each priority need. Participants select the need they wish to work on. Small groups identify a lay leader from among them and discuss 'back-home strategies'.
Open forum	Participants report on plans, leadership, and back-home strategies

An example of a program established at Ankeny is 'Mentor Ankeny'. A mentor is a person who has the ability to:

- Motivate
- Encourage
- Nurture

Trust
Open-minded
Reliable

The mentor:

- a. serves as a role model
- b. gives constructive feedback
- c. attends training and in-service sessions
- d. meets with mentees on a consistent basis
- e. offers friendship and acceptance
- f. offers understanding and support
- g. makes a REAL difference in a life!

The Ankeny Mentoring Coalition is a coalition between local programs and volunteers to provide high quality mentoring services for children, youth and families. The following organisations are participants:

- h. Ankeny Community School District
- i. Ankeny Substance Abuse Project
- j. Big Brothers Big Sisters of Central Iowa
- k. Drake University Head Start
- l. Lutheran Services in Iowa
- m. Mentor Iowa
- n. Parents Anonymous
- o. United Way Ankeny Service Centre

Appendix C: Ankeny Mentoring Leadership Training

Week 1

Goal: Introduce topic – service club

Get to know each other – large group icebreaker

Activity – ‘The Me I’d Like Others to See’

Reflect: ‘Rock box’ students and staff write down something positive about someone – read it at the end of each day.

Week 2

Goal – Develop team – begin to brainstorm service projects

Large group activity continues interviewing each other “I’d like to Get to Know You”.

Brainstorm possible service activities

What are you interested in?

Activity – ‘A plan to Box Up My Life’

Reflection & Rock Box

Week 3

Goal – agree on service project, continue portfolio work on self.

Large group activity – trust building

Start making a plan

- What do you want to achieve?
- Set a timetable – when do you want to accomplish your goal?
- Will there be a cost?

Consider the recipient

- Do they really want your help? Ask – find out their needs

Continue portfolio “ABC’s of Our Lives’ book about me

Reflection and Rock box.

Week 4

Goal: Continue to develop service project, continue portfolio

Large group activity – trust building

Decide where you will perform your service – on site? On location?

- Is there enough room for your project?
- Are there any materials you will need?
- How will you get there? How will you bring your materials?
- What permissions do you need? From Principals, teachers, parents, school district, neighbours, community organisations, owners of facilities

Allow time to work on portfolio

Reflection & rock box

Week 5

Goal: Continue to service project planning and portfolio

Group activity

Advertise your project – let others know about your project

Allow time to work on portfolio

Reflection & Rock box

Week 6

Goal: finalise plans and portfolio

Group activity

Do you need to fundraise?

- Do you need money to complete your project? Do you need supplies?

Reflection & Rock box

Week 7

Goal: finalise plans and finish up on portfolio

Group game

Continue to work on service project – finalise plans

Reflection & rock box

Week 8

Goal: Get ready to do service project and final celebration

Group activity:

Get ready to conduct service project

Invite families, teachers, community to celebration

Last minute details

Reflection & Rock box

Week 9

Goal: service project

Conduct service project

Allow time for reflection – either verbally or in a journal

Week 10

Goal: Celebrate accomplishments

Final celebration: Invite families, friends, teachers, service recipients

Present portfolios

Share how you planned the project

- What did you learn?
- What did you accomplish?
- How did you feel?
- Would you do it again?
- How could you improve it?
- Will you repeat it? When?

Celebrate success!

Appendix D: Literature review

There are eight references to research that will inform this project:

- xi)** Principles of Learning and Teaching (2004)
- xii)** Learning-in-Deed project (1999)
- xiii)** MUVIN project
- xiv)** Transformative Learning, Stephen Sterling
- xv)** Asset Building Approach – SEARCH Institute
- xvi)** Poverty Framework – Ruby Payne
- xvii)** Reggio Children – Reggio Emilia 1945-
- xviii)** Big Picture Schools – Elliot Washol and Dennis Littsky

1. Principles of Learning and Teaching (2004), Science in Schools and Middle Years Pedagogical research project (2003)

These were all research projects carried out by a joint partnership between the Victorian Department of Education and Training and Deakin University.

The Principles of Learning and Teaching (PoLT) P-12 were developed as part of the *Blueprint for Government School's* Flagship Strategy 1. The Principles focus on the teacher's role in creating and maintaining a learning environment most conducive to meeting students' needs.

The Principles were developed to provide a structure to help teachers find a focus for their professional learning. They have evolved from similar sets of principles (or components as they were then referred to) developed as the basis for the Science in Schools (SIS) and the Middle Years Pedagogy Research and Development Project (MYPRAD). The Principles of Learning and Teaching P-12 are however applicable across all key learning areas and all stages of learning.

There are six principles:

2. The learning environment is supportive and productive.
3. The learning environment promotes independence, interdependence and self motivation.
4. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
5. Students are challenged and supported to develop deep levels of thinking and application.
6. Assessment practices are an integral part of teaching and learning.
7. Learning connects strongly with communities and practice beyond the classroom.

Most schools who are auditing their schools against the PoLT principles are finding that the areas where they need to improve their practise is in the area of linking learning beyond the classroom to communities, authentic assessment and developing deep levels of thinking and application. The framework we are proposing in this project addresses these principles.

2. National Service-Learning Partnerships *The Academy for Educational Development, New York, USA*

Learning in Deed (1990-1999) was a research project on service learning, a strategy that links community services experiences to classroom instruction. The following is the evidence of the impact, and the outcomes we aspire to in this research project:

The positive impact on student personal and social development

- Students are less likely to engage in 'risk' behaviours
- Students' interpersonal development and the ability to relate to culturally diverse groups is improved

- Students' sense of civic responsibility and social responsibility and their citizenship skills is increased
- Provides opportunities for students to become active, positive contributors to society

The impact on student academic learning:

- Students obtain academic skills and knowledge
 - Students are more engaged in their studies and more motivated to learn
 - Increased student attendance
- The impact on career exploration and aspirations
- Students to become more knowledgeable and realistic about careers

The impact on schools

- Greater mutual respect of teachers and students
- Improves the overall school climate

The impact on communities

- More positive perceptions of school and youth by community members

This is an example of a research project that has conducted a series of projects that link students in schools with community through community action and has managed to measure the resulting changes to affective areas, such as mutual respect as well as effective areas, such as academic results and 'at risk' behaviour.

3. MUVIN project – Learning for Action Competence, Pedagogical University of Denmark

The aim of the Action Competence Program at the Danish University of Education is twofold: to carry out research into fundamental educational issues and to investigate current trends in societal development and educational policy. The focus of the program is on competence development among youths and adults, organizational learning and learning in working life. The important components of the action competence concept were:

- Knowledge – Students acquiring a coherent knowledge in the field: a knowledge about what the problems are, how they arose and what possibilities exist for solving the problems.
- Commitment – Students motivation, commitment and drive as well assertiveness.
- Visions – Development of visions of what the change might look like in the future.
- Action experiences – concrete action during teaching.

(Jensen and Schnack, 1997)

The process used in the learning experience is IVAC: Investigate the theme, Develop the Vision, Action and Change.

These are all important considerations that must be present for students to feel they can successfully create change within their environment.

4. Transformative Learning is significantly different from transmissive learning, for the following reasons:

Key elements and changes by Stephen Sterling

THE DIFFERENCES BETWEEN TRANSMISSIVE AND TRANSFORMATIVE EDUCATION

TRANSMISSIVE

Instructive

Instrumental
Training
Teaching
Communication (of 'message')
Interested in behavioural change
Information – 'one size fits all'

TRANSFORMATIVE

Constructive

Instrumental / intrinsic
Education
Learning (iterative)
Construction of meaning
Interested in mutual transformation
Local and/or appropriate knowledge

Education for Change (Practice)

Control kept at centre

First order change

Product oriented

'Problem-solving' – time bound

Rigid

Factual knowledge and skills

Local ownership

First *and* second order change

Process oriented

'Problem-reframing' and iterative change over time

Responsive and dynamic

Conceptual understanding and capacity building

Education in change (Policy)

Imposed

Top-down

Directed hierarchy

Expert-led

Pre-determined outcomes

Externally inspected & evaluated

Time-bound goals

Language of deficit and managerialism

Participative

Bottom-up (often)

Democratic networks

Everyone may be an expert

Open-ended enquiry

Internally evaluated through iterative process, plus external support

On-going process

Language of appreciation and cooperation

pg. 48 **'Sustainability Education: Learning to Change. Report on Sustainability Education' Roundtable Project 2004-2005**

To create change it is important to consider the transformative approach to learning.

5. The Poverty Framework (Ruby Payne, 2005)

For all young people to engage and make the most of what life has to offer, they need equitable resources, such as:

Financial Having the money to purchase goods and services

Emotional Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behaviour. This is an internal resource and shows itself through stamina, perseverance, and choices.

Mental Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

Spiritual Believing in divine purpose and guidance.

Physical Having physical health and mobility.

Support systems Having friends, family, and backup resources available to access in times of need. These are external resources.

Relationship/role models Having frequent access to adult (s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behaviour.

Knowledge of hidden rules Knowing the unspoken cues and habits of a group.

When a child is down to only 2 to 3 resources it becomes difficult for them to negotiate their environment. Best help that can be provided is to teach coping strategies.

Ruby Payne emphasises the need for skill development is in the language children use to communicate with other people, and the development of mental models to aid with their cognitive development.

6. Search Institute – 40 Development Assets and the ‘Asset Building Approach’

Key components of the ‘asset building’ model includes:

1. Collective community responsibility to young people and their well being
2. Importance of youth voice and participation
3. Developing a shift in thinking from the deficit model of program development to a proactive preventative model for the support of all young people
4. Value and importance of solid positive relationships for all young people in improving educational outcomes and achievements

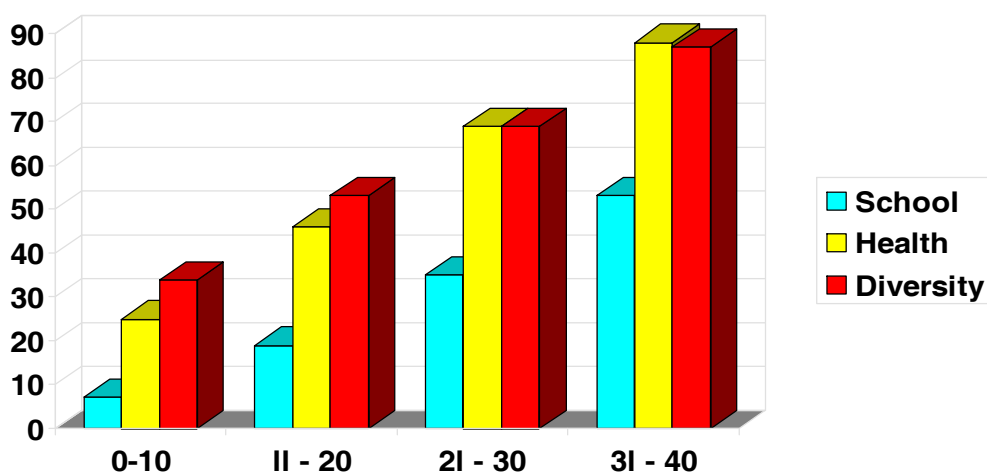
The Search Institute exhaustively reviewed research from a number of fields related to child and adolescent development, as well as conducting its own research on over one million 6th – to 12th – graders. Through this work, the institute identified 40 specific developmental assets – 20 ‘external’ assets and 20 ‘internal assets’.

Categories of Developmental Assets

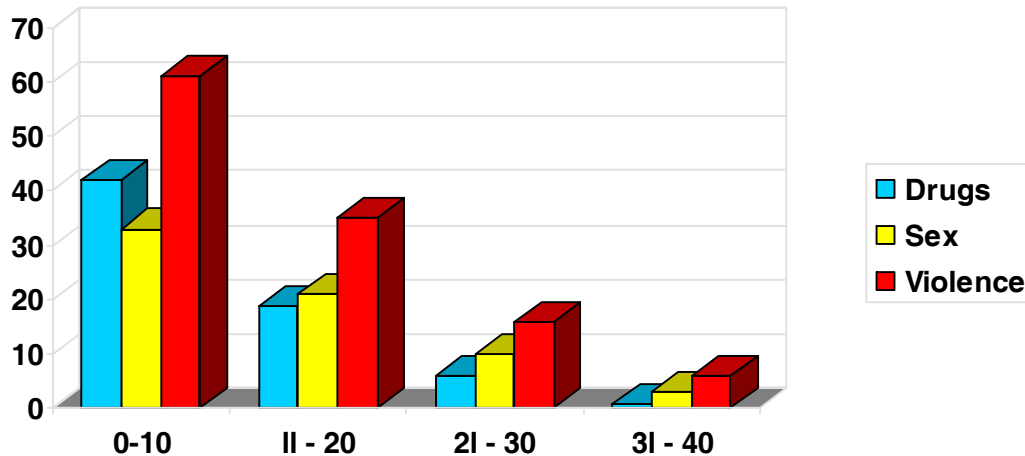
EXTERNAL ASSETS	INTERNAL ASSETS
Support	Commitment to Learning
Empowerment	Positive Values
Boundaries and Expectations	Social Competencies
Constructive Use of Time	Positive Identity

Based on the Search Institute’s surveys of more than 200,000 students in grade 6-12 in 318 communities in the USA during the 1999-2000 school year, the graphs below indicate that the more assets the young people experience, the less likely they are to engage in a wide range of risky behaviours, and the more likely they are to engage in positive behaviours.

Positive Outcomes



High Risk Behaviours



Given the clear value and importance of the assets, it is preferred that young people experience most of the assets. The research indicated that fewer than 10 per cent of young people reported as experiencing 31-40 assets. The consequence is that vulnerable children's experience of developmental assets is limited; they thereby miss the opportunity to become resilient. The Search Institute 'believe that schools and students will benefit tremendously by intentionally using the Developmental Assets framework as a central principle in the five school areas of curriculum and instruction, organization, co curricular activities, community partnerships, and support services' (pg. 18, Search Institute, 1999.)

The differences between the Asset Building Framework and other approaches to youth development are:

From . . .	To . . .
Young people's problems	Young people's strengths
Professionals' work	Everyone's work
Young people absorbing resources	Young people as resources
Troubled young people	All young people
Accountable only for own behavior	Accountable as well for other adults' behavior
Incidental asset building	Intentional asset building
Blaming others	Claiming responsibility

The Asset-Building Difference

8. Reggio Emilia, Italy

Following World War II, the people of Reggio Emilia were determined to reform their community through education. There now exists a thriving educational community known as Reggio Children that is influencing education world wide. There are eight principles that have emerged from the research and development of this community:

The Pedagogy of Relationships – This is a term developed by Loris Malaguzzi, the founder and educational theorist of the Reggio Emilia educational project. This pedagogy includes the relationships within and between groups of children, teachers, and families within the broader context of the community. It also recognizes the importance of the relationship with the physical environment and its ability to support the social relationships.

The Pedagogy of Listening – this is a term developed by Carla Rinaldi, currently pedagogical advisor to Reggio Children. The Pedagogy of Listening enables the Pedagogy of Relationships. Firstly, listening to children's theories and discovering how they think, how they question and develop a relationship with reality provides meaning and understanding for

all involved in the learning process. This is further elaborated within the group context as realities are shared and debated. Secondly of importance is listening to families, the broader community and culture.

Communication and Collaboration – ‘The valuing of communication with the emphasis on listening allows for respect of the other, and acknowledges the democratic principle of the right to be heard. As unique individuals, each one of us has our own perceptions which are always subjective. However, when shared with other in a true collaboration, it is possible for different interests, abilities and experiences and attitudes to enrich perceptions and outcomes for both children and adults.

Pedagogical Documentation – Documentation of children’s work and their learning journey provides both children and adults with an opportunity to revisit and reflect on what has happened. It might include information that may determine how projects will proceed, data for research projects related to how children learn communication with parents, or as an advocacy for children and their rights both as citizens and in realising their potential.

Image of the Child – Each society constructs its own individual view and understanding of who the child is and who they could be, as well as who they should be. At Reggio Emilia the child is viewed as strong, competent, full of resources, and the constructor and co-constructor of their own knowledge and understanding. *Projetazionne* is the word used to describe the flexible approach the schools use to work towards particular goals shared by both children and teachers wherever possible.

Projects – these are the vehicle to achieve greater goals. These are usually decided by the teachers collaborating, and forming possibilities of the teaching and learning experiences they present. The students are given the opportunity to have input also into the direction. The projects are aimed to provoke children into developing theories, and strategies and then to test these in collaboration with their peers usually in small groups. Their findings are then shared with the bigger group.

Hundred Languages – In the classroom there is a teacher, an art teacher and a shared *pedagogista* (specialist in teaching and learning). These different educational viewpoints increase the opportunities made available to children. The children engage with rich materials and a broad range of skills and become literate in many different media which also assist in concept development and extending understanding.

The environment – The third educator.

From Reggio Emilia Australia Information Exchange www.reaie.org.au

Interestingly these principles seemed to appear in other projects that engaged and developed young people into happy, creative, socially adept, and academically competent individuals. This will be expanded on later in the report in outlining the findings of the research.

9. The Big Picture Schools

The Big Picture Schools is an initiative that has grown from the first school, The Met in Providence, Rhode Island, USA. There exists 41 schools throughout the USA, all but one are catering for students from 15-18 years of age. Some of the key components that have merged in the schools’ philosophy are:

- **Efficacy** involves acting with confidence under conditions of uncertainty, rather than refining the known and familiar. The efficacious are rarely efficient – **High Quality - One Student at a Time**
- **Variation** represents the disciplined change of an artifact’s features or components, without affecting its core functions or capabilities. – **Learning Through Internship’s**
- **Novelty** references the creation of new artifacts within the domain of the known – **Learning Plans, Narrative assessment**

- **Innovation** refers to problem-solving at **the edges** of the known, where solutions (designs, procedures, practices envisioned) stretch past present capabilities, embrace uncertainty – **Artisinal, Systems of small schools,**
- **Improvisation** is where virtuoso teams and individuals grapple with urgent demands for creative, time-critical responses to crisis situations (think Apollo 13 or Chernobyl).- **a-g matrices**

Elliot Washol, April 2006, Melbourne.

The literature outlined here, was selected due to the success of individuals involved with the projects or otherwise are using the teaching and learning philosophy of the projects. An important component in the projects described is the importance of all individuals within the community, the importance of real world learning and that the young people in our community are everybody's responsibility. These key findings will be expanded on, in the following section.

Appendix E: An example of a Service-Learning Project

A Peaceful Tomorrow

Service Learning Project:

A Peaceful Tomorrow is a character education service learning initiative in conflict resolution and non-violent action. Students engage in the fundamental practices of service learning by studying historical world events while applying non-violent principles to everyday situations. This project aims to increase our student's civic engagement and focus on the virtues of justice and fairness. Our mission is to emphasize the understanding that every action causes a reaction, but ultimately the outcome of such actions is determined by our choice, behaviour and mindset.

Students study US and Global History as well as historical events and outcomes. Participating students examine the practice of non-violence as means to conflict resolution, and create lesson plans to teach a course to students that have been identified with behavioural problems. The high school students stress the virtues of peaceful conflict resolution as they teach middle school students to manage anger and aggression. Students will learn how to control emotions by listening, absorbing information, and deliberating consequences before reacting. A Peaceful Tomorrow builds on student's knowledge of US History and Global History and enhances the way they interpret historical events.

Grade Level: 10-12

Academic Areas: Social Studies/History (US and Global)

Duration of service: Semester-Long or Year-Long

Character Virtues: Civic Virtue and Citizenship, Justice and Fairness, Civic Engagement, Patience

Service Areas: Education/Tutoring

Goals and Objectives

Academic

Learning Goal: Students will gain in-depth knowledge of US & Global History and create lesson plans for a middle school class. A few topics to be covered include the American Revolution, Mexican-American War, World War II, Civil Rights Movement, and Colonialism.

Standard: Social Studies Standard #2

Learning Goal: Students will become knowledgeable in conflict resolution principles and understand the definition of a responsible citizen. The staff and students have created social studies lesson plans using their current classroom textbooks.

Standard: Social Studies Standard #5

Learning Goal: Students will be prepared for US and Global History Regents Exams.

Standard: US/Global History Regents Exam

Service

Community need: The middle school students need to demonstrate tolerance for their peers, this project will teach them how to interact in a responsible manner in their community. The middle school in consideration has shown interest in dealing with misbehaving students in an alternative method rather than the more traditional methods of detention and suspensions. In addition, this project will enhance the English language skills of ESL students.

Possible Community Partners: The Tolerance Centre

Objective: The project will create an open dialogue between students with regards to cultural awareness and to promote tolerance within their neighbourhoods.

Objective: Assist middle school students to appropriately deal with conflict in their daily lives and form better relationships with classmates.

Character development

Virtue: Civic Virtue and Citizenship, Civic Engagement

Objective: Students will have a clear understanding of how to be a responsible citizen and exhibit respect and fairness with their fellow students and community members.

Virtue: Justice and Fairness, Patience

Objective: **Students** will learn to interact with peers and community members in a positive manner by promoting peace and tolerance, while maintaining a patient demeanour.

Key Activities

Key Planning Activities

1. The character education instructor will assist high school students to develop history lesson plans that will serve as open forum topics intertwined with conflict resolution principles.
2. Each student will be assigned to a group of three middle school students to serve as a mentor to that group. Each group mentor will learn how to interact with his or her younger peers.

Key Service Activities

1. Students will conduct classes discussing history lessons while applying conflict resolution principles to historic events and how the same principles can be applied to their own lives.
2. Student mentors will keep progress reports on their students and track any progress made in their attitudes.

Key Reflection Activities

1. (oral) Student mentors will break the class into smaller groups and discuss choices that people throughout history have made and whether or not they agree or disagree with these choices.
2. (written) All project participants will be asked to take ten minutes at the end of each session to free write their feelings about how they feel empowered or changed as a result of the discussions.
3. (performance) Students will share how they would have handled certain situations by role-playing historical figures as they perform skits for middle school students.

Celebration Activity

In a public ceremony/forum, the high school students will present their curriculum to teachers, parents, community members, and students. Students are asked to comment on the process, and reward their middle school students with certificates acknowledging the completion of the program and encouraged to attend a group visit to The Tolerance Centre.

Appendix F: References:

Organisations & Websites

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Ankeny School District www.ankeny.k12.ia.us
Big Picture Company www.bigpicture.org
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**Appendix G: Itinerary
Trip 1**

Date	Country	City/town	Community/school/university
Trip 1			
11 Sept departure to San Francisco	USA	San Francisco	Betty Rothenberger
12 September		Portland Oregon	
13-14 September		Portland Oregon	Understanding Poverty Framework training
14 September Transit to Iowa		Iowa	
15-17 September	USA	Iowa	Visit Community Educators and communities
17 Sept Transit Minneapolis		Minneapolis	
17 & 18 September		Minneapolis	weekend
19 September	USA	Robbinsdale School District, Minneapolis	Jack Tamble, Minneapolis School District Lauri Appelbaum, Safe Schools Safe Students Bob Wittman, Robbinsdale School district, Community Educators Nancy Wittman, Principal Junior school
20-21 Sept	USA	Minneapolis	Leona Derden, Anderson School Jerry Stein, University of Minnesota Danielle Grant, Youth Coordinating Board. & Jan Fondell
21 September Transit	USA	Destination: New Mexico	Karen Atkinson, Children First Delana Brinkman, St Louis Park HS Angela Jerabek, St Louis Park Junior Nancy Tellet-Royce SEARCH Institute
22 - 23 September	United States of America	Albuquerque, New Mexico	Search Institute 'Building Developmental Assets Training' Flora Sanchez and Marilyn Peplau
24-25 September	USA	New Mexico	Weekend –
25 September Transit	USA	Destination: Orlando, Florida	
26 – 5 October	United States of America	Florida	Poverty Framework Train the Trainer
5 October Transit	USA	Destination: New York	
6 October	USA	New York	Matt Gill, Centre for Urban Education, Pace University Danielle Jacobs & Jessica Donner, National Service learning Partnerships
7 October	United	New York	Roberta Richins & Sarah Nadeau,

	States of America		Tolerance Centre
8-11 October	USA	New York	Weekend Eddie Bergman 'Miracle Corners of the World'
11 October Return to Australia		Destination: Melbourne	Matt Gill, Centre for Urban Education, Pace University

Trip 2

Date	Country	City/town	Community/school/university
27-28 March		Depart Melbourne destination Copenhagen	Transit
28 March – 1st April	Denmark	Copenhagen	Danish Pedagogical University Bjarne Bruun Jensen, Neils Larsen, Venka Simovska HGO School – Bo Christensen Molov, Marianna
1 April		Milan	Transit
2-7 April	Italy	Reggio Emilia	Training Reggio Emilia
8-9 April		Venice	
9 April		Paris	Transit
10-16 April	France	Paris	OECD & Easter
16-19 April	Sweden	Stockholm	Problem Based Learning School Helsinborg – Folk Universitat Tomas Jahn, Principal and Annika Dold, Assistant Principal
19 April	USA	Providence	Transit
19 – 23 April	USA	Iowa	Big Picture Schools – Providence The Met Personalisation and Real World Learning Conference
21 April		Destination: New York	Transit
24-29 April	New York & Albany	USA	Fran Hollon Director Community Education New York Education Department Albany Erin Shakespeare -Money Matters Roberta Richins – Connecting Character Through Conduct Sarah Nadeau –Tolerance Centre
29 April		Destination Australia	

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- Roberta Richins, Connecting Character Through Conduct
- Sarah Nadeau, Tolerance Centre
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"Life isn't measured by the breaths you take; but by the moments that take your breath away." -Unknown

My breath was taken away at experiencing all the wonderful work of all of these people. This makes not only my life richer for knowing them but also the lives of the people who come to know them.

**‘The light comes from a sort of power that can light up around.
This power is the force of a cry, a strong shout to awaken the sun.’**

Giuseppina 5 yrs old

For further information or a copy of the full report, contact:

Megan Parker
Cluster Educator
You Yangs Learning Community Cluster
Alkara Ave
Lara. Vic. 3212

Phone: 03 52 82 8988

Email: parker.meagan.a@edumail.vic.gov.au