

Enabling teachers as change agents through service learning: Maximising professional capacities, community outcomes and local global citizenship

## OVERVIEW SUMMARY OF CONTRIBUTION AND CONTEXT

Pre-service contexts, beyond notions of mastering an exclusively and bounded 'classroom' practice. A professional experience that extends beyond classroom walls as PSTs' understandings of the contexts and communities in which they teach and build teacher efficacy

3. To this end being 'community ready' is

integral to being 'classroom ready'.

Prior to 2010, PSTs completed mandatory community service hours outside of core subjects and on the periphery of the Bachelor of Education degree. The value of these 'addon' hours was variable, and it became clear there was a need for innovative and flexible curriculum that maximised experiential learning. This design had to support the diverse needs of students and the communities in which they reside. At JCU vary in age from 20 to over 40 years of age. The Socio-Economic Indexes for Areas Index of Education and Occupation indicates the average socioeconomic status of student enrolments sits in the medium range, and at least 30% students drawn from the lower range each year. Furthermore, domestic enrolments consistently include students from rural and remote areas, with at least 30% drawn from regional areas and on average 68% that are the first in family to attend university. To cater to the varied student cohorts that participate in this subject, the curriculum framework developed had to be rigorous, yet flexible to develop agency in diverse students.

In 2010, Dr Salter was employed to develop and teach the first offering of the subject Service Learning for Sustainable Futures. This work was pivotal to Peta receiving a Sessional Teaching Award for Outstanding Contribution to Student Learning in 2011. Upon taking up a teaching position in 2011, Dr Halbert worked alongside Dr Salter to expand the delivery of the core subject and took on coordination. The subject enacts JCU's priorities by connecting locally and globally, enacting sustainable development education through service learning and “

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In developing the subject since 2010, a critical service learning framework has fostered and required high levels of agency from PSTs in line with capstone principles such as integration and extension of prior learning and student independence and agency. Students audit their learning over the course of the degree and negotiate a placement that extends their own personal and professional needs meeting community needs. It requires students to engage with frameworks of service learning and sustainability to develop learning goals for their placement. This instils confidence in students who benefit from opportunities “to apply the knowledge gained throughout my degree and the subje

complemented by flexibility to accommodate circumstances. Students have noted that “The placement itself was a great learning curve and that this flexibility provided “the ability to allow service to suit my lifestyle” (student evaluation, 2016).

This subject is a core subject that demands a directed 50-hour placement or four-week internship while undertaking other subjects and balancing the diverse commitments and localities of our cohort. Subject grades demonstrate consistently high success rates (Figure 1). Student satisfaction with the subject seen in table 1 has largely increased since 2014, demonstrating our supportive, flexible, and successful design:

Student Evaluation Items	2014 24% response rate (27/112)	2015 27% response rate (29/108)	2016 31% response rate (30/98)	2017 28% response rate (25/88)
The learning outcomes were made clear to me	78%	72%	80%*	72%
The subject was well organised	81%*	86%*	87%*	68%
I received timely feedback	70%			

2018 Citation for Outstanding Contributions to Student Learning Dr Kelsey Halbert & Dr Peta Salter, JCU

**SUSTAINED ENGAGEMENT WITH COMMUNITY TO IMPROVE THE STUDENT EXPERIENCE AND 'MAKE DIFFERENCE' ACROSS DIVERSE CONTEXTS LOCALLY AND INTERNATIONALLY**

We have worked to extend community impact and reciprocity by brokering relationships and placement options for PSTs. This includes community-based placements, internships in schools across Queensland and

9/e7-0.8 d) Over 300 placements in 4 countries (UK, Germany, USA, NZ) for 100+ students (2015-2018) (62572140141/)

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disseminating a Good Practice Guide (GPG) which outlines our pedagogical framework based on the four  
domains of Intentional design, Looking out, Navigating engagement and Transitions and transformations,