Service-Learning as part of the Mainstream Curriculum at RI

3rd Asia-Pacific Regional Conference on Service-Learning
11 June 2011

Julian Tan / Tutor & Lecturer, RI
1. RI at a Glance
   Vision, Mission, Values
   Focus on Community Education
   Redefining Success – Raffles Diploma

2. Our International Service-Learning Elective (ISLE)
   An overview
   Case Study: A 2010 Project
   Student Reflections
   Challenges in Implementation

3. Future Considerations
Vision/Motto
*Auspicium Melioris Aevi*
Hope of a Better Age

- Founded in 1823
- One of the top premier pre-university educational institutes in Singapore
- About 1250 students per cohort (17 – 18 year-olds)
- Strong focus on co-curricular student development in *Citizenship and Community Education*
- Starting from 2010, RI awards the *Raffles Diploma*, a criterion-referenced certificate which runs parallel to the existing 2-year Singapore-Cambridge A-Level Certificate

RI at a Glance
Service Learning as part of the mainstream curriculum at RI
Our Community & Citizenship Education Framework

Y1-2 Expose
Exposed to social & national issues through curricular & co-curricular programmes

Y3-4 Equip
Equipped to critically analyse & address national, international issues & community needs

Y5-6 Enrich
Enriched with in-depth understanding of Singapore’s global connectivity & impact of active citizenry

Head
FORTITUDE
Sense of belonging & commitment to others

Heart
INTEGRITY & ENTERPRISE
Responsibility to & confidence in nation

Hands
Engaged & involved in school-based & community-based activities

Enabled to plan, lead & implement service projects based on community needs

Empowered to initiate, lead & facilitate others in school & community to meet needs

Our CCE Framework
Service Learning as part of the mainstream curriculum at RI
• This domain is built upon the desired outcomes of education, to nurture citizens to possess **strong civic consciousness** and take an active role in bettering the lives of others.

• Students’ involvement will range from participation in school programmes, to applying skills and knowledge learnt to **initiate meaningful Service-Learning projects**.
International Service-Learning Elective (ISLE)

Service Learning as part of the mainstream curriculum at RI

- Started in 2003
- ~120 students per cohort were selected every year
- Students will have a chance to conceptualise and implement SL projects in ASEAN countries, China and India which typically last about 14 days
An Overview of our ISLE

**Theory & Research**
- Weekly classroom sessions
- Delivery of theories on Service-Learning
- Overnight team-bonding camp
- Presentation by history lecturers
- Student research and presentation of different aspects of visiting country (e.g. historical, political, economy and cultural)

**Brainstorm & Planning**
- Reconnaissance trip (2 student leaders + 2 teacher)
- Discussion & planning of year-end project after Reconnaissance trip
- Planning of local SL project (pre- & post-trip)
- Fund-raising Efforts
- Creation of awareness during Service-Learning Week
- Invitation of external speakers

**Implementation & Sustainability**
- Pre-trip local service-learning project
- Preparation of overseas trip logistics
- 2-week year-end project
- Post-trip local service-learning project
- Student Written Reflections

March - May

Jun - Sep

Oct - Mar
Don’t tear us apart.
Child trafficking causes broken families.
Help us keep families together.

Cute?
He’s 50 times more likely to die compared to a Singaporean child.
Cause of death - diarrhoea.
Help us, help him.

From Cambodia RiverKids
For more information, visit us at the ISLE booths from 26-30 July. See you there!

ISLE Week 2010
- Be the Difference

Case Study: A 2010 Project
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Service Learning as part of the mainstream curriculum at RI
Riverkids Foundation, Phnom Penh, Cambodia
22 Nov – 13 Dec 2010 (17 days)
22 students + 2 teachers

• Community Survey
  – 208 households were surveyed in 5 days

• Enrichment of Science Curriculum for 3rd-Graders
  – Planned & conducted Science Lessons
  – Focused on experiments & demonstrations
  – Culmination of a Science Fair

• Enhancement of Kindergarten Curriculum
  – Planned & conducted activity-based lessons
  – Focused on values such as appreciation and

• Development of Photo Essay
  – Documentation of journey
  – Served as publicity material for Riverkids Foundation

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Case Study: A 2010 Project
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The household visits at the slum communities allowed the [visiting] students to understand about their health and lives”, said Mr. Phy Sophon, Director of Riverkids Foundation.

“Others activities include teaching the kids, carrying out science experiments for primary school students with the purpose to promote education and encourage students to study hard.”
The trip has broken my preconceived notions of countries such as Cambodia, and has allowed me to see a side of Cambodia which I otherwise would have neglected as a tourist. This trip also has spurred me on to want to do more for the community. I learnt about the culture of Cambodia, how people lead their daily lives. To an outsider watching, it might seem like they lead undesirable lives. Yet through my interaction with them, I learnt that they, perhaps, led happier lives than many of us. I learnt the importance of finding joy in whatever you do, no matter what sort of life you lead. The smiles on the faces of the children reminded me of the importance of education in to everyone, and how we should be thankful for the education we receive in Singapore.

Darren Wan, 17

Through the community survey process, I experienced first-hand the living conditions of the people living in the slums and also found out the various reasons why some are trapped in the poverty cycle, and also their hopes for the future. This experience has made me more sensitive to my surroundings and the needs of others, especially in communities where the people may be less fortunate.

Rachel Lim, 17

I think that ultimately this trip is more about changing ourselves than attempting to enact any tangible change on the community we were working with. Personally this experience has influenced me to want to do more, to want to know more about how I can help the community.

Daron Tan, 17
Other than ISLE..

• Pre- and Post-Trip Local Engagements
  – Worked with elementary school children from underprivileged backgrounds
  – Some children have special needs

• Student-initiated Local Projects
• Student-sourced Local Projects
• School-sourced Local Projects
Miss Jan Koh was a RI student, class of 2001 and she is currently a medical social worker.
Challenges in Implementation

- Conflicts in schedule
- Ensuring sustainability of projects
- Impacts on overseas host community
Future Considerations

• Expansion of SL partnerships
• Sharing of our ISLE Framework with clusters
• Sharing of our SL curriculum packages
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