NURTURING STUDENTS AS COMMUNITY ADVOCATES

3rd Asia-Pacific Regional Conference on Service-Learning

Kwok Li Yu, Michelle (Ms)
Raffles Institution, Singapore
Have You Ever…?

• Climbed a mountain?
• Been to China/ Japan for two weeks or more?
• Eaten exotic food?
• Watched a live concert/ musical?
• Been to a similar service-learning conference before?
• Led a team on a service-learning project?

Differentiate according to experience
Community Advocates?

Why?
- Increasing social inequality
- “Freedom, Liberty, Fraternity”

Who?
- Lifelong advocates with a passion to serve and lend a voice to the voiceless in society

Think of your typical student...
188 years of Nurturing Thinkers, Leaders & Pioneers

Raffles Institution, Singapore
Our Mission

To mould thinking and rooted citizens who actively serve the school, community and nation
Our Desired Outcomes

**Reflective thinkers** with a global outlook and anchored by a sense of rootedness to Singapore

**Servant leaders** with a spirit of volunteerism, active citizenry and civic responsibility

**Visionary pioneers** who embrace diversity and challenges to continually seek and provide opportunities for all.

Raffles Institution, Singapore
RI Domains of Development / The Raffles Diploma

- Character & Leadership
- Arts & Aesthetics
- Cognitive
- Sports & Health
- Community & Citizenship
Character Leadership
Character & Leadership: Key Programmes

Raffles Leadership Programme

• Master the Leadership Challenge and Myers-Briggs Type Indicator frameworks.
• Includes 1-semester stay at RI Boarding.

Leadership Through the Ages

• Learn about the challenges faced by great leaders throughout history
• Taught by team of alumni facilitators
Our Character & Leadership Framework

Character & Leadership Education

Character Development

Leadership Development

Personal Effectiveness

Interpersonal Effectiveness

Service

Leadership

Citizenship / NE

Structure, Programmes & Events

CLE Lessons, CIP/Service Learning, Leadership programmes, CCA programmes, House system, Level activities, NE programmes & others
Community & Citizenship
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

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

Raffles Institution, Singapore
‘Head’ Programmes

Y1-2 Expose
- History, Geog, Social Studies, Mother Tongue, Research Education lesson
- CLE lessons
- RI Lecture
- NE Lunch Talks
- Learning Journeys
- CiP Assembly
- Regional Studies Programme
- Malay Studies Programme

Y3-4 Equip
- History, Geog, Social Studies, Mother Tongue, Research Education lesson
- CLE lessons
- RI Lecture
- Raffles Ambassador Series
- Social Advocacy Projects
- Learning Journeys
- CiP Assembly
- Regional Studies Programme
- Malay Studies Programme

Y5-6 Enrich
- General Paper
- Civics lessons
- Raffles Speakers Series
- Total Defence Seminar
- NS Sharing Session
- Learning Journeys
- Raffles Public Policy
- Governance & Civic Engagement
- Eco-Literacy
- Raffles Middle-East
- Raffles Bicultural (India)
- Raffles Bicultural (China)
- Raffles Renaissance
- Raffles Asia Prog

For all
- History, Geog, Social Studies, Mother Tongue, Research Education lesson
- CLE lessons
- RI Lecture
- NE Lunch Talks
- Learning Journeys
- CiP Assembly

For some
- General Paper
- Civics lessons
- Raffles Speakers Series
- Total Defence Seminar
- NS Sharing Session
- Learning Journeys

Raffles Institution, Singapore
‘Heart’ & ‘Hands’ Programmes

Y1-2 Expose
- Celebration of NE Core Events
  - Y1 Orientation
  - Y2 Malaysian Montage
  - Inter-House Activities
  - CCA activities (including Uniformed Group activities)
- Level CIP
- Participation in CCA-based community service projects
- Research Education Service-Learning projects
- School-Sourced Volunteer Opportunities

Y3-4 Equip
- Celebration of NE Core Events
  - Y3 Outward Bound School
  - Y4 Overseas Immersion
  - Y4 Final Assembly
  - Peer Support Leaders Prog
  - Raffles Leadership Prog
  - Inter-House Activities
- Level CIP
- CCA activities
- Research Ed Service-Learning Projects
- Leading in CCA-based community service projects
- School-Sourced Volunteer Opportunities
- Overseas Immersion - service element

Y5-6 Enrich
- Celebration of NE Core Events
  - Racial Harmony Week Workshops
  - Y5 Orientation
  - Y6 Farewell Assembly
  - Inter-House Activities
  - CCA activities
- Student-Initiated Projects
- Student-Sourced Volunteer Opportunities
- School-Sourced Volunteer Opportunities
- Foundations of Service-Learning
- International Service-Learning Elective

Raffles Institution, Singapore
Community & Citizenship: Key Programmes

Raffles Cross-Cultural Programmes

Tackle the geopolitics, cultures, and contemporary issues faced by different regions and nations.

- Asia Programme
- Bicultural Programme (China)
- Bicultural Programme (India)
- Middle East Programme
- Renaissance Programme
- Regional Studies Programme
Community & Citizenship: Key Programmes

Global Alliance of Leading-Edge Schools (GALES)

- Set up in 2010 with our network of partner schools from around the world.
- TiltShift 2011, a GALES student summit, launches this June.
Example of a ‘Head’ Programme

Governance & Civic Engagement Programme

• Discuss and debate issues related to government and society with invited speakers.

• Be attached to a Member of Parliament during his / her Meet-the-People Session.

• Visit and study a foreign system of government.
Learning Journeys

• Teachers taking students to visit national sites/monuments that instill pride.

• Out-of-comfort-zone experiences that help students understand Singapore’s constraints, challenges and opportunities.
Example of “Heart & Hands” Programmes

Human Element Overseas Immersion Programme

Y3s team up with peers from our partner schools from China, India, Indonesia, South Korea, Thailand and Vietnam, to collaborate on community service initiatives.

International Service Learning Elective

- Year-long in-depth community engagement and service project for Y5 students.
- Student-led and driven, with RIEL support.
Community & Citizenship

The International Service-Learning Elective
Stage 1: Exposure to Social Issues

Identifying the Social Issue

- Education
- Disability
- Water and Environment
- Marginalised Communities
Stage 1: Exposure to Social Issues

Research

- Country
- People Group
- Socio-Economic Conditions
- Needs

The key? Ownership.
“I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.

Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions.

An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill.”

-Howard Gardner 1999: 180-181
The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.

It is an approach to teaching that advocates active planning for student differences in classrooms.

-Tomlinson & Allan, 2000
Stage 2: Exploration

What is service-learning?

Foundations of Service-Learning
Stage 2: Exploration

Problem-based Learning

*a student-centred pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems*
Villagers walk approx. 3 km to reach the mountain spring where they obtain water from, and then carry pails of water back down the steep and slippery paths back to the village for communal use. There is an easier way – simply going to the village yard and turning on the tap – but this way, although convenient, is not necessarily safer.

The existing water system transports water from the spring to the village, but prolonged exposure to the natural elements have caused the low quality pipes to break and be ineffective in serving its purpose. The water from these pipes are also contaminated – animals constantly defecate at various places along the water supply line (in part due to the broken pipes). And the low water pressure does not help either, since 2-3 families usually share one tap.
Stage 2: Exploration

Problem-based Learning

1. What do you know?
2. What do you need/want to know?
3. Where/How can you find out?

Brainstorm specific solutions.

a student-centred pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems.
Stage 2: Exploration

Reconnaissance Trip
Stage 3: Execution

THE RI ISLE

Analysis & Decision-making

- Debating possible solutions
- Feasibility studies
- Teacher-guidance necessary

Fund Raising & Advocacy

- Giving students the opportunity to raise funds
- Encouraging the students to raise awareness on the issue
  - Administrative skills
  - People management skills
  - Basic accounting skills
Stage 3: Execution

The RISELE Importance of mentoring

- Stepping in to impart the appropriate life skill
- Manage group/individual expectations and conflict
Stage 3: Execution

Pre-trip Local Service-Learning

• Helps students recognise needs in the local community
• Helps students to concretise their thoughts regarding this issue
• Helps them put into practise what they’ve learnt
• Prepares students for the overseas component

Post-trip Local Service-Learning

• Helps student apply what they’ve learnt from the first LSL as well as on the overseas trip
Stage 3: Execution

Overseas Trip!

- Installing the water filtration and distribution system
- Helping villagers understand water conservation issues
- Teaching English at the local village school
- English Corner at the Cangyuan Minority Middle School
Stage 3: Execution

Overseas Trip!

- Trip Preparation (cross-cultural learning, language practice, special items, logistics)
- Team debrief sessions
- One-on-one chit chat sessions
Stage 4: Evaluation

How did we do?

- Evaluating Service-Learning Objectives
- Student Reflections
- Evaluating Leaders’ Performance
- Putting accounts and everything else in order
Stage 4: Evaluation

How did we do?

All these experiences taught me to be more resourceful and be more innovative in problem-solving, by identifying and using what we have around us. When I encounter a difficulty, I now put more thought into deciding how to overcome it and brainstorm for other new or not-frequently-used ideas which may also work – Denise Eng

I have learnt to stay calm when unexpected things happen, and to make decisions in the midst of such situations. I have also learnt to work with different types of people and manage my expectations of others and myself. – Kezia Kuek

..many a time, one can think of an idea, but the fear of being ridiculed or rejected keeps him from actually sharing it. Through this trip, I have learnt that any idea or opinion should be valued, and there is no need to be afraid of sharing. – Lee Chang Cheng
How did we do?

On the service aspect, I understood at a deeper level that we can serve not just on the tangible aspect but also on emotional and psychological aspects. Simply being there, listening to them and giving them hope was service. I also noticed a change in my attitude towards service; I have gained more compassion through the trip, and serve more selflessly, instead of service at my own convenience. – Kezia Kuek

It’s a very big world out there and it seems that we can only do so much. While most of us are materialistically satisfied, we can’t say that that is true for everyone else in Singapore. There are still people who go to bed hungry, people who can’t afford a decent meal and it’s really our call to decide if we can reach out to them. There is no such thing as too much love in any society. – Kok Yu Ling
Service-Learning Success

1. Support from Upper Management
2. Recognition
3. Flexible & Integrated Curriculum
Service-Learning Success

4. Constantly engaging:
   - Head
   - Heart
   - Hands

5. Funding

Giving Hope. Improving Lives.
Service-Learning Success

http://www.tudou.com/programs/view/wKDKXsZ59dk/
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