

Chapter 4: Getting started

This chapter outlines a process that schools may choose to follow in developing a Community Service Program. The critical elements of this process include:

- identifying the range of Community Service Program activities students are already doing either at school or in their own time
- identifying suitable activities either within the school or in the broader community that may be suitable for the Community Service Program (see Chapter 3 for further information)
- deciding, as a school (with parents, students and staff), whether the focus for activities will be on a community service or service-learning approach (see Chapter 2 for explanation)
- taking time to plan how the Community Service Program will be implemented over the next 2-3 years.

For many schools, the Community Service Program will be the extension of activities already undertaken by the school and students. The difference may be that greater coordination, monitoring of student participation and record keeping is required.

For some schools, the introduction of a Community Service Program may require more planning time to identify suitable activities for students.

Not all schools will need to follow the processes outlined in this chapter. The ideas contained in this chapter are provided to stimulate thinking about Community Service Program and guide planning.

It is strongly recommended that each school identify a coordinator for the Community Service Program. The coordinator, supported and assisted by key members of the school staff, may have responsibility for the following tasks:

- collecting information on student interests and identifying possible Community Service Program activities by:
 - reviewing the school's current program and any extra-curricular activities that qualify as community service activities
 - surveying staff about their community involvement
 - surveying students about their strengths, interests and current involvement in volunteering activities
- helping develop a shared vision of how the Community Service Program will look in the school
- building partnerships with other agencies
- developing the school's Community Service Program.

These responsibilities are not fixed and each school will need to determine the role and responsibilities of its Community Service Program coordinator and any other staff who may be directly involved in the program.



“We learned about people who we didn’t know even lived in our town”.

Student, country high school

COMMUNITY SERVICE PROGRAM

Phase 1: Identify a Community Service Program Coordinator

The Community Service Program Pilot showed that having a member of the teaching staff who is responsible for coordinating the program is critical to its success. The following sections provide an outline of the suggested role, responsibilities and desirable qualities of a Community Service Program coordinator. These suggestions were derived from pilot school experiences.

Defining the coordinator's role and responsibilities

The coordinator's role may include the following responsibilities:

- coordination of program development
- liaison with students, staff and parents
- preparation of students and staff
- liaison with, and development of, partnerships with service organisations
- development of management plans for off-site activities
- tracking and monitoring students
- record-keeping
- promoting and publicising the program
- celebration and acknowledgement of student contributions
- evaluation of the program.

The experience of the pilot schools suggests the Community Service Program coordinator should:

- be an experienced member of the teaching staff
- be able to deal with challenges
- have excellent interpersonal skills
- ideally have volunteering experience and/or community contacts and/or have a passion and enthusiasm for the Community Service Program
- have the potential to stay in the role over the longer term.

Appendix 4.1 will give you detailed information about:

- the coordinator's role
- information about combining the Community Service Program coordinator's job with another role in the school (eg Head of Learning Area (HOLA) or year coordinator)
- creating support for the coordinator.

Phase 2: Collect information

School activity audit

Most schools already have contacts with a number of community agencies. Schools may already have established connections with:

- the local council
- feeder primary schools
- Aboriginal and Torres Strait Islander groups (the school's Aboriginal and Islander Education Officer would be a valuable source)
- service organisations, eg Rotary, Lions, Apex
- library and/or museums.

As part of a school program students may already participate in community service activities such as:

- tutoring primary school students
- hosting lunches for the elderly and/or veterans
- assisting at homework centres
- helping out at a breakfast club (eg as part of Home Economics)
- arts performances for the local community (eg as part of Arts)
- developing a heritage walk (eg as part of Society and Environment).

An example of a school activity audit (which could be completed by HOLAs and Year Coordinators) is provided in Appendix 4.2. Both HOLAs and Year Coordinators can give a thorough overview of what is happening in their Learning Area or Year level. This survey can identify existing strengths within the school program.

Staff survey

Surveying staff will give an indication of the useful staff-community connections that exist within a school community. As a result of being surveyed, staff may feel more involved with the program and be more forthcoming with ideas and help in the future. The survey form contained in Appendix 4.3 can be used or adapted for this purpose.

Student survey - strengths and needs analysis

The strengths and needs analysis forms the last part of the data collection prior to making decisions and developing a vision for the school's Community Service Program. This focuses on students' needs, interests and capacities.

A strengths and needs analysis has several elements. Students can be surveyed about their:

- current volunteering activities
- areas of interest
- skills.

Students can play an important role in collecting the data, analysing the surveys and listing the top three or five areas of interest. Additionally, students could write a strengths report of their group. These activities can be integrated into, Maths, Society and Environment, Health and English. Please refer to Appendix 4.4 for surveys about (i) students' current volunteering activities, (ii) students' areas of interest and (iii) students' skills. These surveys can be adapted to the school's context.

Pilot school coordinators explained that they chose not to send students to an agency just for the sake of giving them a placement, at the expense of meaningful service. Activities should match individual student's needs, for example, sending a student to an aged care facility only if the student has a positive attitude towards senior citizens.

Phase 3: Developing a vision

This section was developed by David Platt, Director of CUSP Consulting.

Developing a vision for the program is a critical step in identifying how a Community Service Program will fit into the teaching and learning programs of the school.

The Community Service Program will be valued when the school community can identify the purpose, outcomes and links to other teaching and learning programs within a school.

The following draws on existing processes and models that work to develop and integrate a vision for community service, service-learning and civic engagement within a school's culture and environment. As with the introduction of all new programs, it is crucial for the visioning process to result in a shared sense of mission and purpose. Wergin (2003) suggests that when it comes to creating a mission and shared sense of purpose, "there's a better way and that's to work from the inside out." In practice this means instead of starting with words, beginning by identifying the existing strengths and assets of the school community.

COMMUNITY SERVICE PROGRAM

It is also important for the visioning process to capture a picture of the current school climate in relation to community and to service. Haynes and Comer (1997) identify a number of the essential elements of a service climate within a school. These elements include:

Sensitivity: The extent to which a school's staff, students and parents show awareness of, willingness to consider and readiness to respond to the needs of members of the school community.

Caring: The active demonstration of concern and compassion by members of the school community for one another through acts of thoughtfulness and kindness.

Trust: A prevailing sense of interdependence, bonding and confidence in one another among members of the school community.

Respect: A pervasive atmosphere of mutual positive regard among members of the school community.

High Expectations: The maintenance of high performance standards for and among all members of the school community.

Dedication: The individual and collective commitment to service to the school and larger community beyond the normal call of duty.

Collaborative Leadership: The participatory and shared decision making in the school, in which everyone's voice and ideas are heard and valued.

Leadership is another important factor in developing a school's vision for the Community Service Program. Aguilera (1998) states that "building shared leadership to support service in your school requires someone to begin the process of building a leadership coalition and that it makes the most sense for principals to be the catalyst." Aguilera continues, "it is often the case that teacher teams developing service programs will be the initial catalyst for involving more students and community people in leadership roles. For teachers to feel comfortable in leadership roles, they must feel they will be supported by the principal and other administrators in those roles. They must also be given the authority to formulate plans, allocate resources, contact the public and community agencies on behalf of the school and assess the students and the program as a whole. In addition, teachers need time to accomplish the facilitation, the planning and the development of the program."

Once the leadership team for the Community Service Program is engaged, dialogue becomes the vital step in moving towards a concrete vision for the program. Project 540 (Battistoni, 2003) emphasises that dialogue is different from discussion in that "dialogue is the free exchange of ideas in a small group setting and aims for collective discovery and problem solving. Discussion, on the other hand, tries to get us to meet a goal, hammer out an agreement, solve a problem, or have our opinion prevail." A dialogical process for developing a school's vision for the Community Service Program is integral to developing a vision that is owned by the entire school community.

Finally, the vision must be an articulation of a school community's common belief about how the Community Service Program can contribute to the school. Kinsley (1999) argues that in this way, the key components of the vision are:

- Student outcomes – academic, personal and social
- School improvement – how teachers and students learn
- School – community collaboration.

In taking these ideas forward within a school community and engaging in the visioning process, the elements of a shared leadership model to support service become vital and they are: a team approach; a diversity of ideas, expertise, opinion and experience; ethical communication consisting of trust, respect and listening; and a professional culture that fosters meaningful work and professional relationships.

The process that a school could engage in might evolve as follows:

Step 1 – Identify the strengths, capacities and passions of the school community.

Hint: Choose a tool that works in your own context and ensure that students, parents and even other local community members (when appropriate) are included in the process.

Step 2 – Assess the school's current culture in relation to service. Is the climate right for embracing this initiative? If not, what steps can be taken to bring about cultural change?

Hint: Engage the whole school community in a self-assessment process and then encourage concrete suggestions for improvement in areas that are identified as important.

Step 3 – Establish a leadership team that will take responsibility for the Community Service Program.

Hint: Ensure that the team is representative of the whole school community (include students, parents and other relevant community stakeholders).

Step 4 – Engage in structured dialogue which offers the whole school community opportunity to engage with the visioning process.

Hint: It may be useful to consider a series of dialogues that progress as follows:

- 1 – *What do you think/feel about the Community Service Program?*
- 2 – *What should we as a school do in relation to the Community Service Program?*
- 3 – *What is your response to the suggested actions?*
- 4 – *How do we make our plan a reality?*

Step 5 – Clearly articulate the school's vision for the Community Service Program with a focus on students' outcomes, school improvement and school-community collaboration.

Hint: Ensure that the objectives are simple, clear and measurable.

Remember that a vision is ultimately about closing the gap between what you are doing now and what you aspire to in the future. The Community Service Program itself is a learning process and keeping a vision alive by continuing to shape it and refine it based on what the school learns and experiences will ensure that a school community continues to stay engaged with the program.

Phase 4: Building partnerships

Things to consider when exploring opportunities

Information collected through school audit

Analysis of the information collected through the school activity audit and the staff and student surveys will give a clear picture about a school's current community connections and student interests. This information, together with the vision the school has developed for the Community Service Program, will largely determine the type and number of community organisation(s) with which a school will seek partnerships.

COMMUNITY SERVICE PROGRAM

Number of agencies with whom you work

The number of agencies a school will partner with greatly depends on:

- the school's vision for the Community Service Program
- the agencies within the wider community and
- students' interests.

Each partnership takes time to take shape, develop and be maintained. Furthermore, if students do their service for a number of agencies, the school will need to complete a service activity management plan for each agency. Working with only a few organisations that can cater for large numbers of students will decrease the workload of the coordinator considerably. The local council and environmental groups are examples of organisations that can provide a wide variety of opportunities. However, most agencies can only cater for a few students at a time.

Involve YVolunteer or Volunteer Resource Centres in your explorations

YVolunteer helped a country pilot school conduct a community audit through the local government council. The council invited community agencies and school personnel to a meeting where the program was explained to them and the way they could contribute to it. This helped the school develop additional partnerships with community groups and provided a number of activities for the Community Service Program.

Start small

A useful initial strategy is to build strong partnerships with a small number of community organisations and complement these partnerships with school-oriented activities where necessary. Carefully selecting two or three community agencies that meet the criteria a school has developed enables schools to prepare students so that they have the specific knowledge and skills needed for successful service at the agency of their choice. This will also increase the chances of students being involved in more interesting and challenging service activities as the agency knows the students' levels of knowledge and skills. Student engagement increases when activities are challenging and they are given greater responsibility. Moreover, well prepared students will also give the coordinator peace of mind.

Many community organisations value partnerships with schools because they:

- provide an opportunity to educate students about a particular area, eg the environment, seniors' groups
- establish relationships with the school community
- support the local school/community
- receive public acknowledgement
- receive positive reporting in the local newspaper.

Using criteria to select a suitable community agency

The following is a list of criteria that schools may like to use when assessing the opportunities provided by community agencies.

Does the organisation:

- offer service activities in a safe environment?
- have an appropriate level of public liability insurance?
- follow occupational health and safety procedures?
- cater for large/small groups of students?
- have good access to public transport?
- provide an appropriate level of supervision?
- offer meaningful projects for students?
- offer a wide range of activities?
- work with students on school site?
- offer service opportunities during the hours students are available?

- provide students with induction and training prior to placement and appropriate support during placement?

Organisations should also have staff that are comfortable working with young people.

Discussing aims, directions and expectations

It is essential that the coordinator and the community agency clarify aims, directions and expectations in the planning process. Pilot school coordinators had experiences of community organisations which were eager to have students doing community service with them, but had not really thought through how many students they could use and what activities the students could assist with.

Once a school knows what it is looking for in a community agency, there are strategies that can be used to identify suitable agencies, such as:

- contacting your local Volunteer Resource Centre and/or YVolunteer (www.yvolunteer.org.au)
- contacting social service agencies: hospitals, nursing homes, group homes for people with disabilities, child care centres, local government and environmental groups etc.
- asking students, parents and organisations to help identify potential service opportunities
- liaising with your local council, through Community Development Officers, Schools Connections Officers and/or Youth Officers
- browsing the internet (see the Resources section on Behaviour Standards and Wellbeing website det.wa.edu.au/behaviourandwellbeing).

Community organisations can offer a wealth of information including insight into the needs of the community, assistance in developing the school's Community Service Program, and guest speakers to inform students.

Some pilot school coordinators discovered that the representative of the agency with whom they arranged the community service, was often not the person on site. They advise that it is important to get contact details of the supervisor.

During the first meeting, the school and community agency should explore expectations, aims and directions. The following questions can be used when exploring these:

- What expectations does the organisation have of students?
- What sorts of tasks does the agency need done?
- Are there specific skills or qualities the agency is seeking?
- What skills or qualities can students develop as a result of working with the agency?
- What does the agency hope students would learn from their placement?
- What type of orientation and on-going training does the agency provide for students?
- How can the school help prepare students for their placement?
- Who supervises the students?
- What kind of feedback or evaluation do students receive?
- Must students agree to a minimum commitment?
- How many hours per week are needed?
- Are the work times flexible or fixed?
- Can the site be reached by public transport?

It is important to be realistic about each other's resources, needs and limitations. During the meeting, the parties need to be concrete about the roles and responsibilities of all involved. They need to discuss who is responsible for orientation, training, supervision, recognition and develop a shared responsibility for the program.

COMMUNITY SERVICE PROGRAM

Phase 5: Develop the program

When schools have a clear overview of students' needs and the opportunities in the community, they can construct a plan for their school. The following is provided as suggested content:

- When students will be doing their community service
- Who will be involved in particular Community Service Program activities (which groups of students)
- What students will be doing
- Where students will be doing community service
- How many hours students can do service for an agency.

See Appendix 4.5 for a planning framework.

Pilot school coordinators emphasised that their Community Service Programs evolved during the year and stressed the need for ongoing evaluation and adjustment.

Appendix 4.1: The Community Service Program Coordinator

The Community Service Program Pilot showed that having a member of the teaching staff who is responsible for coordinating the program is critical to its success. The following section suggests the coordinator's roles and responsibilities and provides recommendations for how to create the role and support the person in that role.

Defining the coordinator's role and responsibilities

The coordinator's role may include the following responsibilities:

- coordination of program development
- liaison with students, staff and parents
- preparation of students and staff
- liaison with and develop partnerships with service organisations
- development of management plans for off-site activities
- tracking and monitoring of students
- monitoring record keeping
- promotion and publicising of the program
- celebration and acknowledgement of student contributions
- evaluation of the program.

Desirable qualities of a Community Service Program coordinator

The experience of the pilot schools suggests the Community Service Program coordinator should:

- be an experienced member of the teaching staff
- be able to deal with challenges
- have excellent interpersonal skills
- ideally have an interest in volunteering and community engagement
- have the potential to stay in the role over the longer term.

Combining roles?

When appointing a Community Service Program coordinator, administration may want to consider combining this job with another role. Several combinations are possible, eg combining the Community Service Program coordinator's role with that of the year coordinator, HOLA, Vocational Education and Training (VET) coordinator or deputy. Alternatively a school may decide to make the Community Service Program coordinator's role a discrete role. Each option has advantages and disadvantages, which are outlined below:

Year coordinator, HOLA and deputy principal:

Opportunities

- often experienced members of staff
- familiar with policies and procedures
- give status to the program
- the Year 10 coordinator knows the student group well
- HOLAs and deputy principals are members of the senior management team
- depending on the Learning Area, a HOLA coordinating the program increases chances for the Community Service Program to be integrated into the curriculum.

Challenges

- As year coordinators, HOLAs and deputy principals already have demanding portfolios, another responsibility may overburden.
- In many cases year coordinators follow their year group from Year 8 to 12 which means that they might only have the Community Service Program coordination role for a year.

COMMUNITY SERVICE PROGRAM

Staff member responsible for VET coordination and/or career education:

Opportunities

- The VET coordinator is familiar with working with community groups, risk management documentation and organising placements for students.

Challenges

- Combining the two roles may lead to confusion about VET and Community Service Program. The two have distinctly different philosophies. When combining the two roles a school runs the risk of losing clarity of what it tries to achieve in each program.

Coordinator with responsibility for the Community Service Program only:

Opportunities

- The role of Community Service Program coordinator is a new role and this means that all Community Service Program coordinators will have a learning process to undertake. There are benefits in having only one program to implement.

Challenges

- In this case, the coordinator may spend an equal or greater time in the classroom which will restrict time to liaise with community contacts.

Pilot schools have found several ways of establishing a communication structure through which the Community Service Program coordinator can update the students on the Community Service Program. These include:

- *form classes (freeing the coordinator of form teacher duties)*
- *specific Learning Areas*
- *Career Education*
- *assemblies*
- *own TV station with news items about Community Service Program made by students*
- *a Community Service Program notice board at a central place.*

Establishing support for the coordinator

The Community Service Program pilot highlighted the importance of providing an appropriate level of support for the coordinator. Without this support it may be difficult to sustain the coordinator's role over time. The coordinator will need support from colleagues and administrative staff to implement the program. The support of the school leadership team is important in demonstrating value for the work undertaken by students.

Role of members of the school's senior leadership team

As in other areas of school life, leadership is crucial to the successful development and implementation of the Community Service Program. Support for the Community Service Program coordinator from the school's senior leadership team will be vital to making the Community Service Program a success. Support from the senior leadership team should include:

- articulating how the Community Service Program fits into the school curriculum
- motivating staff, students and stakeholders around the school's Community Service Program
- providing the coordinator with time and resources to plan, implement and run the program. And facilitating the role of coordinator by providing clerical and other support.
- involving senior staff and the coordinator in exploring opportunities to integrate the program into the curriculum
- supporting the coordinator if a community service activity fails to generate desired results, especially in the beginning when all parties involved are inexperienced with the Community Service Program.

Role of colleagues

Apart from the leadership team, the coordinator also has a responsibility of developing alliances with colleagues. Support from the following members of staff has proven highly valuable in the pilot schools:

- Learning Area colleagues because the Community Service Program is a new program and the coordinator will want to share ideas, concerns and experiences with colleagues.
- Members of senior administration who are responsible for the time-table play a central role in the support network, as they can time-table community service during school hours or give the coordinator time to talk about the program.
- Year Coordinators and Student Services staff can provide the coordinator with relevant information about the student group.
- Clerical staff can alleviate the coordinator's workload by taking phone calls when the coordinator is teaching or contacting agencies to make sure students have arrived.
- Teachers can assist the coordinator in organising, supervising or monitoring community service activities.

COMMUNITY SERVICE PROGRAM

Appendix 4.2: School activity audit for HOLAs and year coordinators

After conducting the school activity audit, staff survey and student surveys outlined in Appendices 4.2, 4.3 and 4.4, you will have an overview of the:

- school's current curricular and extra-curricular activities that qualify as community service
- staff's community engagements and connections
- students' current involvements in community service activities
- students' interests and skills.

This information will help in developing a Community Service Program which mobilises staff and students' strengths and is tailored to students' needs.

School activity audit for HOLAs and year coordinators

What qualifies as community service?

For activities to qualify as community service they should:

- be for the benefit of others
- give service in an area of need
- provide opportunities for learning and reflection
- not involve payment. However, activities that attract a small honorarium and fulfil the other criteria are still considered community service.

If you are not sure whether a particular activity in your Learning Area qualifies as community service, please check with your school's Community Service Program coordinator.

Examples of community service activities

- upper school students mentoring lower school students
- tutoring primary school students
- assisting in sports coaching and/or umpiring
- arts performances for local community.

Activities in your area that could qualify as community service (please fill out the table)

Please answer the questions below by filling out the table.

1. What activities in your Learning Area /year level could qualify as community service?
2. Who are involved in these activities (students and staff)?
3. Are there other organisations involved in these activities (eg local primary school, nursing home etc.)?
4. How many hours per year are students involved in these activities?
5. Do these activities take place during or after school hours?
6. Do these activities take place on or off the school site?
7. Will students be involved in these activities in the future?
8. Do you see an opportunity to build on these activities in the future?

Appendix 4.2 (continued): Activities in your area that could qualify as community service

Activities in your Learning Area/year level which could qualify as community service	Students involved (eg -all Year 10 students, -class 9b, -Year 11 Geography students)	Staff involved (names)	Community Organisation	No. of hours per year?	During or after school hours?	On or off school site?	Continue in future?	Build on in future?
					D/A	On/Off	Y/N	Y/N
					D/A	On/Off	Y/N	Y/N
					D/A	On/Off	Y/N	Y/N
					D/A	On/Off	Y/N	Y/N
					D/A	On/Off	Y/N	Y/N
					D/A	On/Off	Y/N	Y/N

COMMUNITY SERVICE PROGRAM

Appendix 4.3: Staff survey

The outcomes of this staff survey will give you an indication of what useful staff-community connections exist within your school community.

Name:

1. Are you involved in community or voluntary work? Y / N

2. If yes, what organisation(s) do you volunteer for?

.....
.....
.....

3. Can you briefly outline the purpose of this organisation?

.....
.....
.....

4. What kind of work do you do for them?

.....
.....
.....

5. Would student involvement in this organisation be possible and valuable? Y / N

6. Do you have any connections with other community organisations which may be valuable for the school's Community Service Program?

Y / N

7. If yes, could you please briefly state:

- the name of the organisation

.....

- its work in the community

.....

- the activities students could do for this organisation

.....

Appendix 4.4: Student survey

Information for teachers

Conducting a student survey is one way to collect information about student experiences, interests and strengths:

- **Current volunteering activities**

Information about students' current volunteering activities gives an overview of students' experiences and interests which can inform the Community Service Program. An example of a student survey has been provided by Mirrabooka SHS.

- **Areas of interest**

Some pilot school coordinators found that asking students about places where they would like to do service without giving them a list of options was unproductive and raised expectations that could not always be met. Students have too little knowledge about what is available and what is involved to answer this question. Student interest can be "directed" by providing them with a list of areas of service available.

- **Skills**

Surveying students about their skills gives an idea of the type of tasks students can perform as part of their Community Service Program. This is especially useful if schools already have some indication of the kinds of community organisations that may be suitable for students. The list in student survey D can be adapted to reflect the talents and skills needed in a school's Community Service Program.

COMMUNITY SERVICE PROGRAM

Student survey A

Your current volunteering activities

Name:

Form class:

Are you involved in any volunteering activities (unpaid activities for a non-profit organisation) in your spare time; e.g. Surf Lifesaving, Cadets WA or youth groups? If this is the case, please state the place you volunteer at, briefly describe your main task(s) and indicate the number of hours you volunteer per year and whether the organisation could take more students.

COMMUNITY SERVICE ACTIVITIES I AM DOING IN MY COMMUNITY			
Name of group/organisation/individual	What I am already doing (describe your main tasks)	Hours per year	Possibility of other students participating (yes/no)
			Y / N
			Y / N
			Y / N
			Y / N
			Y / N
			Y / N

Student survey B

Mirraboooka SHS student activity audit

AUDIT – PROCESS

Please complete the following. The information will be treated CONFIDENTIALLY and will form the basis of providing placements for students. For some questions either tick or rank your response accordingly.

PERSONAL DETAILS

Name:

Address:.....

.....

Telephone:

Mobile:

Parent/Guardian telephone contact:

VOLUNTEER SERVICE

1. Do you currently undertake any volunteer service (TICK the appropriate response)?

YES NO

2. If your answer to the above is yes – please describe the volunteer service/area and the agency you are associated with:

.....
.....
.....

3. Please rank your preference for the timing of your volunteer service:

SCHOOL TIME
OUT OF SCHOOL HOURS
COMBINATION OF BOTH

4. Below is a list of areas for volunteer service. Please rank your preference:

SPORT	SENIOR CITIZENS	CADETS
EDUCATION	YOUTH	CONSERVATION
ENVIRONMENTAL	GARDENING	SURF LIFESAVING

COMMUNITY SERVICE PROGRAM

5. If you were given the choice, please describe your ideal activity for performing community service?

.....
.....
.....

6. In terms of transport, do you have access to either a parent/caregiver or approved adult who is able to transport you to a locality to complete your community service program?

YES NO

7. What is your ideal school term to complete your community service?

TERM 2 TERM 3 TERM 4

8. Within the school environment, are there any suggested activities that you would like to do that could contribute to your community service? – please describe below.

.....
.....
.....

9. Do you have any general comments you wish to make about the Community Service Program?

.....
.....
.....

Student survey C

Areas of interest

Name:

Form class:

Please choose three areas you are most interested in from the areas listed below. Please rate from 1 to 3 in order of preference.

Social issues (eg homelessness, poverty etc.)		Youth issues	
Environment		Seniors	
Human rights issues		Health	
Arts and Culture		Animals	
Education		Sports	

COMMUNITY SERVICE PROGRAM

Student survey D

Talents and skills analysis

Name:

Form class:

Please fill out the table below by ticking which talents and skills you already have, which you can teach others and which you would like to learn. At the bottom you can add talents and skills that you have which have not been included in the list. Feel free to add information that you feel is important for the coordinator to know.

Talents and skills	I have	I can teach to others	I want to learn about	Comments
Care:				
Child care				
Nursing				
Caring for disabled people				
Caring for older people				
Animals				
Tutoring				
House maintenance work:				
Cooking				
Catering				
Carpentry				
Gardening				
Painting				
IT skills:				
Word processing				

COMMUNITY SERVICE PROGRAM

Desktop publishing				
Developing web sites				
Office work				
Commerce and leisure:				
Art work and/or performances				
Coaching and/or umpiring sports				
Selling				
Entertaining				
Other:				

Kretzmann and McKnight (1997)

COMMUNITY SERVICE PROGRAM

Student survey E

Alternative open survey questions:

The questions below are open survey questions which may be useful if you do not have an indication of the types of organisations your school will be working with. This questionnaire allows you to throw a wide net in surveying your students' interests and skills. It may, however, result in a wider range of skills and interests than you can cater for in your school's program. Striking a balance between your students' interests and a manageable Community Service Program without creating unrealistic expectations among your students is essential when conducting this survey.

When you think about your skills, what three things do you think you do best?

- 1.
- 2.
- 3.

Which, of all your skills, are good enough that other people would hire you to do them?

.....
.....
.....

Are there any skills you would like to teach others?

.....
.....
.....

What skills would you most like to learn?

.....
.....
.....

Are there some hobbies or special interests of yours that we have not covered?

.....
.....
.....

COMMUNITY SERVICE PROGRAM

Are you part of any group that gets together on a regular basis? What are they?

.....
.....
.....

Do you have a part-time job? What are your tasks?

.....
.....
.....

COMMUNITY SERVICE PROGRAM

Appendix 4.5: A framework for planning

Filling out the framework below provides a quick overview of the timeframe of the school's Community Service Program, the students involved in community service, the activities they'll be doing and the number of hours they will put in.

- When will students be doing their community service?
- Who will be involved in particular Community Service Program activities (which groups of students: eg form classes)?
- What will students be doing?
- Where will students be doing community service?
- How many hours of service can students do for an agency?

Appendix 4.5 (continued)

When?	Students involved	What?	Where?	No. of hours?

COMMUNITY SERVICE PROGRAM