

# INDEX

- Action phase of service-learning, 202–204
- Adverse Childhood Experiences (ACEs) framework, 219
- American School of Barcelona (ASB)
  - early childhood service-learning, 161
  - elementary service-learning, 161–165
  - high school service-learning, 166–171
  - international service-learning mission, 171–172
  - middle school service-learning, 165–166
  - mission and vision, 160
  - structures to support service-learning, 160–161
- Attitudes, 197, 198, 199, 200, 204
- Attitudinal Theory, 197, 198
- Beagle Bay community context, 178–179
- Beagle Bay Immersion Program, 176, 177, 178–183
- Bloom’s taxonomy, 83
- Bridging through Art*, 170
- CAS (Creativity, Action, and Service) program, 166
- Christian Service-Learning Program, 117–118, 176–178
- Community Attitudes toward Mental Illness scale (CAMI), 230
- Community-based research (CBR), 217, 223, 225, 226
- Community of Inquiry, 58, 61–64
- Community sector organisations (CSOs), 97
- Community Service Model, 160
- Continuous traumatic stress, 219
- Cultural transformation, 24, 30, 31, 32
- Curriculum and Re-engagement (CARE) schools, 251
- Deep learning, 220, 227
- Defining of service-learning, 4, 41, 76–79
- Demonstration phase, 204
- Department for Child Protection and Family Support (DCPFS), 97
- Department of Child Protection (DCP), 99
- Differentiated learning, 127
- Direct service service-learning courses, 217
- Disabilities, 198–200
  - inclusion of students with, 196
- Discipline-based service-learning, 7
- The Discovery Book Club* structure, 97–98, 101
- Diversity, 87–88
- Early childhood service-learning, 161
- Eddie’s Van, 146
- Elementary schools, service-learning
  - action, 78
  - art of teaching, 89–92
  - connection to curriculum, 81–83
  - defining, 76–79

- demonstration, 78
- diversity, 87–88
- duration and intensity, 86
- effective, 79–89
- investigation phase, 77
- meaningful service, 79–81
- partnership, 88–89
- planning phase, 78
- progress monitoring, 85–86
- reflection, 78, 83–85
  - questions and prompts for, 84
  - youth voice, 86–87
- Elementary service-learning, 161–165
- Engaging students in service-learning, 90
- Ethics, 60
- Feed the Future*, 170
- ‘Head, heart and hands’ model, 116
- HelpMyCash.com, 169
- High school, differentiated learning, 127
- High school service-learning, 166–171
- Holistic approach, 119
- Human Research Ethics Committee (HREC), 101
- Inclusive education
  - conceptualization of, 11
  - defining and clarifying, 10
  - human-rights foundation to, 12
  - in practice, 12–13
  - and service-Learning, 13–15
  - understanding, 10–12
- Inclusivity, 54, 257
- Intellectual transformation, 24, 29, 30, 31, 32, 33, 34
- International service-learning mission, 171–172
- International service-learning program
  - data analysis, 27–28
  - frameworks and theories, 23–25
  - impacts on teaching, 32–33
  - method, 27
  - overview of, 25–26
  - participants, 26
  - personal growth, 28–30
  - relationships with others, 30–31
  - wider society views, 33
- Interpretivism, 105
- Investigation phase, 77, 200
- IPARDC, 77
- Junior Service Program (JSP), 117
  - membership, 118–119
  - recognition, 121
  - reflection, 120
  - structured activities, 119–120
  - voluntary, 118
- K-12, 8–10
- Kaye’s Personal Inventory process, 130
- Kiely’s dimensions, 27–28
- Learning experience, 127–128
- Literature on service-learning, 222
- Mary’s Meals, 170–171
- Meaningfulness, 81
- Mental health
  - higher education, 230–233
  - service-learning, 229–230
  - strengths and limitations, 235–237
  - University of Notre Dame, 233–235
- Michigan State University’s College of Osteopathic Medicine (MSUCOM), 171, 172
- Middle school service-learning, 165–166
- Moral transformation, 24, 30, 31, 34

- National Aborigines and Islander Day Observance Committee (NAIDOC), 180, 188
- Non-Government Organization (NGO), 163
- Nyul-Nyul culture, 180
- Occupational therapy, 232
- Partnership, 88–89
- Personal development, 208
- Personal transformation, 23, 24, 29, 33, 36
- Perspective transformation, 23
- Political transformation, 24, 29, 34, 36
- Post-Traumatic Stress Disorder (PTSD), 219
- Poverty
  - inclusive definition, 219–222
  - service-learning, 216–218
  - students from, 227–229
  - and tertiary education, 218
  - through policy, 225–227
  - through relationships, 223–225
  - through service-learning, 222–223
- Preparation phase, 202
- Pre-service secondary teacher
  - qualification
    - context, 244–245
    - experience, 251
    - inclusivity, 257–259
    - participants, 245–248
    - personal and professional development, 248, 250
    - placements, 246
    - research, purpose and significance of, 243–244
    - results, 248–257
    - in tertiary educational context, 242–243
    - theoretical framework, 246–247
  - Pre-service teachers, 26, 56, 107–108, 196, 197, 200, 202, 204, 205, 251, 256–258
  - Problem-based service-learning, 7
  - Progress monitoring, 85–86
  - Psycho-cognitive strength, 142
  - ‘Pure’ service-learning, 7, 242
  - Quality standards, 79
  - Racine Friendship Clubhouse (RFC), 231
  - Reciprocity, 65–66, 96, 165
  - Reflection, 15, 54–55, 60, 83, 134–135, 201
    - and ethical capacities, 64–68
    - quality of, 55–57
  - Reflective Judgment Model, 58
  - Refugee Homework Centre, 141
  - Sacred Heart School, 179–187
  - School context, cultural change, 145–146
  - Self-corrective thinking, 59
  - Self-examination, 65
  - Semantic and episodic memory, 143
  - Semantic Memory, 140–141
  - Service-learning, 57
    - action, 133–134
    - attitudes change, 197–199
    - benefits of, 9
    - Christian, 6
    - community of inquiry, 61–64
    - core concepts, 143–146
    - definitions of, 4, 41–42
    - demonstration, 135–137
    - discipline-based, 7
    - elementary schools
      - art of teaching, 89–92
      - connection to curriculum, 81–83
      - defining, 76–79
      - diversity, 87–88
      - duration and intensity, 86

- effective, 79–89
  - meaningful service, 79–81
  - partnership, 88–89
  - progress monitoring, 85–86
  - reflection, 83–85
  - youth voice, 86–87
- facilitating reflective and collaborative inquiry, 57–58
- frameworks and theories, 23–25
- higher education, 230–233
- in higher education, 7–8
- implementation of, 5
- important feature of, 7
- and inclusion, 48–49
- inclusive experience, 199–205
- inclusivity and marginalised, 150–152
- inclusivity, core concepts linked to, 142–143
- investigation
  - community investigation, 131–132
  - personal investigation, 130–131
- Jewish, 6
- K-12, 8–10
- learning process in, 140–142
- logistical considerations, 205–206
- and mental health, 229–230
- personal experiences of
  - volunteering, 43–44
  - tertiary experiences, 44–47
- personal impact of, 9, 47
- philosophical and ethical underpinnings of, 59–61
- and poverty, 216–218
- preparation and planning, 132–133
- pre-service secondary teacher qualification
  - context, 244–245
  - experience, 251
  - inclusivity, 257–259
  - participants, 245–248
  - personal and professional development, 248, 250
  - placements, 246
  - research, purpose and significance of, 243–244
  - results, 248–257
  - in tertiary educational context, 242–243
  - theoretical framework, 246–247
- pre-service teacher experiences, 206–211
- psycho-cognitive strength, 142
- quality of reflection, 55–57
- reflection, 134–135
- reflection and ethical capacities, 64–68
- reflection in, 54–55
- remarkable growth in, 7
- research, 146–148
- results, 148–150
- in special education, 197
- stages and phases., 56
- stages of, 130
- in tertiary environments, 196–197
- understanding, 4–7
- use of, 7
- volunteering, 42–43
  - personal experiences of, 43–44
  - personal impact of, 47
  - and volunteering, 47–48
- See also* international service-learning program
- Service-Learning Coordinator, 161–163, 169
- Service-learning courses, 217
- Service-learning model of
  - implementation, six stages of, 100
- Service-learning programs, 14
- Sharing to Learn* program, 167
- Shepherd Higher Education Consortium on Poverty (SHECP), 223

- Sociology of Mental Illness, 231  
Spiritual transformation, 24, 28, 29,  
33, 34  
Sustainable Development Goals  
(SDG), 12  
Theory of Planned Behaviour,  
198–199  
Time-consumption for service  
learning, 92  
Transforming forms, 33–34  
Volunteering, 42–43  
    personal experiences of, 43–44  
    personal impact of, 47  
    and volunteering, 47–48  
Webb’s Depth of Knowledge, 83  
Western Australian Catholic  
    secondary schooling,  
    176–178  
*Whale of a Tale* Reader Mentor  
Program  
    *The Discovery Book Club*  
    structure., 98  
    programme preparation,  
    100–102  
    project action, 102–103  
    project demonstration and  
    celebrations, 104  
    project investigation, 99–100  
    project reflection, 103–104  
    project structure, 99  
    purpose and research questions  
    data analysis, 106–111  
    data collection, 106  
    participants, 105–106  
    significance, 106–107  
    research evaluation of, 104–105  
Youth voice, 86–87