Service-Learning & Community Engagement: 
Who is my neighbour?

Coming in semester 2
• 3-day interactive online experiences (with assessment optional)
• For educators with a passion for service-learning & community engagement
• An opportunity to work and learn with others who work and lead in this field.

Facilitators: Jodie Hoff, Principal of LORDS, and Dr Meg Noack, ALC sessional lecturer.

Mode of delivery: Online, with some virtual face-to-face.

Pedagogy: Includes theological reflection, action research, experiential learning, critical reflection and interactive learning opportunities. Will also feature practical, online learning projects and online forums.

Cost: Audit $350; Enrolled (completing assessment) $1003*

When: 9–10 July; other dates to be negotiated

Part of a bigger picture:
• This 3-day intensive can be completed as a stand-alone professional development experience or as part of ALC’s Graduate Certificate in Education and Theology (GCET) alc.edu.au/study/courses/graduate-certificate-in-education-and-theology/. Participants using the intensive as professional development will be considered audit students and provided with access to the unit materials for the duration of the semester. Those using the unit for academic credit will also have assessment tasks to complete.
• It is not necessary to complete DE8040L Service-Learning & Community Engagement: Connecting Head, Heart & Hands prior to enrolling in Semester 2’s DE8041L Service-Learning & Community Engagement: Who is my neighbour!
• Participants from Lutheran schools are reminded that academic credit for the GCET may also be gained from having completed Connect and/or Equip.

Enrolment information:
• For help with your enrolment, please contact ALC directly: email: enquiries@alc.edu.au or phone: +61 8 7120 8200.
• *Enrolled students pay the University of Divinity the full tuition fee ($1320); ALC reimburses a discount to students on completion of the unit.
• Enrolment process requires certified documents (except if you are a previous or current ALC student)
• For content information, contact Jodie Hoff principal@lords.qld.edu.au or Meg Noack megnoack32@gmail.com

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To register or ask further questions email enquiries@alc.edu.au
Introduction

There will be opportunities to:
• Critically reflect upon direct and indirect Service-Learning & Community Engagement (S-L & CE) practices—especially whilst social/physical distancing
• Embed a conceptual approach to deepen our understanding of neighbourliness and to identify opportunities for creative, reciprocal community engagement
• Identify age-appropriate cross-cultural skills, knowledge and processes that enhance intercultural understanding and develop empathy
• Evaluate the underlying principles and the processes for establishing effective, sustainable community partnerships

Block 1: So … who is my neighbour?

• What powerful stories of neighbourliness did you discover in times of COVID-19?
• How can direct and indirect types of Service-Learning be blended to creatively uncover the needs and resources (and resilience) of your own local community?
• How might these same Service-Learning research strategies apply to discover neighbours further afield?

Block 2: How do we connect concepts? (Boundary crossing, come as guest | Hospitality & solidarity)

• What are our own cultural blind-spots as we build empathy and connections to those who are different in some way?
• In uncertain, COVID-19 times, what ‘new’ cultural biases emerge?
• How can we assist our students to recognise and navigate bias and marginalisation?
• Where and how might boundary-crossing link to the curriculum?

Block 3: How do we effectively grow community partnerships?

• What are the characteristics of effective S-L & CE partnerships and agencies?
• What processes does your school have in place to audit, select, sustain and review S-L & CE partnerships?
• How have you strategised to creatively maintain and enhance partnerships during times of crisis such as COVID-19?