

COMMUNITY ENGAGEMENT, SERVICE LEARNING AND EFFICACY FOR COMMUNITY ENGAGEMENT

AARE INTERNATIONAL EDUCATION

RESEARCH CONFERENCE

Community Engagement Teacher Education and Service Learning - National and International perspectives

Presenters:

Professor Mark McFadden *Charles Sturt University and Australian Catholic University*

Dr Kristin Johnston, *Australian Catholic University*

Professor Marilyn McMeniman *Griffith University*

Community Service Learning as Purposeful Workplace Learning - 3 Case Studies

Presenters:

Dr Susan Groundwater Smith *University of Sydney*

Dr Peter Howard *Australian Catholic University*

Mr John Finneran *Australian Catholic University*

Dr Kay Martinez *James Cook University*

Dr Karen Malone *Monash University*

Student Teachers' Efficacy for Community Engagement

Presenters:

Dr Elizabeth Labone *Australian Catholic University*

Associate Professor Jude Butcher *Australian Catholic University*

Dr Michael Bailey

**The University of Queensland
St. Lucia Queensland 4072**

December 3, 2002

Community Engagement, Service Learning and Efficacy for Community Engagement

Abstract

The diversity of student backgrounds and the increasing number of students from low socio-economic areas requires teachers to have an understanding of students' worlds and to be committed to social justice in the school's structures and curriculum as well as in the life of the wider community. Therefore, community service learning in teacher education is becoming increasingly important. Yet social engagement with marginalized people, such as that experienced during community service learning, can be confronting as it is usually outside a person's previous life experiences.

This symposium examines the role of community service and service learning within teacher education nationally and internationally. The key focus areas are:

- *Community Engagement, Teacher Education and Service Learning - National and International perspectives*
- *Community Service Learning as Purposeful Workplace Learning - 3 Case Studies*
- *Student Teachers' Efficacy for Community Engagement*

Introduction

While there is a need for change in teacher education, academics and those with a stake in the field struggle to articulate why. The reasons are said to include the need to work more closely with colleagues in schools, and the need to better prepare and equip students to work in difficult and challenging contexts. Perhaps the most difficult issue to deal with is that in urging reform we place an unreasonable expectation on students in teacher education: that they will be able to make the changes that previous generations of educators have been unable to make.

Notwithstanding the challenge, this symposium will present the case for change in teacher education. The presenters will argue that there is a need to shift notions of *community engagement* from the periphery to the core of teacher education programs. Consequently, the presenters will argue there is a need to redefine both the role and nature of teacher education in the development of professionals who are socially committed, sensitive to and focussed on addressing structural injustices in our society through action across a range of contexts.

It is recognized that community engagement, such as student volunteering, benefits the helper as well as the helped. Positive effects on volunteers actively engaged in their community have been found for life satisfaction, self esteem, self-rated health, educational and occupational achievement, functional ability, and mortality (Warbuton & Oppenheimer, 2000). While such benefits are clear, little is known about personal factors that motivate and sustain community engagement. Studies that have investigated the impact of community engagement tend to concentrate on either the relevant individual or social resources (social capital) necessary to enable the activity (Wilson, 2000). Few studies have investigated the role of dynamic intra-personal beliefs needed to facilitate community engagement.

The first section of the symposium focuses on what is said to be in need of change in teacher education and presents the view that community engagement and engaged citizenship should be at the center of the teacher education reform agenda. The second section of the symposium presents case studies from three different institutions showing

programs in which students and staff are engaged citizens within their communities. The last section reports on research, informed by student teachers, which has developed a conceptual framework and instrument for studying student teachers' efficacy for community engagement.

Community Engagement, Teacher Education and Service Learning - National and International

Challenge for teacher education?

"Teacher education is a nearly impossible endeavor because what one is supposed to be doing as a teacher is vague, ambiguous, and fraught with uncertainties" (Ben-Peretz, 2001, p.48). This expression of near impossibility echoes the thoughts of many within the profession, referring to the contradictory demands (Ben-Peretz, 2001), or conflicting pressures and tendencies in teacher education, including increased expectations of teachers, demands for students to learn new skills, and shrinking public sector finances together with tightening policy controls (Hargreaves, 2000).

At the same time, however, teacher educators and policy makers have to address the widening social and cultural gaps between teachers and students (Cockrell et. al, 1999, Kugelmass, 2000). At present universities are said not to be producing teachers with knowledge of equity, diversity and global interconnectedness, despite increasing demands that they do so (Merryfield, 2000). This mismatch, it is argued, ultimately affects prospective teachers and teachers' attitudes towards 'others', their willingness to live near and be part of communities with 'others', to teach 'others', and to expect 'others' to learn (Gomez, 1994).

It is therefore argued that it is not enough for beginning teachers to learn basic skills of managing classrooms and constructing lessons (although this is still held to be important). Beginning teachers, it is said, need to develop critique, challenge common practices, and engage in inquiry to alter the life chances of the children they teach (Cochran-Smith, 2001a). The problem is that critique and reconstruction are not easy to manage when a field faces both institutional threat and intergenerational transition; for example the merging of faculties and the scrapping of departments (Luke, Luke, & Mayer, 2000), and inadequate time within a four year undergraduate program that makes it difficult for students to learn in depth about both subject matter and pedagogy (Gore, 2001).

In addition, Bridges (1999, cited in Ben-Peretz, 2001), suggests it is important to include teacher's understanding and commitment to professional behaviour, inter-personal and communication skills, and networking and teamwork skills in what is thought of as knowledge for teaching. At a time when globalization is initiating a move towards recentralised control over education, however, teachers must not lose sight of their focus in 'teaching for understanding' and providing sound subject matter knowledge, and honouring students' ideas (Ben-Peretz, 2001).

All of these issues need to be taken into consideration in teacher education reform but they need to be situated within a strategic framework for change.

Community engagement: teaching for equity and diversity

Teaching for equity and diversity implies respecting and reaching all sorts of children: boys and girls, rich and poor, those of different races, ethnic backgrounds, and disabling conditions (Dunkin, 1996). Nieto (2000) suggests education programs should focus on

issues of social justice and diversity, thereby placing equity "front and center". Cochran-Smith (2001a) refers to this sort of teaching as 'teaching against the grain', however she has found it challenging to find the social, organizational, and intellectual learning contexts to apply this strategy.

Many researchers agree that teachers need to become learners of their students' realities. That is, teachers need to learn *about* their students, and create spaces in which they can learn *with* their students (Nieto, 2000). Importantly, Luke, Luke, and Mayer (2000) suggest there is a need to look beyond the boundaries of the discipline, which may require interdisciplinary and cross-disciplinary travels to, among other places, worlds of cultural studies and community development.

Universities nationally and internationally have begun to be more proactive in engaging with their communities and in developing service learning programs. Programs and initiatives have been wide ranging in their nature and scope but all are focused on priorities identified by community organizations (Mayer 1999; Smith, 2000; Tenebaum, 2000; Wade, 1995).

The University of Pennsylvania has shown how the engagement of the university and its communities needs to influence university practices. The Center for Community Partnership at the university is committed to individual and institutioned engagement with its local communities. This engagement involves a genuine partnership between the communities and the university so that the social problems are addressed with creativity and new insights and the discipline bases of the university are transformed through engagement with the communities (Benson, Harkavy & Puckett, 2000).

Australian Catholic University (2002) has adopted the term *community engagement* as an overarching descriptor of a range of community-related activities involving staff and students. Other universities have also adopted similar terms and applied them to their teacher education programs. For example, Duesterberg (1998) asked students to think about the larger sociopolitical field in which their schools were situated and the discourses and practices which shaped the ways in which members of particular contexts therein were framed. This effort involved a project requiring students to undertake a community experience. The goals of such an experience were to examine the contexts and communities from which students came, and from these explorations, make more informed decisions about curriculum and instructional strategies that would fit community realities and aspirations.

In other such programs, student teachers learned how a living was made in each community, what affected children's attitudes towards school, how children spent their out of school time, reactions to various forms of discipline, and what long range goals were feasible for children in each community (Duesterberg, 1998).

The argument is that integrating community engagement into teacher education programs provides an avenue for those preparing to teach to gain a deep and extensive knowledge of the contexts of their students' lives (Dunkin, 1996). The experiences can help student teachers appreciate the complexities of schooling, the tensions between school and community values, the differences of life in rural and urban contexts, and the importance of understanding students and their families (Duesterberg, 1998). This knowledge ultimately allows for the student teacher to be flexible in their teaching (Duesterberg, 1998), and to modify lesson content depending on the community context (Dunkin et al, 1998).

Through reflective practice it also provides a means for teachers to assess their self-knowledge, and scrutinize the various beliefs which underpin their practice. Cockrell et al (1999) agree that more field experience may be part of the solution, however there is an emerging consensus that field experience alone without reflection or critique may have little effect on attitudes. Gomez (1994) also identifies field experiences as *part* of the solution. She stresses that no single activity is adequate preparation for teaching 'other' people's children. Rather, the reform of teacher education for diversity must take place in partnership with multiple communities within colleges and universities, and with colleagues in schools, as well as with the various communities from which children come.

The challenge is to develop new models of inclusiveness and diversity and to develop the language we use to reflect these. Developing individuals who are tolerant, compassionate, socially trusting and responsible accords with the 'multi-dimensional' notion that the attributes of 'engaged citizenship' are: a sense of identity, the enjoyment of certain rights, the fulfillment of corresponding obligations, a degree of interest and involvement in public affairs, and an acceptance of basic social values (Cogan, 1998).

Importantly, community service also 'engages' university staff and students in expressing and fostering citizenship through their active involvement with the community. Such community engagement of staff and students is also an expressing of the corporate citizenship of the university as a key social institution.

An active citizenship focus, at both individual and corporate levels, on community service ensures that attention is given to enhancing the social and human capital within our communities. Additionally, it recognizes the interrelationship between social and human capital in the development of a civil society.

A benchmarking study of community service in teacher education has shown the need for institutional policies which give priority to community service in programs, resources and structures (Butcher, Howard, McMeniman & Thom, 2002). The following section shows how community service initiatives are being implemented within course and institutional structures.

Community Service Learning as Purposeful Workplace Learning - 3 Case Studies:

Strengthening and enhancing student teacher capability is the ambition of initial teacher education programs. Capability, though, is not merely some set of technical skills, but is a rich capacity to engage in informed and active citizenship, as a teacher, and to appreciate and understand the range of social impacts which act on and influence school students' learning. While all teacher education programs, through their professional experience components work to develop technical skills in such areas as classroom management, pedagogy and curriculum design, fewer have looked at other forms of what we shall call "purposeful workplace learning" (Groundwater-Smith, 1999) where the workplace is not the classroom, but a community service agency or a community action project.

Walker (1995) writes of self determination in teaching which comes from "acting and reflecting on one's understanding of one's own work" (p.102). He argues that a necessary condition for teachers to act wisely and prudently is that they well understand their work and the context in which it is enacted and that they should learn from their professional engagement. This learning, we argue, can also come about when initial teacher education students are immersed in workplaces other than schools and where this immersion is well designed and purposeful.

Three case studies are briefly reported here. Each has chosen to structure purposeful workplace learning for their students within different frameworks and contexts.

Monash University - Peninsular Campus:

While this site does not embed community service into its teacher education programs as a core component, nor does it have a nominated policy of community service learning, nonetheless it displays a powerful manifestation which is enacted through the work of an individual academic.

Malone (2002) as an environmental scientist, has perceived students' lifeworlds as the starting point for providing a relevant pedagogy in the real world. New pedagogies have provided the inspiration for the creation, design and development of the science and environmental education program that she has coherently developed for the Faculty of Education at Monash University over the past four years. She believes relevance is the key to worthwhile pedagogy- relevance in terms of classroom pedagogies to provide quality, educationally, intellectually and socially viable outcomes.

The conceptual framework informing the teaching program that she has constructed in the past four years at Monash University is based on a view of education in new times using philosophies of new learning. Her view of *new learning in new times* is characterised by three main components:

New Work Order - I have a focus on developing opportunities for students to enter into a new work order, driven by realities of globalisation, technological innovation and changing work practices. My view of new work is that it requires skills in social relations, problem identification and solving, public self-presentation, collaboration and community capacity building. I place a premium on multi-literacies beyond the traditional 3Rs of education. These multi-literacies feature the social and cultural practices necessary to engage simultaneously with oral, print, visual and multi-mediated communications.

New Technologies - I also acknowledge and develop programs where learning takes place within the vast construct of diverse technological medias. I conceive teaching as providing students with new skills and knowledges for dealing constructively with rapid community change; new forms of cultural and social identity; the blending and reshaping of cultural traditions; new rights of civil responsibility and communication across diversity and difference in terms of culture, gender and background - particularly with an emphasis on disadvantage. Additionally to the curriculum, the supportive technological environment I consciously and deliberately create is an opportunity for students to engage in self-focused learning and collegial peer led interactive learning.

New Student identities- The key issues that I take into account for student learning include new learning that will help students in designing social futures in building secure and productive identities, charting and planning life pathways through uncertain and complex times. This new learning focus is based on constructing supporting identities through equal access and through addressing diversity and disadvantage. I encourage students to develop an understanding of self and a relationship with others. In terms of student identities I take into account the lifeworld of students and evaluate the relevance of study to these new identities that the students are constructing and reconstructing. My emphasis is on culture as a means for understanding the lifeworld of students and is inspired and conceptualised by the production of childhood and youth cultures and how they influence or are influenced by the development of global cultures. Concurrent with this emphasis is a demonstrated focus on citizenship whereby I encourage students to be actively involved and participate in the world now and not just in the future. (Malone, 2002, p. 1)

Students have been engaged in authentic problem solving in relation to community based projects including such issues as: developing playgrounds for children with special needs, producing "child friendly" community maps and becoming involved in the local skatepark debate.

James Cook University:

The second case study is a site which is enacting a Community Education Service (CES) program in its teacher education courses as a fresh initiative. While it requires of its students that they complete 50 hours of attendance in a community setting and produce a log as a record of that attendance there is currently no nominated set of campus based studies to support the program, although there are units which are loosely coupled and could be seen to enhance student learning from the program. Focus groups with students who had completed the requirement in the first year of its operation demonstrated that there were specific skills which have been enhanced by their engagement in CES. Briefly these were:

- Students learned to negotiate appropriate behaviours and tasks;
- They learned to plan and organise themselves in environments which were often less stable than those found in the classroom;
- They developed their communication capabilities;
- Their self-esteem was enhanced;
- They found qualities in themselves of patience and empathy; and,
- Overall, it was seen that students gained in confidence, even those who were fairly shy and diffident at the outset.

Clearly these are important assets which students will be able to take with them into classroom settings. As with any new program this one has its difficulties. In a sense the current workplace learning is as much a matter for the academic staff who are designing and delivering the program as it is for the students. As the teacher educators come to appreciate not only the potential of the program to enhance student capability but also the changes that are required of academic culture to fully embrace it, the program will be refined and adapted.

Australian Catholic University - Mount St Mary Campus:

This third in the series of case studies is one which has a number of distinctive features. First of all community service is well embedded in the teacher education curriculum and has gone through a series of iterations, following ongoing and systematic evaluation over the five years of its existence. Secondly, it is particularly well documented, in that those responsible for the program, both from the university and from the community service perspective, have written about its work and presented their findings in a range of public forums and conferences. Thirdly, the program is built upon partnership arrangements which ensure that the broader external and university communities have active voices in its design and enactment. And, finally, it is explicit in its consonance with the mission statement of the University is recognised as such and is further supported through the involvement of campus ministry staff.

The Community Outreach Social Analysis and Action Program (COP) involves students in an 80 hour placement in an approved community agency, supported by a course of lectures and tutorials and a substantial handbook of reading materials. Students maintain a learning journal in which they note not only their experiences but the relevance of these experiences to them as intending teachers and informed citizens. As a requirement of the subject

students must attend the placement to the satisfaction of the agency and the university's liaison officer, and complete a learning portfolio which has the following components:

- A reflection upon the lectures and their connection to the selected placement;
- The maintenance of a learning journal; and
- An analysis of community service learning at the completion of the placement.

Thus it is clear that the program is an acknowledged course of study. The program is supported by an Advisory Committee, comprising key community agencies, educational agencies, internal university units and the student representative council. While not involving themselves in operational decisions, members of the committee are active in offering policy advice and recommending strategic directions.

Socially committed professional identities are rich and complex because they are produced in a rich and complex set of relations of practice (Wenger, 1998: 162). Such professionalism is not something that comes naturally. It has to be deeply reflected upon, negotiated, lived and practiced (Sachs, 2001). For those designing teacher education programs there is a need that they understand that to nurture such identities will require a challenging set of experiences, not only in classrooms, but in the broader and more unmanageable community. Community service learning as purposeful workplace learning is learning for all - students, teacher educators and service providers. The terrain is still largely unmapped. But the landmarks are already visible

Student Teachers' Efficacy for Community Engagement

Theoretical explanations for community engagement, grounded in social cognitive theory, maintain that self-efficacy beliefs, (eg., a feeling of personal competence) are key factors in human agency. While research investigating the role of efficacy in community engagement is limited, these studies have focused on efficacy resulting from engagement (Hostetter, 1999; Primavera, 1999; Schmidt, 2000), rather than investigating self-efficacy beliefs as an antecedent to engagement. Yet models of community action suggest that intrapersonal empowerment (or efficacy) precedes participatory capability (Rich, Edelstein, Hallman & Wandersman, 1995).

Studies that have investigated self-efficacy as an antecedent to community engagement suggest that efficacy beliefs override the effects of community ties in motivating and sustaining engagement (Bandura, 1997; Steinberger, 1981). Hence, efficacy for community engagement may be a key factor in predisposing a person to seek and maintain active community participation. Such efficacy is then fostered through affirming interactions during the community engagement (Butcher, Howard, Labone & Breeze, 2001; Niemi, Hepburn, Chapman, 2000) and these positive perceptions of efficacy are associated with intentions to maintain participation (Butcher et al., 2001). A better understanding of such intrapersonal factors is crucial in building efficacy that may motivate and sustain community engagement.

To determine the nature of efficacy beliefs that contribute to community engagement an exploratory analysis was implemented involving several specific components. Each component is discussed in turn.

Text analysis of student learning journals

Students in the Community Outreach Program at the Australian Catholic University write a learning journal prior to, during and after their placements. The journal includes three distinct sections, Section A records an explanation of the organisation at which the student engaged in the placement as well as learning goals and expectations, Section B records daily diary type entries of experiences and Section C requires the students to critically comment upon their experience in terms of awareness of issues related to social justice as well as growth in their understanding of themselves as teachers.

Text analysis of 80 journals yielded 45 different constructs (see appendix A). To validate the researchers' interpretation of these constructs, students were invited to participate in focus groups to ensure that the understandings and meanings of statements written in the journals were accurate representations of their intentions. The most notable change resulting from the focus groups was the differentiation in statements expressing satisfaction from the students' engagement with the clients. This differentiation indicated two distinct types of satisfaction: Satisfaction from feeling as if they were helping, and satisfaction from building a relationship with the clients.

Preliminary analysis of constructs

Principal components analysis and correspondence analysis of the constructs yielded from the students' journals and focus groups were used to cluster related constructs. Constructs with fewer than 3 entries were excluded from the analysis. The principal components analysis suggested two possible solutions: a five-component and a ten-component solution. The five-component solution was selected as the more theoretically sound set and included 25 of the original 45 constructs.

Questionnaire development

The five components or dimensions from the principal components analysis were named and a draft questionnaire was developed using the categories identified as contributing to the five dimensions. These dimensions were:

- Efficacy for personal/professional relationships
- Efficacy for personal coping skills
- Efficacy for empathy
- Efficacy for participation
- Efficacy for personal/professional beliefs/awareness

The questionnaire was constructed using representative statements selected directly from the students' journals. Questions were worded to reflect efficacy beliefs for example '*When working as a volunteer how sure are you that you can*'. Items were scored on a ten point continuous scale. One item was deleted from the relationships dimension as it was considered to be theoretically inconsistent. Five additional items were included to theoretically strengthen the dimensions. Demographic information related to the types of social support service at which the placement was completed and the age group of the clients was also included.

Piloting

Questionnaires were piloted with 67 preservice teacher education students. One record was discarded because it contained too many missing responses. Principal components analysis

of the responses suggested 6 factors grouped as follows (Cronbach alpha values for these components treated as scales):

- 8,9,11,15,16,17,18 (alpha=0.91)
- 12,13,14,23,24,25,26,27,28 (alpha=0.91)
- 19,20,21,22 (alpha=0.85)
- 3,4,12 (alpha=.73)
- 1,2,10 (alpha=.78)
- 5,6,7,29 (alpha=.88)

These values suggest strong consistency across response groups. Questions 20,21,22 and 29 had Shannon information index values (H/Hmax) below 0.7, suggesting they produced relatively little differentiation (or strong agreement) between the respondents. In the case of questions 20-22 this was to be expected, since one would expect volunteers to agree on the benefit of more funding to support their voluntary efforts. All but one (26) of the other questions had values greater than 0.75.

The analysis suggests that respondents did not differentiate between efficacy for personal coping skills and efficacy for participation. Likewise empathy and awareness were bundled together. However, the personal relationships domain was differentiated into three: questions 1,2 and 10 appear to relate to personal relationships with clients; 3,4, and 12 to valuing them as individuals, while 5,6, and 7 relate to relationships with other workers - 29 could also be seen to relate to this, since maintenance of confidentiality could be regarded as an aspect of relationships with fellow-workers. As a result of this analysis the dimensions and corresponding items were redefined. The relationships dimension was separated into three distinct dimensions as follows:

- **Efficacy for relationships with the people the service supports:** this dimension is concerned with a person's perceived capability to establish relationships with the people that the service supports.
- **Efficacy for relationships with the other workers/volunteers:** this dimension is concerned with a person's perceived capability to establish relationships other volunteers and staff working within the service.
- **Efficacy for valuing the people the service supports:** this dimension refers to the ability to move beyond a helping model to a mutually beneficial partnership with the other person.

Coping skills and participation were combined into one dimension called work competence. Efficacy for personal beliefs/awareness remained unchanged but was renamed social awareness and the two dimensions related to professional efficacy were combined and named empathetic action. Specifically these dimensions are:

- **Efficacy for work competence:** this dimension is concerned with a person's perception of his/her competence as a volunteer and his/her capability to participate effectively in voluntary work.
- **Efficacy for social awareness:** this dimension is concerned with a person's perception of his/her understanding of the importance of community and government support for the success of social support services.
- **Efficacy for empathetic action:** this dimension is concerned with a person's perceived capability to empathise with the life situations of the people that the service supports and to respond appropriately to these situations.

Discussion

The research findings contribute to our understanding of the types of the efficacy that support community engagement. They suggest that effective community engagement involves positive perceptions of capability in regard to relationships, work competence, awareness of social issues and empathetic awareness and response.

The research findings indicated that relationships involved in community engagement are particularly complex and suggest that people differentiate between different levels of relationships. Relationships with workers or staff are perceived differently to those with the people that the service supports (clients). Furthermore, the ability to form relationships that move beyond the helping model to one in which there is perceived to be a mutual benefit between the helper and the helped are perceived to involve a different set of capabilities. This latter distinction reflected the discussion of the different levels of relationships identified in the focus group discussions. The complexity of these dimensions support models of community action that suggest interpersonal empowerment (or efficacy) precedes participatory capability (Rich, et al., 1995).

The research findings also indicate that community engagement is facilitated when a person feels competent about their ability to participate effectively within the selected community activity. Additionally, successful community engagement is supported by a perception that one is capable of responding empathetically to those with whom they engage.

Understandings gained through this preliminary research suggest important implications for facilitating community engagement. At a personal level a certain level of efficacy in the above six dimensions may provide some explanation for different levels of interest or willingness to engage within the community. Those who feel more efficacious are more likely to seek community engagement opportunities. Once engaged within the community, positive experiences that support and enhance efficacy are likely to contribute to continuing commitment to participation. In regard to teaching, preservice teachers who feel efficacious may be more likely to engage with their school and local community.

While this research has identified personal efficacy beliefs associated with community engagement, community engagement is also seen as collective behaviour (Wilson & Musick, 1997, 1998). People working within the community do not function as social isolates (Bandura, 1997). Effective community functioning is therefore the product of collective capabilities. The importance of collective efficacy in supporting community engagement is indicated to some extent by the distinction of efficacy for relationships with other staff or volunteers as well as efficacy for social awareness and the recognition of the importance of collective community support in building social benefit. Research within educational contexts indicates that collective efficacy is a key contributor to personal efficacy beliefs and commitment (Goddard & Goddard, 2001; Labone, 2000). Further consideration of the contribution of collective efficacy should remain a focus for future research.

Conclusion

Universities and teacher education units in particular are being challenged to place community engagement and service learning at the centre of their reform agendas. Such reform is to be based upon genuine partnerships with communities and community organisations so that communities, student teachers and the universities change and benefit from the joint initiatives. The vision is based upon individual and institutional commitment to engaged citizenship. The case studies presented in this symposium report upon how such

commitment has been pursued in three different teacher education faculties or institutions. Further research is needed regarding the nature of the partnerships, the benefits for all stakeholders, the outcomes for the participants and the influence of the communities on university programs, structures and policies. The research on student teacher efficacy for community engagement has provided a conceptual framework and research tools for examining such efficacy across different community organisations.

References

- Australian Catholic University (2002) *Statement on Community Engagement, Quality Management Committee*, Australian Catholic University, March.
- Bandura, A. (1997) *Self-Efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Ben-Peretz, M. (2001) 'The impossible role of teacher educators in a changing world', *Journal of Teacher Education*, 52, 263
- Benson, L., Harkavy, I., & Puckett J. (2000) *An Implementation Revolution as a Strategy for Fulfilling the Democratic Promise of University-Community Partnerships: Penn-West Philadelphia as an Experiment in Progress*. Sage Publications, Inc. Vol. 29, no.1, 24-45.
- Butcher, J., Howard, P., & Labone, E. & Breeze, N (2001) *Promoting equity in education community service partnerships & teacher development*. Paper presented at the Rejuvenating Schools International Conference, Chinese University of Hong Kong, Hong Kong.
- Butcher, J., Howard, P., McMeniman, M & Thom, G. (2002) *Engaging Community Service or Learning? Benchmarking Community Service in Teacher Education*. Department of Education, Science and Training.
- Cochran-Smith, M. 2001, 'Learning to teach against the (new) grain', *Journal of Teacher Education*, 52 (1).
- Cockrell, K., Placier, P., Cockrell D. & Middleton J. (1999) 'Coming to terms with 'diversity' and 'multiculturalism' in teacher education: learning about our students, changing our practice, *Teaching and Teacher Education*, 15, 351-366.
- Cogan, J.J. 1998, 'Citizenship Education for the 21st Century: Setting the Context', in J.J. Cogan & R. Derricott, *Citizenship for the 21st Century: An International Perspective on Education*, Kogan Page, London.
- Duesterberg, L. (1998) 'Rethinking culture in the pedagogy and practices of preservice teachers', *Teaching and Teacher Education*, 14, 497-512.
- Dunkin, M. (1996) 'The future of teacher education in the USA: the third Holmes Group report', *Teaching and Teacher Education*, 12, 561-566.
- Dunkin M., Welch, A., Merritt, A., Phillips, R. & Craven, R. (1998) 'Teachers' explanations of classroom events: knowledge and beliefs about teaching civics and citizenship', *Teaching and Teacher Education*, 14, 141-151.

Goddard, R D, & Goddard, Y L (2001) 'A multilevel analysis of the relationship between teacher and collective efficacy in urban schools' *Teaching and Teacher Education*, 17, 807-818.

Gomez, M. (1994) 'Teacher education reform and prospective teachers' perspectives on teaching 'other people's' children', *Teaching and Teacher Education*, 10, 319-334.

Gore, J. (2001) 'Beyond our differences: A reassembling of what matters in teacher education', *Journal of Teacher Education*, 52 (2).

Groundwater-Smith, S. (1999) Work Matters: The Professional Learning Portfolio. In *International Journal of PEPE Inc.* 3 (1) pp. 27 - 54.

Hargreaves, A. (2000) 'Four ages of professionalism and professional learning', *Teachers and Teaching: theory and practice*, 6, 151-182.

Hostetter, C. (1999) *Helping oneself and helping others: Class ideology and philanthropy among adolescents*. Abstract from: PsycINFO: Dissertation Abstract: 1999-95013-115.

Kugelmass, J. (2000) 'Subjective experience and the preparation of activist teachers: confronting the mean old snapping turtle and the great big bear', *Teaching and Teacher Education*, 16, 179-194.

Labone, E. (2000) *The role of teacher efficacy beliefs in the development and prevention of teacher burnout*. Unpublished doctoral dissertation, University of Sydney, Australia.

Luke, A, Luke, C, & Mayer, D. (2000) 'Redesigning teacher education' (editorial), *Teaching Education*.

Malone, K. (2002). *Students Lifeworld: The Starting Point for Providing a Relevant Pedagogy in the Real World*. Frankston: Monash University, Peninsula Campus

Merryfield, M. (2000) 'Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators', *Teaching and Teacher Education*, 16, 429-443.

Niemi, R G., Hepburn, M A., & Chapman, C. (2000) Community service by high school students: A cure for civic ills? *Political Behavior* 22 (1) 45-69.

Nieto, S. (2000) 'Placing equity front and centre: some thoughts on transforming teacher education for a new century', *Journal of Teacher Education*, 51, 180-187.

Primavera, J. (1999) 'The unintended consequences of volunteerism: Positive outcomes for those who serve' *Journal of Prevention and Intervention in the Community*, 18 (1-2) 125-140.

Rich, R C., Edelstein, M., Hallman, W K., & Wandersman, A. (1995) 'Citizen participation and empowerment: The case of local environmental hazards', *American Journal of Community Psychology*, 23, 657-676.

Sachs, J. (2001) Teacher professional identity: competing discourses, competing outcomes. In *Journal of Education Policy* 16 (2) pp. 149 - 161

- Schmidt, B C. (2000) *The service sojourn: Conceptualizing the college student volunteer experience*. Abstract from: PsycINFO: Dissertation Abstract: 2000-95015-177.
- Smith, R (2000) 'The future of teacher education: principles and prospects [1]', *Asia-Pacific Journal of Teacher Education*, 28, 7-28.
- Steinburger, P J (1981) 'Social context and political efficacy', *Sociology and Social Research*, 65, 129-141.
- Walker, J. (1995). Self Determination in Teaching and Learning. In *Curriculum Inquiry*, 25 (1) pp. 101-109.
- Warburton J. & Oppenheimer M. (eds) (2000) *Volunteers and Volunteering*. The Federation Press: Sydney.
- Wenger, E. (1998) *Communities of Practice: Learning, Meaning and Identity* (Cambridge: Cambridge University Press).
- Wilson J. & Musick M. (1997) 'Who Cares? Toward an Integrated Theory of Volunteer Work', *American Sociological Review*, 62, 694-713.
- Wilson J. & Musick M. (1998) 'The Contribution of Social Resources to Volunteering' *Social Science Quarterly* 79 (4) 799-814.
- Wilson J. (2000) 'Volunteering' *Annual Review of Sociology* 26, 215-240.

Appendix A

Constructs yielded from text analysis (numbers in brackets denote constructs included in the 5-factor solution)

- Individuality of clients (1)
- Awareness of "no fault"
- Awareness of avoiding judging people (less judgmental) (2)
- Appreciation of Personal Situation (5)
- Development of empathy (4)
- More understanding (4)
- Recognition of issue of social inclusion
- Desire to continue role (5)
- Growth in sense of forgiveness (no resentment) (1)
- Satisfaction from helping
- Building a relationship (2)
- Recognition of acceptance of clients (more accepting of people) (2)
- Recognition of acceptance from clients
- Feeling of importance to clients (feeling of building a partnership)

Surprise at ability to cope (3)
Development of enhanced or changed social skills (3)
Government support (1)
Community support
Public awareness (seeing the personal face of problems) (3)
Personal responsibility to contribute positively (1)
Necessity of volunteers (4)
Recognition of need for social change
Awareness of the need for change in political structures (2)
Awareness of the need for change in people's attitudes (1)
Advocate for social justice
Implementation of socially just practices (2)
Awareness of student backgrounds (1)
Importance of equity
Contextual awareness (1)
Awareness of the difficulty of seeking or accepting help (4)
Recognition of injustice
How one person can make a difference
Feeling of making a positive contribution
Sense of belonging
Recognition of the effectiveness of staff or volunteers they are working with (2)
Recognition of the passion/commitment of staff/volunteers they are working with (5)
Recognition of the effectiveness of the organisation they are working with
Recognition of need for the organisation they are working with
Recognition of collegiality amongst volunteers/staff
Importance of connection/interaction in community
Importance of being accepted
Desire to be accepted
Sense of personal achievement
Feel more comfortable about working with these people (3)
Stronger person (3)
Learn from the clients