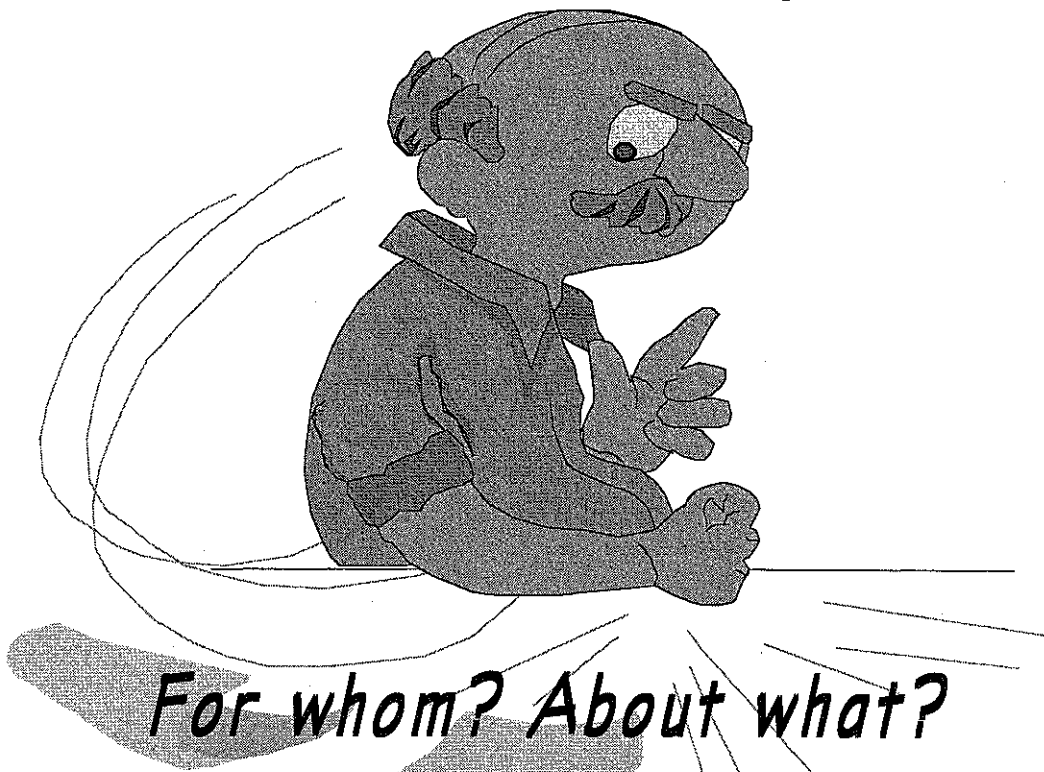


Let's Get Serious About Participation!



*For whom? About what?
Who's listening? What's changing?*

*In
this
issue*

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- **Get a Life! ACT Training Program**
- **Funding to Reaching High and the VicSRC**
- **NSW State SRC Report to State Student Conference**
- **Teacher and Student Writing: Part 3**
- **Resources: DVD, Conferences, Consultation, Checking the Scoreboard**

& Incorporating the PASTA Newsletter #38

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Cover:

If we are serious about supporting active student participation in primary and secondary schools, what are the implications? How do we make participation inclusive, purposeful, real and effective? Who's talking? About what? Who's listening? Where? How?

The Scrouch challenges us all to take a good hard look at ourselves and at what we're doing!

Connect:

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This Issue:

Earlier this year, over 120 South Australian schools attended a couple of workshops about 'taking the next step'. These looked at limitations of practice in student councils at primary and secondary schools, and explored some ways in which schools could 'go further' and get serious.



Concerns have been expressed about who gets to participate - to be involved in student councils: it's often the same few students, the ones who are either popular or successful. There are also concerns about what students are allowed, encouraged or supported to make decisions about: often the relatively marginal issues within schools. If we are serious, we argued, student participation must be **inclusive**, and must deal with the central issues of schools: those of teaching and learning.

The first article in this issue of *Connect* reports on a South Australian initiative around 'inclusive student voice' that moves these matters along. Ten schools will be exploring, over the next 18 months, ways in which all students can be active participants around significant matters. This will mean, as the initiative's title indicates, attention to 'school structures and practices'.

A similar theme ran through discussions at the NSW State SRC Conference in early August. Under the theme of 'connectedness', the Conference considered the role that SRCs could play in ensuring they represent all students, support **increased participation** by students previously marginalised, and build **connectedness** for all.

Similar discussions are being held in other states and territories, sometimes driven by a realisation that if retention rates within schools are to improve - if education is to be accessible by and a right for all - we must be talking about programs that include those students who feel most excluded or alienated.

I have been concerned for some time that there has been an erosion of a shared understanding that education can deliver valued outcomes for all young people. Maybe we need to consider ways to develop a new 'social contract' with young people about the purposes of education, that includes a commitment to partnerships in decision-making and inclusion of outcomes that make sense and that are delivered through valued roles today.

Here are a couple of practical examples: if decisions are to be made about local educational provisions and directions (closing or amalgamating schools, opening new schools etc) how about involving all stakeholders - principally and specifically students - on the decision-making bodies? At a state or regional level, how about commissioning research teams of young people (teams including those with most to lose) to investigate and report on needs and possible solutions?

Are we serious about inclusive participation?

Roger Holdsworth

NEXT ISSUE: #149: October 2004

Deadline for material: end of September, 2004

Inclusive and Active Student Voice in South Australia

Making the Connections: School Retention Action Plan Initiative 3.1: Inclusive Schooling Structures and Practices



How do students and teachers work together to make schools a better place - so that students want to be there and to stay at school? How do we make sure that all students are included in such collaborative work – not just those already succeeding ... and simply those already aiming to stay on at school? How do we ensure that all students get to speak – and are listened to – on the **central and important issues** of teaching and learning?

An exciting new project has recently been launched in South Australia to address some of these questions. Working in ten schools throughout the state, the **Inclusive Schooling Structures and Practices** initiative is supporting these schools in exploring possibilities for 'Active Student Voice' and in investigating ways to overcome barriers to the real inclusion of students in schooling practices.

An initial Training and Development session with teachers from the schools was held in Adelaide at the start of August. This day mapped the range of possibilities from 'student consultations' to 'student action projects', heard about current situations in the schools, and introduced the larger hopes and possibilities of the Student Voice project. These schools were told that they were really embarking on 'action research' around their practices in this area.

The broad aims of the Initiative are to:

- *Ensure that children and young people remain connected with education by providing responsive, innovative and flexible learning environments including middle and senior schooling practices;*
- *Address barriers to learning and achievement through building inclusive cultures, relationships and practices in South Australian schools focusing on student participation, staff development and family involvement.*

The schools will work for 18 months with a project officer to develop and document ways of supporting active student voice. From the initial discussions, some may work on making their existing student council structures more inclusive of all voices; some may work on supporting students to have a voice and impact on a wider range of important areas of the school. Others were taken by the ideas of Student Action Teams, where students work to make real and important changes in their communities – and have their 'voices' heard through the

action and differences that they make. It is possible that, through this initiative, a wide range of students will play important roles as education planners, researchers, classroom teachers, evaluators, decision makers, advocates and community change makers.

The schools have each received small grants to support their work, together with support from the Project Officer (Student Voice/Learners' Partnerships), training for key teachers and others around alternative ways of working with young people to facilitate inclusive student voice and action, training for young people to support expressing inclusive youth voice in a variety of environments and at a variety of levels, and other support materials.

The schools have, in turn, been asked to commit to:

- working to improve school retention;
- listening to and acting on the voices of all groups of young people;
- working in partnership with young people to develop, implement, monitor and evaluate inclusive schooling structures and practices;
- releasing staff for involvement in the training program;
- sustaining new ways of working with young people beyond the seed funding;
- reporting regularly on the achievement of outcomes, and writing up and presenting the results as a case study.

The project raises and will explore important questions for all schools:

- How can all students have a say in schools? About what? Who is listening? How and where? What are they hearing?
- How can students' voices have an impact on long term and short term **decisions** in schools?
- How do students and teachers **work together to make schools a better place**: so that students want to be there and stay at school?

We'll be interested to hear from these schools as the initiative develops.

In the meantime, if you'd like to find out more, contact the Project Officer, **Vivienne McQuade**, Social Inclusion Team, South Australian Department of Education and Children's Services (DECS), GPO Box 1152, Adelaide SA 5001 or contact her at:

mcquade.vivienne@saugov.sa.gov.au

Roger Holdsworth

Navigating Student Voice and Beyond

As a lead-up to working with the South Australian Inclusive Student Voice initiative, I was thinking about the range of examples we include under the title 'student voice'. Despite the title, these weren't all just about 'voice', as some had also to do with student action within communities. And then, as Michael Fielding and Sara Bragg (2003) point out, there are issues to do with 'voice about what?', about who is allowed to speak, about who is listening, and about the spaces that are created for dialogue. And, as a teacher on the day pointed out, about what it is that adults actually hear when young people 'speak'.

I wondered if a map would help us navigate this somewhat complex and diverse terrain. So the diagram opposite is a first attempt to draw such a map. The clear area at the left is relatively known (familiar practices in classrooms and student councils) but, as we move into the grey area on the right, we may be moving off-shore into less charted waters. Here be unknowns; here be uncertainties. But here be possibilities and excitement!

Now, I'm not sure that I've got this right, or that everything is there yet. Things might be in the wrong place, incomplete, inaccurate. The map needs input from

other voyagers to fill out the vague and blank parts and possibly to show some of the monsters to be encountered.

And then on the next two pages I've tried to show this picture in another way, with a grid describing and comparing various aspects of the places on the map. The two can be read together ... and again this grid should be updated and improved.

I'm still wondering if this helps us to see what is possible and what the links are. Any feedback would be gratefully received. Any discoveries of new continents, shoals and reefs would be valuable!

Then the simple table below was another tool developed for that South Australian day with teachers - a first attempt to acknowledge current practice and to get the schools involved to reflect on their current situation, but also about what was unknown (and thus in need of research) and about possible and fruitful directions. Again, it might provide the starting point for further development.

Roger Holdsworth

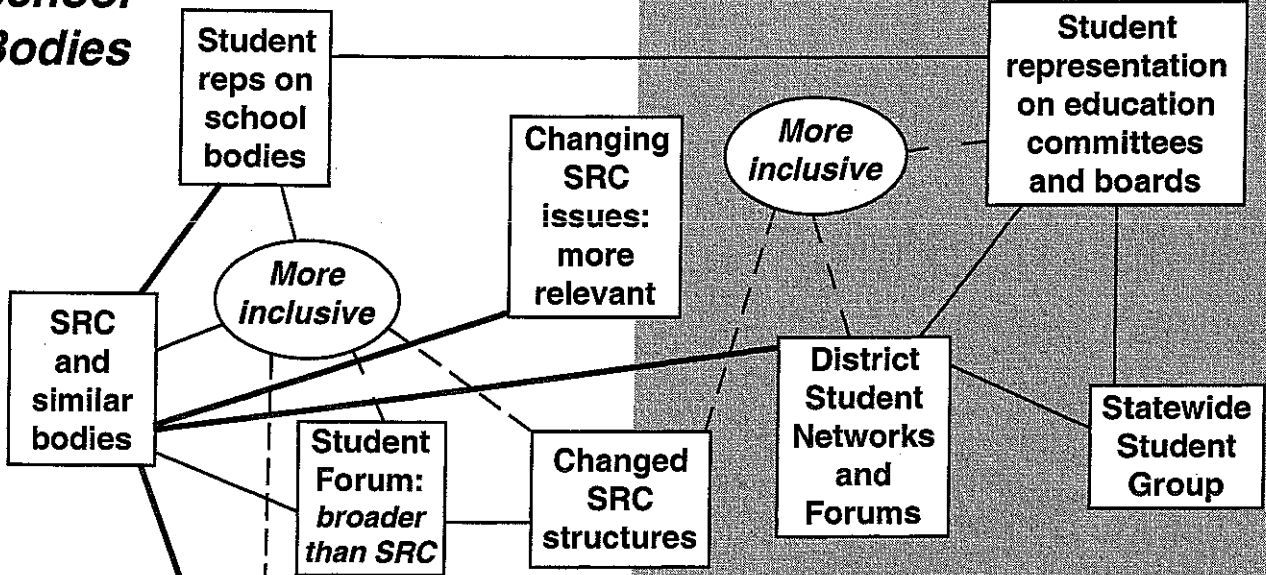
(Ref: Michael Fielding and Sara Bragg (2003) *Students as Researchers: Making a Difference*, Pearson Publishing: Cambridge)



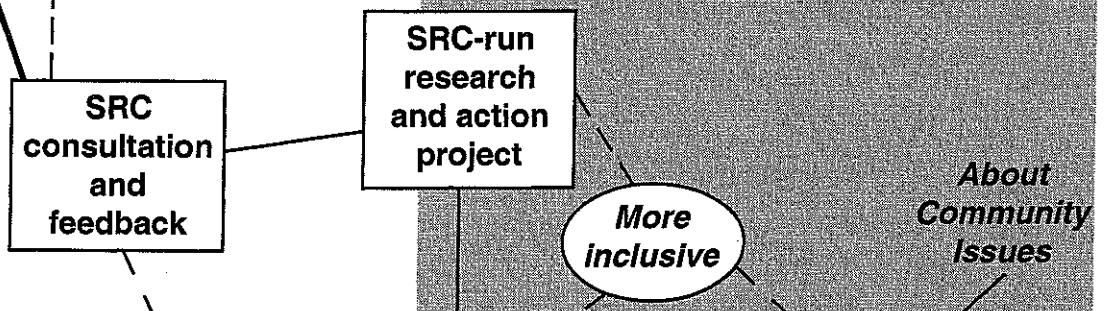
Student Voice: Current Situation Analysis Planner

Knowns: <i>our current situation</i>	Unknowns: <i>things to find out</i>		Directions: <i>what we could be doing</i>	Our needs: <i>for this to happen</i>
		<i>Informally gaining information from young people</i>		
		<i>Formal consultations with young people</i>		
		<i>Formal student structures (Student Council etc)</i>		
		<i>Representation on formal school structures</i>		
		<i>Listening spaces to hear student voices</i>		
		<i>Special student voice initiatives and projects</i>		
		<i>In-school action projects</i>		
		<i>Community-based action projects</i>		
		<i>Retention of students</i>		
		<i>Inclusivity (all students)</i>		
		<i>Provision of skills</i>		
		<i>Staff PD in the area</i>		

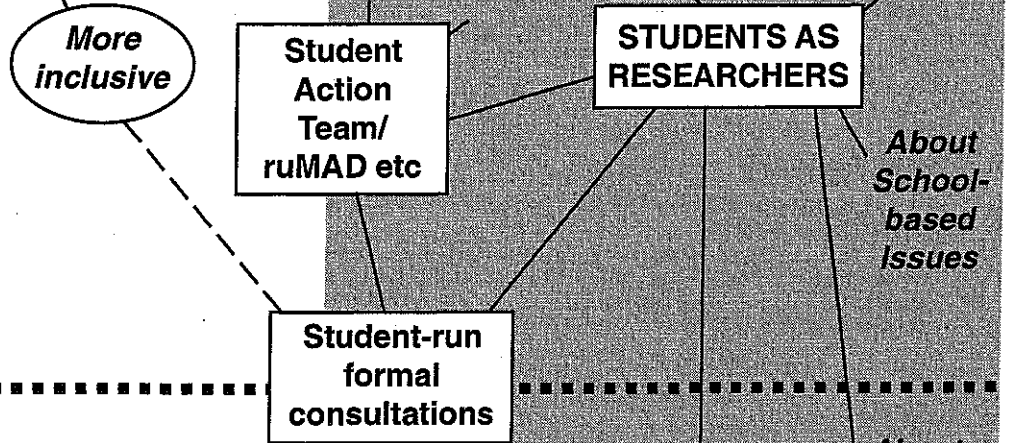
School Bodies



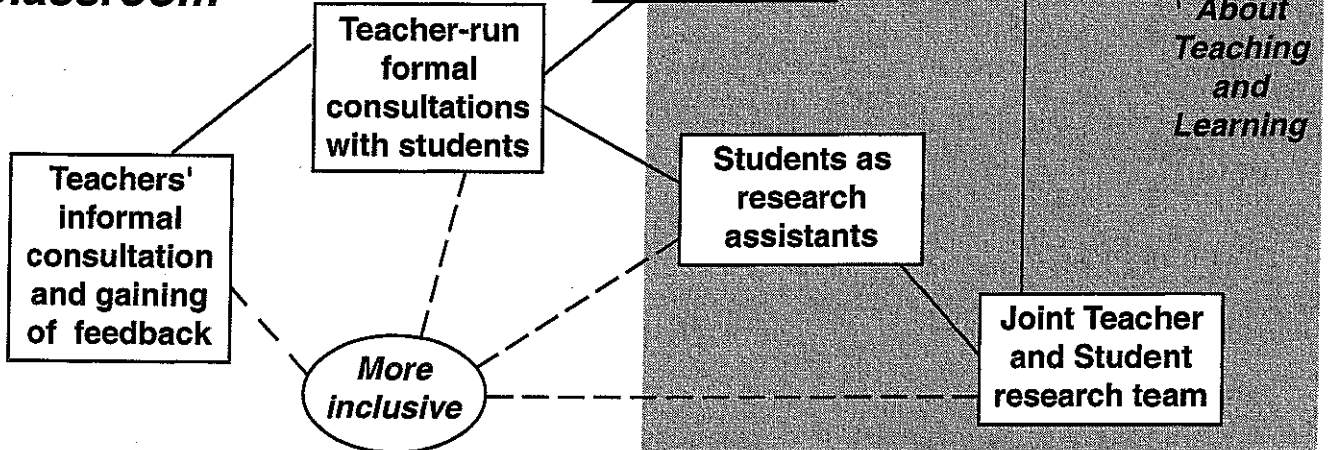
Projects
(Whole-school)



(Subject-based)



Classroom



Relatively charted waters

Less charted waters

Towards a Student Voice

	Approach	About	Initiation	Teacher role
Students as source of information	Teachers gain normal feedback from students in teaching	Classroom issues inc.: Understanding, approaches etc	Teachers	Ask questions, consider results
Students as source of information	Teachers carry out specific and extra consultations with students	Various classroom or school-level issues but mainly curriculum-based; student satisfaction etc	Teachers	Decide on issues, structure and administer surveys etc
Students as source of information	Students carry out specific consultations with students for teachers	(As above) Various but mainly curriculum-based; student satisfaction etc	Teachers	Decide on issues, structure and supervise approaches
Students as Researchers - in school	Students define and gather information about school practices	Various school-based issues including satisfaction, curriculum issues, school structures etc	Students with or without teacher input	Support, guide, train, provide skills and advice
Students as Researchers – outside school	Students define and gather information about community	Local or wider social and community issues of interest	Students with community input	Support, guide, train etc; provide class time?
Research and Action	Students define an issue, research it and propose and/or take action	School and/or community issues including health, environment, safety, peace, jobs etc	Students with support	As above: support, advise; provide skill training and time
Student-teacher research collaboration	Joint teacher-student approaches to research and action	Shared issues of concern: school and/or community issues	Students or teachers or others	Co-researcher - but also support and advise and teach
Formal student organisation	SRC or similar body (Student Council)	Consideration of issues raised by students	Student body	Assist and advise; skill training; advocate
Other student organisations	Student forums	Broader structures for more inclusive student decision-making	Students and others	Assist and advise; co-workers on specific issues
Formal representation in decision-making	Student representation on school committees and councils	Participation in whole school decision-making	School	Co-members of committees, but also support; skill training
Networking outside school	Inter-school student networks for discussion or action	Discussion of a range of issues – either school or community based; training	Students	Transport, assist, advise; offer training activities
Formal representation at district, region, state	Representation of students within District and State structures	Participation in decision-making or advice on a range of issues of specific interest to bodies	System – sometimes student demand/request	Transport, support, advise; some training and advocacy

and Beyond Typology

<i>Student role</i>	<i>Methods</i>	<i>Space for listening</i>	<i>Outcomes and Action</i>	
Give responses	Questioning in class; looking at student assessments etc	Classroom; teachers' own private space	Improved teacher practice: transmission, teaching etc	<i>Students as source of information</i>
As above inc. completing surveys, participation in focus groups, interviews	Various consultation methods: surveys, interviews, focus groups etc	During the process; perhaps also reported formally at staff and other meetings	Input to teacher and school decision-making	<i>Students as source of information</i>
Research assistant - conduct surveys etc; provide responses; advise on analysis	As above	Staff and other meetings, as well as one-to-one reports	Input to teacher decision-making; some student skills	<i>Students as source of information</i>
Decide on topic, structure and conduct research; analyse; contribute responses	Range: surveys, interviews, focus groups, observation etc	Created spaces for presentation of outcomes at meetings or personally	Ask others for action and change; input to teacher decision-making; some student skills	<i>Students as Researchers - in school</i>
As above	As above	Spaces created within research: school/community	Ask others for action and change; input to community decisions	<i>Students as Researchers - outside school</i>
As above; decide on and implement action	As above; also development of an action component	Forced consideration through and within action proposals	School or community change; skills	<i>Research and Action</i>
Co-researcher and co-activist	As above	As above, plus shared space and shared consideration	School or community change; skills; connectedness	<i>Student-teacher research collaboration</i>
Gain and consider input from other students - represent	Range of relatively formal meeting procedures	SRC meeting - presentation of student 'demands'	Representation of student views - action by others	<i>Formal student organisation</i>
Gain and consider and act on input from other students - represent	Range of meeting and action procedures - more likely more informal	Own sub-structures but also some student co-ordination group?	Direct impact on areas of interest; representation of student views to others	<i>Other student organisations</i>
Represent student views; share in delegated decision-making	Range of relatively formal meeting procedures	Meetings of the bodies	School decision making	<i>Formal representation in decision-making</i>
Run meetings and networks; share information and some decisions	Range of meetings and links (inc virtual); training days	Created events at district, regional, state etc; internal to SRCs etc	Support and training; impact on broader issues; representation of views; skills	<i>Networking outside school</i>
Represent student views on committees; share in decision-making (sometimes)	Range of relatively formal meeting procedures	Committee meetings - sometimes direct access to individuals	Advice through to shared system decision-making	<i>Formal representation at district, region, state</i>

Continually assessing work ethics, participation, increased confidence and quality of work (albeit written, spoken, acted) has been a successful component of this program. Photocopies of all written work were collated to keep as a record of thoughts and attitudes and to reflect upon to detect changes.

Particular attention was paid to the following forms of assessment:

Emotional intelligence:

The capacity to monitor both their own and other people's emotions and to use this information to guide their own thinking and actions – on Camp, in-class written and spoken activities.

Formative assessment:

Formative assessment was used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Project MAD was an excellent vehicle to drive with formative assessment.

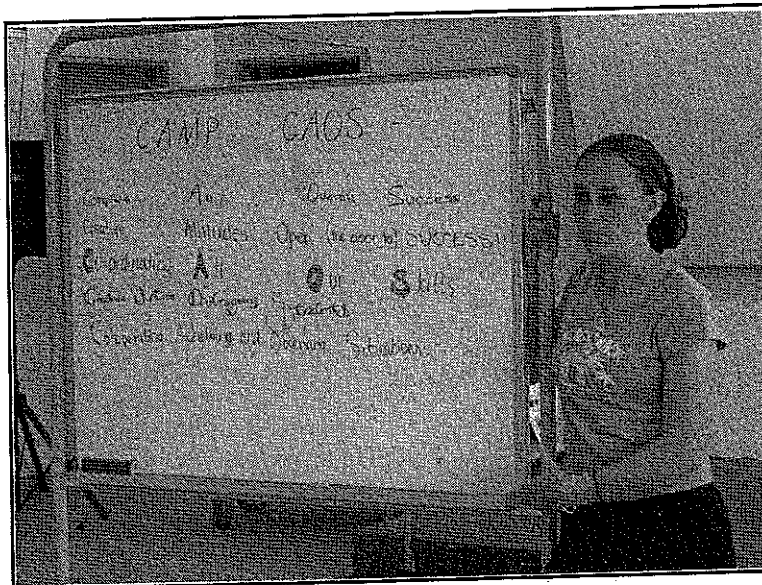
Informal assessment: Teachers and students use informal assessment opportunities to make incidental and immediate observations and provide feedback about learning. Informal assessment is frequently used for formative assessment purposes.

Journal: This provided the students and myself with specific and ongoing documentation of process, ideas, feelings, thoughts, questions and comments about their work and the work of others.

Authentic Assessment: Authentic assessment is linked to a teaching and learning program that seeks to provide contextual tasks in a supportive environment so that the learner can be given feedback about their progress. This was particularly evident throughout the entire Project MAD course and was perhaps the most enjoyable element of assessment used. The students wrote about how much they valued seeing each other in action, listening to each other in the discussions regularly held and admitted to learning so much about each other because of the authentic tasks delivered.

Knowing Get A Life! was a work in progress and that extensive research was a large part of the venture, more evaluation and assessment was practised due to the nature of this as a Masters of Education initiative, than possibly would happen in an ordinary teaching practice. However, the amount of evaluation and assessment undertaken has resulted in getting to know the thoughts, attitudes and skills of all students at a very deep level and this has only enhanced the opportunity to build stronger relationships with the students.

The topic for this research has encouraged me to focus on my strong belief that all students need opportunities and challenges/experiences outside the classroom to feel better equipped and engaged, empowered and positive about themselves and the role they play within a group. Camps allow us to do what physically cannot be done at school and to further build on group cohesion.



Get A Life! has been a phenomenal opportunity to inject real life skills that are becoming increasingly more crucial in the education of teenagers, into a school curriculum. It has meant that a new way of thinking, a different approach to teaching and a relevant and stimulating package has been presented to a large group of very different individuals and has resulted in a very tightly woven

team of teenagers who are experiencing a high level of satisfaction, passion and greater understanding of their place in the world.

Get A Life! has been successful from most stakeholders' points of view. Students are empowered to raise their standards in many facets of their lives. Parents are appreciative of the positive changes demonstrated at home in regards especially to a raised self-image, self-confidence and willingness to listen and understand different perspectives. Teachers have witnessed changes in levels of enthusiasm, willingness to work harder in order to achieve more successfully and overall positive attitude towards all tasks set before them.

Get A Life!'s next initiative is the introduction of *Ignite 2004*: a Youth Leadership Day on September 8th, for Year 10 students across ACT to attend. The main objectives are:

- To ignite the minds of Canberra's youth through inspirational and motivational speeches from celebrities, international coaches, successful business people and local identities.
- To provide opportunities for students to network with other ACT students and discuss the importance of having a vision and igniting the inner power to achieve ambitions.

If you would like to know more about Get A Life!, I'd love to spread the word. Please contact Kate Smith at smiffy@netspeed.com.au or c/o Gold Creek Senior School, Kellaway Ave, Nicholls, ACT 2913

Kate Smith
DipTeach, BEd, MEd and Mum

Reaching High Inc. Receives its First Grant!

On Wednesday, 21st July 2004, an excited group of students, ex-students and teachers met with Jennifer Hippisley, Executive Officer of Goulburn Murray Local Learning and Employment Network (GMLLEN) in northern Victoria for the presentation of a \$600 cheque to Reaching High Inc.

Reaching High Camps have been run by young people with learning differences, from schools in the region around Nathalia, since 1992. These camps provide a powerful positive model of young people taking control of their own learning, contacting adult role models and organising complex and purposeful educational experiences. (*There have been previous articles about the Reaching High Camps, principally in Connect 84, December 1993.*)

Growing out of this experience, Reaching High Inc is now a community-based organisation that aims to develop a greater community understanding of people with learning differences. It provides the adult

role models, leaders and assistants to the Reaching High Camps. It also aims to build a bank of resources that can be borrowed by other members of the community. Five past student members of Reaching High Inc come from Nathalia's secondary schools: four from Nathalia Secondary College (where the Reaching High Camp Program originated) and one from St Mary's College.

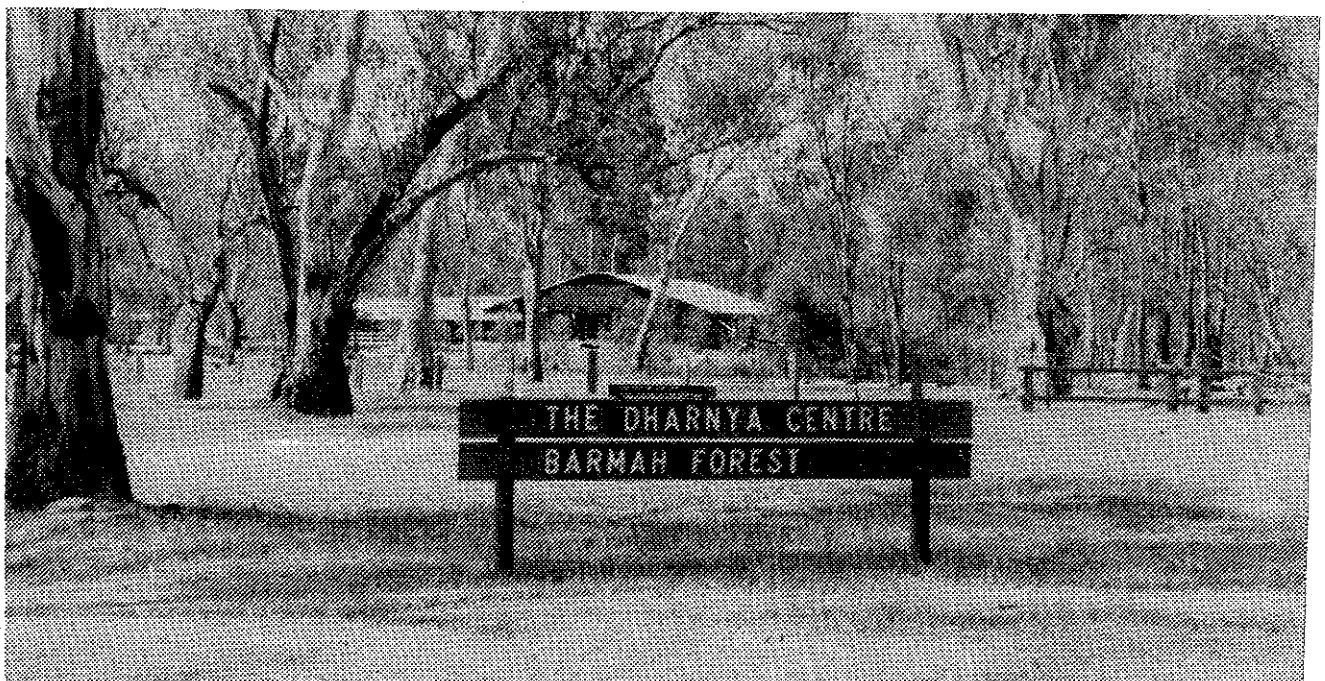
The grant, which came from the Department of Victorian Communities, now allows the group to take action on the goals that they have set themselves.

Two of the group's members, Damien Tinker (President) and Lynda Terelinc

(Treasurer), currently already participate in an innovative leadership course being run by Moira Shire. Their project brief through this course is to develop a promotional CD-ROM or DVD about the camp process. The grant ensures that multiple copies can be made for distribution, thus achieving one of their goals.

In presenting the cheque to Reaching High Inc, Jennifer said: "We hope that this assists you in promoting your great initiative for young people to other young people and the wider community." Goulburn Murray LLEN is a powerful promoter of initiatives for young people in the local community. The support that it has provided for Reaching High Inc has already engendered even greater enthusiasm and commitment from members.

Lyn Loger
logerl@telstra.com



VicSRC Receives Major Grant

Students are often disadvantaged because they lack an effective structure to represent them both in schools and in the wider education community. Student representative bodies are prevented from fulfilling their potential to provide student representation by the lack of recognition provided for them by the rest of our education system, and by their isolation from one another.

This is something that the Victorian SRC Network (VicSRC) is working to change. The concept of a Victorian SRC Network has been floating around in one form or another for over 20 years, and now we can officially say that it is no longer a concept or an 'establishing' group but a reality.

The Reichstein Foundation recently recognised the work done by past and present students of the VicSRC by providing a \$20,000 grant. This has enabled us to set up a permanent VicSRC position, which is auspiced and housed by the Youth Affairs Council of Victoria. The purpose of this is to extend networking activities to rural Victoria, but also to ensure that Victorian students have a

stable and on-going connection to a vast network of SRCs from other schools.

Networking SRCs allows students to:

- learn from and help one another;
- combine to focus many schools' strengths on specific activities/issues, thus increasing their potency;
- create a united student voice, which can be heard throughout the education system.

The next goal of the VicSRC is expand from the South-Eastern and Northern metropolitan areas, where it is currently operating, to every corner of Victoria. Work has already begun on organising conferences and local cluster meetings in other parts of Victoria. If your school is interested in participating in, or even hosting one of these events, please contact the VicSRC at the YACVic offices on (03) 9612 8999!

The VicSRC would like to acknowledge all the hard work of everyone who's ever been involved. All our hard work has paid off! **We're now looking for new members. Contact us now for a registration form!!**

Teigan Leonard

VicSRC Supporters Committee

youthaffairs COUNCIL OF VICTORIA INC.

The Youth Affairs Council is keen to forge links with SRCs and JRCs. The Youth Affairs Council of Victoria Inc. (YACVic) is the peak body and leading policy advocate on young people's issues in Victoria. Our vision is for a Victorian community that values and provides opportunity, participation, justice and equity for all young people.

To continue to represent the unique needs of Young People across the state we are inviting SRCs and JRCs to join YACVic. Joining YACVic as an SRC/JRC costs only \$2.00 per year and will ensure that your SRC's voice is represented on a whole range of issue relating to young people, from education to discrimination to public transport concerns.

As a YACVic member your SRC will be entitled to:

- Our bi-monthly newsletter YIKES!
- Our fortnightly email updates YACVic Announce
- Discount attendance at our conference for young people in October
- Information on how to become active in decision making processes both within your school and the broader community

For more information on joining, see our homepage www.yacvic.org.au or email info@yacvic.org.au or call (03) 9612 8999

PASTA NEWSLETTER

38 - August 2004

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.



SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM ON THE WEBSITE

PASS THE PASTA

WITH TRUST, BEST WISHES AND HIGH EXPECTATIONS

To the student and adviser delegates at ISRC 2004 in Edmonton, Canada: As informed and skilled international representatives of your country, we trust you are representing us all well. Upon your return to your respective countries, we look forward to seeing you translate global thinking into local action. We are here to help you with it. (ISRC, begun by PASTA in Australia in 2000, is held every four years in different host countries.)

To the organisers and participants of the 2nd National Leadership Camp at Kurrajong NSW: As motivated and enterprising national representatives of your state or territory, we have faith you represented them well. We wish you success in continuing this noble experiment and your potentially empowering experience. As always, we hope to hear of it. (Australian NLCs, now organised by 'Rising Generations', were begun in 2003.)

To the leaders and followers at the NSW DET SRC Conferences at Vision Valley NSW: As experienced and select representatives of your public schools and communities, we urge you to continue to represent and deliver active citizenship to them in multiple ways, reaching beyond the stereotypes and raising the

consciousness of all of what is possible. (These conferences have been held each August since 1987.)

As SRC believers and advisers, we expect more of you, more than just what has been. Check out *The Scroll Marked XI* by Dr Earl Reum within these pages. To paraphrase George Bernard Shaw, we dream of what never was and ask, "Why not?"

FRESH START PROFESSIONAL DEVELOPMENT DAY

As we expect more of our student leaders, so we aim to provide more and connect better with our members and SRC advisers yet to join us. The next opportunity to do that is in a one day professional development context on Saturday 18 September. 'Fresh Start 2004' is a chance for all adults already involved or those who would like to be more involved with SRCs and student leadership to:

- share their experience, skills and needs with others;
- find out more about how the NSW DET restructuring this year affects our work;
- discover and create the resources and invaluable networking contacts that can make our jobs

more productive and more valued by others.

A program summary and application form is on the last page of this Newsletter. If you have not already registered, we urge you to do so now. Contact the PASTA Secretary for more details: esheerin@ozemail.com.au

WORKING CONDITIONS FOR SRC ADVISERS

The main aim of PASTA is to improve the recognition, resources and rewards of being an SRC Adviser. We encourage you to look back at the February-April issue of *Connect* and read (again or for the first time?) these items. Then, with us, act upon them.

- Professional Development Equals: Profile, People, Promotion;
- Draft Resolutions for Action #1 and #2: To Raise the Profile of SRC Teacher Advisers;
- Quality Standards for an SRC Project School AND Community Decision-making;
- SRC Skills Curriculum and Communications for Representation.

Charles Kingston
PASTA Vice President

Check out 'How To Join' page on our Website:

<http://hsc.csu.edu.au/pta/pasta/>

or contact the PASTA Secretary: esheerin@ozemail.com.au

MOTIVATION MATTERS

Part 1

Go On In - The Water's Fine

*(adapted from The Hitch-Hiker's Guide To Student Government, Ch. 7.
L Vozzo, C Kingston and West Wyalong HS 1982)*

*Think of student involvement as a vast ocean full of waves upon waves of delights - and hazards.
Some people will dive in readily.
Others will need some coaxing to take the first plunge.
Still others will lie basking in the sun all day and never even get their feet wet.*

As Student Leaders and as Staff Advisers we must face certain realities of human nature:

- People motivated to do something, will not only do it, but do it well;
- People who seem lacking in motivation may simply be unaware;
- Some people will just never be interested.

Time and good intentions are not enough. But time, good intentions and a core, no matter how small, of motivated students and staff willing to work at it can bring about changes. That's what West Wyalong began with 25 years ago. It's still got a long, long way to go. But the motivation to keep it going, and to make it go further, is still there. It can happen.

THE IMPORTANCE OF THE PEER GROUP

There are many reasons why students (and staff) will not get involved in student council/student government activities. Several NASC and Australian based booklets designed for student representative programs list them. It is important that students, advisers, administrators, our other teacher colleagues and parents are made aware of these. However, one that was added in 1982 to the list then published has proved extremely important:

Student does not want to get involved because his/her mates don't think it's a good thing to do. In other words, peer group pressure can motivate people NOT to do something.

For every action, however, there is an equal and opposite reaction. While negative peer group pressure can scuttle a student-initiated project, positive PGP can make it sail fast and far. Advisers and student leaders need to identify those who have influence on their peer group - in all years. They should endeavour to discover what talents these students have - in sport, in art, in telling good jokes or whatever. They then need to fit that talent to some project - to coax, persuade, con, manoeuvre or manipulate

(in the best sense of that much maligned word) until the student 'leader', and perhaps a mate or two, have done something. It may be something small: the 'Sweathogs' basket ball team at the lunchtime competition, the church group's use of the Student Government barbecue for their own lunchtime social affair, or the use of one student's Art Class cartoon in a student newspaper. The initial scope of the involvement is unimportant. It's the first step into involvement that is.

The students we are talking about here may or may not be 'student leaders' in the traditional student view. They may or may not be 'good students' in the staff/administration/community view. They may or may not be 'good speakers' in the audience view. What is important is that they are leaders amongst their peers. If they step through the door into student involvement, in time the others are likely to enter as well.

Once, of course, a particular project (or the whole scope of student council activities) becomes accepted by a peer group, then the likelihood is that they will stay committed. One cannot rest on one's laurels, however. New activities, worthwhile rewards and regular recognition for work done are ways in which advisers and schools as a whole can assure that students (and staff) stay motivated.

In a future issue we will look at some possibilities for keeping students motivated. For the moment, however, we will leave you to ponder the most and best words on the subject. They come from Dr Earl Reum, the much beloved student council motivator in the USA after whom a prestigious SRC national 'Adviser of the Year Award' is named. The following *Scroll* (one of eleven on different motivational areas that he has written) deserves a permanent place on the walls of SRC offices and in the minds of student leaders, their advisers and our administrators.

Charles Kingston

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to Connect magazine.

The Scroll Marked XI

Secrets to the Profession of Student Council Leadership

I would speak to you of the most frustrating, challenging, meaningful, memorable year of your life - this one, in Student Council.

I would speak of the non-involved kids who need you. I would tell you of those who do not wish to be represented - who do not care - and will not care - who will refuse involvement. I would speak of those who hate you - who will malign you - who will show only anger and frustration toward you — I would describe the aggressive activist, the vocal critic, those committed to disruption, hate, destruction . . . and apathy. I would speak of the invisible kids, as well, the ones we never see and never hear . . . but they are there and their need for you, for a full chance to belong, for a program of relevant activities, is critical - a matter of life and death. . . and even more than that.

I would tell you of Principals who truly want to be the Instructional Leader of The Greatest School in the World - and of their frustrations and fears and feelings of incompetence - their quiet anger and the threatening legal hassles which constantly over-shadows kids daily existence. I would describe men and women of guts who daily continue to try, who work with staff and young people to make your school The Greatest in the World...

And the advice I would give you includes all that has been said in the Ten Scrolls - and more. I would tell you to love people - to give yourself away, to use your talents for the welfare of others, to persist - to learn the secrets of compromise, the procedures of negotiation, the process of total human commitment. I would have you learn to ask for more than is essential in order to negotiate in a world which demands both giving and sharing - (the political art of compromise.) I would have you discover what it is to exchange pieces of power for a purpose (the science of negotiation). I would have you completely engulfed in your school this year as if there is no other time, or place, or school, anywhere. Because only student leaders can truly save the life of our schools . . . and only you can save your school.

I would remind you to express your love for your parents (who will not really understand the amount of time it requires in order for you to be involved, to lead, to make a difference.)

I would command you to listen with your heart - to listen not just to mirrors but to listen to those who disagree, who do not know, who say other things than yes, and who perhaps speak the truth most clearly.

I would demand failure of you in many things in order to teach you about what real humility must be. I would exact from you the price of patience which youth is reluctant to pay because now, the present, is the only voice of time which young people obey.

I would command your loyalty and allegiance to a school - not to a building - not to all the people who make up the school. I would pray that you would discover the genius in every living creature in that school. I would hold you to the contract of being absolutely responsible for your own actions - demanding that you be required to pay the full consequences for every act you choose to commit.

I would require you to have a vision of what education in your school can become. I would have you envision freedom and responsibility - to see genuine growth in learning, awareness of hope, wisdom and knowledge - to feel excitement about worlds which are yet to be - in your school. Would that you be a dreamer of great dreams, a doer of great deeds, a statesman of stature, a human being alive in what life can truly become ...

I would have you discover that you must know some things before you can expect to do some other things. You cannot sit in representative judgement unless you truly know what other students believe and feel. You cannot select new books for the library unless you know what materials are already there. You cannot design a curriculum unless you are aware of what is and have a full knowledge of the many alternatives and their consequences. You cannot fire teachers or even rate them - you cannot destroy buildings or people - you cannot blockade the lunchroom or the hall - you cannot lobby at the legislature unless you personally know what you are doing, the consequences of your actions, your legal and/or moral rights/responsibilities . . . and in addition have attempted alternatives, sought other resources - verily earned the authority to act - and even then, I personally believe that some of these activities are not the work of Student Council.

Choose to serve to encourage those others (and include yourself). Choose joy and practical plans - choose to provide others with the single most significant learning experience in the lives of young people . . . and provide such an event for yourself. Learn to make competent decisions within the context of conflict. Discover serenity . . . peace of mind without anxiety

Do your homework. It isn't fun . . . but it is the most productive route. Know what you seek to do, and know what you have to know in order to do it. Homework may take the form of research into what other schools are doing, talking/working with people who hold power before you accuse them of being repressive. Plans must be thought through. Assume the co-operation of other human beings. .

Seek out good advice. There is an unlimited supply of really bright people who can help you. We need to impose on others in order to get them involved. Seek out students and staff with special talents and abilities, especially those who are not 'in' and give them real things to do.

Keep yourself healthy both physically and mentally. Make friends with the school newspaper and the community press. Don't cross people - especially people of power. Don't play kamikaze with battles you haven't a chance of winning. Do favors for people - not just because these will be returned but because the world needs people who help other people just because they are there.

Know what's going on. Representative means both 'resembling' and 'using specialised expertise' - Discover how to make things happen where everyone needs to have things happen.

Don't let anyone or anything destroy you. Don't see defeat as failure and don't take every negative event personally. Know that you are doing what is important and be willing to give up a little in gaining a great deal.

Choose goals . . . write them out - hang them on the wall - dream about them - read them daily - find ways to achieve them - then get the job done.

Discover the world of Student Council - Know that you know . . . And know that it is all worth while. I sincerely wish that you will continue to become The Greatest Student Council Leader in the World.

Dr. Earl Reum

Fresh Start 2004

Professional Support Day

**for SRC Teacher Advisers in
NSW Primary and Secondary
Schools, Student Welfare
Consultants, and anyone else
involved in leadership and
representative programs**

Following the successes of the Professional Development days held in 2002 and 2003 for NSW SRC teacher advisers, the Professional Association of SRC Teacher Advisers (PASTA) Inc. and the NSW Department of Education and Training's Student Wellbeing Unit are pleased to give advance notice of our next joint project. Registrations and/or requests for further information can be emailed to: The Secretary at esheerin@ozemail.com.au

WHEN: Saturday, 18 September 2004
from 8:30 am to 4:30 pm
(Formal Program from 9 to 4)

VENUE: PTC NSW Conference Centre
Cnr Norton and Marion Streets,
Leichhardt (Sydney)

COST: PASTA Members: \$44
Non-Members: \$55

*Institutional membership covers
up to three participants from your institution
on the day for only \$44 each*

Registration fee covers morning tea, lunch,
afternoon tea and program materials and resources

***If you are new to SRC or
need some inspiration,
this day is for you.
Get some new ideas and
some practical help.
See some successful
practice in operation.***

Contact:

PASTA
c/o Ellen Sheerin
Asquith Girls High School
Phone: 9477 6411 Fax: 9482 2524 or
Email: esheerin@ozemail.com.au
Registration by Friday 3 September, 2004

PASTA Calendar Summary (2004-2005)

2004

AUGUST:

28th: PASTA meeting - PD: 2004 Tour Report and ISRC local Action Plans

OCTOBER:

7th: NSW DET Pupil Well-Being Unit/PASTA meeting

23rd: PASTA Meeting - PD: PASTA resource modules

DECEMBER:

4th: Christmas Meeting and Dinner - as for all meetings, everyone welcome

2005

JANUARY:

8-9th: ISRC 2004/Past Tour Delegate Members' Reunion

FEBRUARY:

26th: 2005 Annual General Meeting (all positions open to all members)

(Subsequent regular PASTA General Meetings: 4th Saturdays in March, May, July, October. All include professional development activities during the afternoons of each meeting)

Semester 1: *Fresh Start* 2005 - PD Day for new and renewing advisers

Other PD opportunities as members' and systems' interest is communicated to us. (Times/Venues as negotiated with interested advisers and schools)

JUNE/JULY:

16th June - 16th July (approx dates): 8th Overseas Leadership Tour (69th NASC Conference and NLC)

PASTA subscriptions and queries:

**PASTA Inc.
50 Balmoral Drive
Gorokan, NSW 2263**

***PASTA Membership Renewals for
2004-2005 were due July 1 -
please renew promptly!***

Final Connect for unfinancial members!

National Student Participation Conference: Conference 7 Postponed: Plan now for April 2005!

Due to some technical problems particularly with regard to venues, and to ensure that we have an effective national conference, the NASPAC VII organising committee has regretfully decided to postpone NASPAC VII.

NASPAC VII is the 7th National Student Participation Conference; it was due to begin in Canberra on September the 20th this year.

The conference has now been rescheduled for the April school holidays of 2005. All states and Territories have slightly different holiday periods, but for one week in April, everyone takes a break simultaneously. That will be when NASPAC VII will occur.

The committee would like to assure everyone that the conference will be going ahead, and this extra organising time will create the opportunity to make NASPAC VII a really powerful and memorable step in defining the national agenda for student participation.

You can expect all the great stuff already advertised for NASPAC VII to still be there, such as Student Virtual Parliament, TalkBack Classroom and an inter-state congress of statewide SRC networks. However, the committee has a couple more ideas up their sleeves that previously didn't look possible. You'll just have to wait and see what those ideas will be!

More information will be provided through Connect as it comes to hand.

David Mould
On behalf of the Canberra Committee
Second Strike: Supporting NASPAC VII
(03) 9855 8900

**Now in
Canberra,
April 2005**



policy @school

A free on-line tool to assist secondary school students to participate in understanding, initiating or revising school policies.

Written and produced by trainee teachers, University of Melbourne, 2004 in collaboration with the Victorian Student Representative Council (VicSRC).

available at:
<http://www.policyatschool.org>

Changing Student Group Priorities

On behalf of the Karingal Park Secondary College Student Leadership Council (SLC), I would like to thank you for your article on "Change not Charity" in *Connect* 145-146 (February-April, 2004). Here at Karingal Park, our SLC has been running for many years and used to have strong connections with DEET and other sources, and we were always seen as an organisation to get money from. After reading your article, our students are now thinking that our SLC should spend more money on our school and our students, who we were elected to represent. We shall still give money to local charities but your article has shown us that we do not need to give into the push of major organisations.

If you have any other information about this topic please feel free to send it to us at:

Attn: SLC
c/o Karingal Park SC, Belar Avenue, Frankston Vic 3199
<kpscslc@hotmail.com>

Student Voices:

- **More than a strategy to fix things;**
- **Why we need to listen to all students;**
- **Why now?**

We, as schools, have been very good at listening to students who will tell us what we want to hear. Some could say that this has been a focus for some schools in the past.

Why now, in 2004, do we need to listen to students who haven't previously been heard in schools?

The answer lies more than just in thinking it is necessary because in many settings things aren't going so well for schools. Listening to young people and working with them to solve the problems has been proposed as a strategy to 'fix it cos it's broken' but why?

The big question that needs to be explored for teachers and students is **why now?** What has happened for students that student voice is an issue now? Why couldn't we just keep things as they were and keep on doing great things for students?

In one article, Michael Fielding says

Schools still provide disappointingly few opportunities for students to express their views and contribute meaningfully to shaping school life. This situation contrasts with the world beyond the school, where young people have increasing economic power, social maturity, funds of informal knowledge derived from the rich leisure media culture surrounding them, and a greater sense of entitlement. If they fail to engage their students, schools will miss out on valuable opportunities to develop young peoples' skills, improve provision, and promote citizenship and social inclusion.

Where did this sense of entitlement come from? When I read Fielding's words they resonated with me. I

immediately recalled some students where I had struggled to see how I could support them through their current issues; if I had had this word it might have helped me work with those students to produce better outcomes for them. How do I as a teacher understand that 'sense of entitlement', because I grew up in a time when this was not my reality? What is it that young people really think they are entitled to? What does this mean for understanding their world?

Vivienne McQuade, *Adelaide*

Congratulations (1)

I retired a year ago today, and although I have always enjoyed *Connect* (and promote it whenever I have the opportunity) and have enjoyed continuing to receive my copies since retiring, I can no longer justify the subscription.

Thank you for everything that you have done over the years to promote students' involvement in their own learning and behaviour and, more importantly, for promoting and supporting student involvement in the planning, development and implementation of their curriculum programs, the management of schools, the education system, the local community and the international community. I believe you have done more than anyone anywhere to promote and encourage student involvement.

Judy Buckley, *Alice Springs*

Congratulations (2)

I was pleased to receive the June edition of *Connect* magazine recently, and was once again reminded about the fantastic rate that student participation and empowerment is progressing. I was particularly glad to see that MAD day was well publicised, with TV coverage and all, which can be hard to get for student participation events, I believe.

Although *Connect* is a fantastic resource, now that I have entered university, many of the topics have become less relevant to me, since I have moved into participating on committees of clubs and societies. My experience in SRCs did, however, help immensely in getting involved with these committees, being used to meeting and getting involved.

My time on SRCs and involved with student leadership I think has helped shape who I am now, and there are many experiences I have gained there which may have been unavailable until much later in life. As much as I want to though, life must go on, with more experiences to be gained in different pursuits.

Congratulations with your terrific work with *Connect* and SRCs generally. Your dedication to this area is very impressive, and I wish you all the best.

Good luck in reaching edition 150 of *Connect*!

Jeffrey Leong

Report to 2004 STATE SRC CONFERENCE



Student Leaders – Partners in Change

The 2004 NSW SRC is the NSW Department of Education and Training's **peak student leadership consultative and decision making forum** and represents all secondary students in government schools. It consists of twenty two (22) members, including two Aboriginal student leaders. It has met once per term in Sydney since November 2003.

A **Minutes Summary Page** of each meeting is emailed to each of the 43 NSW School Education Area (SEA) student welfare consultants for distribution to each secondary school.

The group has been working very hard this year on the five Resolutions that were passed at the **Student Forum at the 2003 State SRC Conference**. The 2004 NSW SRC also set its own goals to work on and each of the members has liaison roles with various agencies.

The Resolutions from the 2003 State SRC Conference that the 2004 NSW SRC is addressing are:

RESOLUTION 1

It is recommended that:

The Department of Education and Training publish the 'SRC Toolkit' written in 2002 and make it available to all SRC teacher advisers.

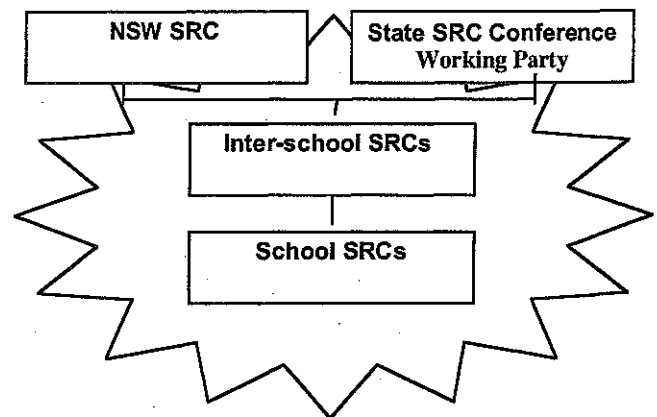
What ACTION has taken place so far?

The *SRC Toolkit* is a training and development resource that was first developed in 2002 (by Rod Batkin, Wollongong SRC teacher adviser/coordinator). It is a training and development resource designed to assist SRC teacher advisers and student welfare consultants in their work on student leadership. Student welfare consultants were first emailed the toolkit late in 2002.

Members of the NSW SRC wrote to Mr David McKie, the Director of Student Welfare, recommending that the *SRC Toolkit* be updated, published and sent to SRC teacher advisers and student welfare consultants.

In 2003, officers within the Student Wellbeing Unit updated the 2002 version of the *SRC Toolkit*. Rather than send out hard copies, the toolkit has been placed on the Department of Education and Training's (DET) web test-site. The *SRC Toolkit* is awaiting final approval before 'going live' on the web. This will happen later in 2004. Future promotion of the toolkit with student leaders will also take place.

STATE SRC SUPPORT NETWORK



RESOLUTION 2

It is recommended that:

In 2004, each of the ESCs (Education Support Centres) within a region individually hold termly meetings as current districts do and that a selected number of students from each ESC are elected to represent as the regional SRC.

What ACTION has taken place so far?

The Department's restructure has developed differently to the Education Support Centre (ESC) model that was proposed when this resolution was voted upon and passed at the State SRC Conference of August 2003.

The formation of 'ESCs' referred to in this Resolution did not proceed, therefore the actions associated with this resolution had to be modified. As a result of the restructure, the Department created 43 **School Education Areas (SEAs)**. These SEAs operate within 10 regions.

Mr David McKie, the Director of Student Welfare, met with the NSW SRC in March 2004 and following this meeting, the NSW SRC modified the intention of the Resolution to encourage SEAs and regions to organise their inter-school SRC networks according to local needs. The NSW SRC encouraged meetings to take place each term if possible.

The NSW SRC members wrote recently to the Director outlining the fact that inter-school SRCs had commenced operations with SEA SRCs as the basic student leadership unit. Departmental consultations with SRCs in 2003 about the restructure indicated that this was the most preferred option.

The letter to the Director indicated that some regions were planning regional SRCs to help inter-school networking and support. The NSW SRC suggested that any regional SRCs should be trialed as required at this stage, but should be on a non-compulsory basis. The NSW SRC is awaiting a reply to the letter.

The NSW SRC is not aware of the creation of any regional constitutions or any regional SRC elections. The restructure is still evolving and even at this point, fine-tuning is taking place as regions and SEAs establish SRC networks that best suit their needs.

RESOLUTION 3

It is recommended that:

The 2004 NSW SRC lobby Australian Health officials to promote funding, awareness and support programs for school students suffering from eating disorders.

What ACTION has taken place so far?

The 2004 NSW SRC contacted individuals and organisations that specialise in mental health and eating disorders by email and by letter.

Those contacted included Dr David Bennett, Head of the Adolescent Unit at The Westmead Children's Hospital (who was keynote speaker at the 2003 State SRC Conference), Dr Mark Reynolds, the Eating Disorders Foundation, NSW Health, and Peta Marks from the NSW Centre for Mental Health.

The 2004 NSW SRC expressed the importance of the issue of eating disorders for students in NSW government secondary schools. Peta Marks met with the NSW SRC in March 2004 and stated that eating disorders are classified as a mental health disease and that the NSW Centre for Mental Health is developing plans to improve treatment of eating disorders by improving access to services and care.

An advisory group has been formed and Peta Marks invited the NSW SRC to nominate a member to this group as a liaison role. A member has been participating since the group was established.

The NSW SRC has urged schools through local inter-school SRC networks to raise awareness of these issues with all students.

RESOLUTION 4

It is recommended that:

The 2004 NSW SRC promote ways of saving energy and therefore money within the Department of Education and Training and schools across the state. This will particularly concern a reduction in consumption of electricity and water.

What ACTION has taken place so far?

NSW SRC members participated at a Schools' Environment Day organised by the Sustainable Schools Program (SSP) and the Department of Environment and Conservation (DEC). An Action Plan was developed that

included the creation of a flyer to School Education Area SRCs suggesting practical strategies to promote ways of reducing electricity and water usage in schools plus an environmental organisation contacts list. Some practical strategies for schools include:

- forming school environmental clubs or committees;
- poster competitions to promote energy and water conservation in schools;
- encouraging schools to install energy efficient lighting;
- encouraging schools to install water bubblers with automatic 'switch off';
- encouraging schools to install water tanks to collect rain water for use;
- creating a compost;
- contacting the local council and applying for grants for school based projects;
- promoting the *H.E.L.P. Program* (High School Environmental Leaders Program) in metropolitan schools;
- holding a 'Saving Nemo Day' by checking all taps for leaks and cleaning school drains;
- promoting links with *Keep Australia Beautiful* for ecologically sustainable projects in schools.

Each participant at the 2004 State SRC Conference has been given a copy of this flyer and resource list. It is hoped that every student will take this back for discussion and action at inter-school SRC meetings.

In March this year, six (6) members of the two State SRC groups met with the Director-General of Education and Training, Mr Andrew Cappie-Wood. He was briefed about new directions in student leadership and was very interested in the work of the NSW SRC on this environmental Resolution. He suggested a future meeting with some members of the NSW SRC, himself and the Director-General of NSW Utilities and Energy. The aim of this is to discuss this Resolution further and how student leaders can encourage schools to conserve electricity and water usage.

Members of the NSW SRC recently attended a meeting of the DET School Assets Management Group to discuss improvements to school physical environments. One of the members participated at a Recognition Day organised by SSP, for schools that have initiated 'best practice' environmental projects. Ian Keirnan from *Clean Up Australia* offered our NSW SRC member his business card and we will be following up on this great new contact.

RESOLUTION 5

It is recommended that:

The 2004 NSW SRC act on improving communication between SRCs and maintain existing communication. The 2004 NSW SRC should develop:

- a. ***a statewide SRC website incorporating e-groups, chat rooms and forums for SRC members, with information, updates, and a suggestion area for the general public***
- b. ***improved technological support eg teleconferencing for schools outside the metropolitan area.***

What ACTION has taken place so far?

The NSW SRC has promoted the benefits of establishing SRC e-groups through inter-school SRC networks. A copy of instructions for establishing an e-groups has been given to you.

A number of student welfare consultants have facilitated the setting up of new inter-school SRC e-groups. SEA SRCs which have newly established e-groups include: Tamworth, Dubbo, Parramatta and Port Macquarie. School-based e-groups include: Tooleybuc Central School (Deniliquin SEA).

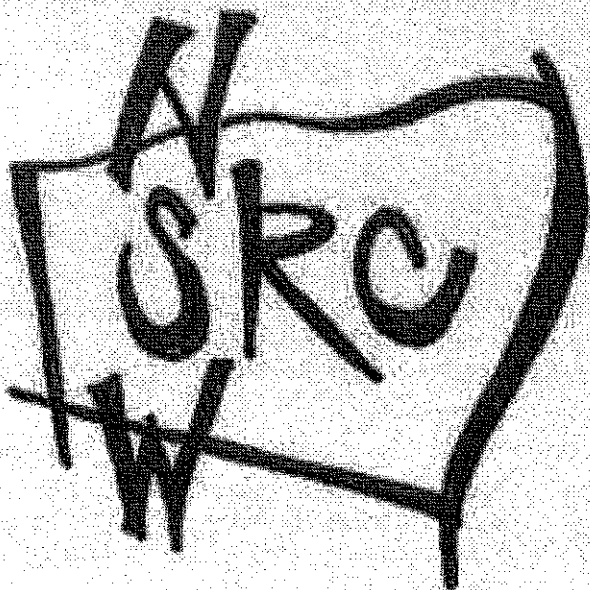
NSW SRC invited Mr Adel Habib, Manager of the Technology Directorate (DET) to present at the May meeting. He demonstrated ways of forming SRC chat rooms, forums and emails as part of the Department's E-learning Program.

Officially approved Departmental e-groups rely on students being given individual email addresses. At the present time the NSW Teachers' Federation has a ban on this web initiative because there are privacy and work related issues involving teacher supervision of the site.

It is eventually proposed that each student in NSW public schools will have a log-in name. The Department's 'webservices' has the potential to be an effective means of communicating the 'student voice' and SRC actions state-wide, with a long view that student leaders in rurally isolated schools might 'chat' on-line with their city based peers. Until each of the students in government schools is given a log-in name, SRCs will have to continue to use external support networks and e-groups.

In Term 2, student leadership personnel in the Student Wellbeing Unit updated the student leadership section of the Department's website. The test-site includes the new SRC Charter and Principles, a colour version of the SRC logo the *SRC Toolkit* mentioned in Resolution 1.

NSW SRC has promoted the use and benefits of SRC teleconferencing in letters sent in May 2004 to student welfare consultants in each SEA. NSW SRC continues to recommend teleconferencing as an efficient method of communication, especially to overcome long distances.



2004 NSW SRC GOALS

1. *To promote student leadership and participation through 'Healthy and Safe – the Ideal State!' school based SRC projects*

What ACTION has taken place so far?

The NSW SRC promotes the importance of equity, fairness and participation for all students in schools. An example of one such school based initiative is a 'School Idol' Show that recognises the talents of all the students in the school in the form of a talent quest.

Student health and personal safety school based projects were promoted at the 2003 State SRC Conference *Healthy and Safe – the Ideal State!* and at most follow-up inter-school SRC conferences and meetings across the state into 2004.

2. *To improve communication links by encouraging effective use of 'e-groups' at School Education Area (SEA) level.*

What ACTION has taken place so far?

With student leadership programs being increasingly supported by the Department of Education and the NSW Government, e-learning will be a major initiative, with SRC members being encouraged to improve e-communication. Established e-groups will assist this process. Other possibilities include SRC 'chat rooms' and 'forums'.

Please refer to Resolution 5 outcomes as this goal operates in association with this goal.

3. *To promote Stewart House as 'the' SRC charity and to encourage SRC student support for Stewart House (the schools' charity)*

What ACTION has taken place so far?

The Education and Promotions Officer for Stewart House met with the 2004 NSW SRC at the Term 1 meeting after an invitation from the student sub-committee. Promotional advertising has taken place by both Stewart House and the NSW SRC in inter-school and secondary school SRCs. The NSW SRC fully supports Stewart House as 'the' charity for SRCs.

Stewart House resources are in conference bags for use by participants back at inter-school SRC and school SRC meetings.

CONSULTATIONS WITH 2004 NSW SRC

- The Premier of New South Wales, the Hon. Mr Bob Carr MP on SRCs adding 'value' to schools
- (Dr) Alan Laughlin, Deputy Director-General (Schools) and promoting values in public education
- Mr Robin Shreeve, Acting Deputy Director-General (Schools)
- Mr David McKie, Director Student Welfare on new directions in student leadership
- *Creating the Future* Team (DET) on what public education will look like in the next ten years
- Australian Electoral Commission on the importance of student democracy and SRC elections
- Multicultural Programs Unit (DET) on student-led anti-racism projects
- Premier's Youth Advisory Council (YAC) about youth participation
- *Better Futures* Youth Development Advisory Group (OCYP) on ways to increase youth participation
- Aboriginal Youth Development Advisory Group (OCYP) on ways to increase indigenous participation
- Teach. NSW (DET), promoting teaching as a career
- Commission for Children and Young People Review and the Youth Reference Group
- *ReconciliACTION* Aboriginal Reconciliation and youth issues organisation
- Young people and awareness of landmines problems around the world
- Secondary Principals' Student Leadership Reference Group on new directions
- NSW Centre for Mental Health on eating disorders and mental health
- Asthma Friendly Schools Association about resources
- Quality Teaching and Learning (SIPA) Advisory Committee
- Gender Equity Advisory Group
- Juvenile Justice Advisory Council of NSW
- School Safety and Security Directorate (DET) on crime prevention using *Crimestoppers* modules
- Stewart House about support from SRCs
- Manager Technology Directorate (DET) on SRCs and e-communication
- Federation of Parents and Citizens' Association of NSW about linking parents with student leaders
- Disabilities Programs (DET) on the International Day of Disabilities and *Best Buddies* Program
- *Crush* non-alcoholic dance parties.

2004 NSW SRC LIAISON ROLES

Each member of the 2004 NSW SRC has a liaison role:

State SRC Conference Working Party

The nominated NSW SRC member attended several of the Working Party planning meetings leading up to the 2004 State SRC Conference and shared student leadership information between the NSW SRC and the State SRC Conference Working Party

Aboriginal Youth Issues

The two Aboriginal members of the NSW SRC participated at the Office of Children and Young People's (OCYP) Aboriginal Youth Leadership Development Project in June 2004. The members voted on projects to implement later this year, including a mentoring program for Aboriginal students. This liaison role is ongoing.

Some NSW SRC members have participated at activities held by *ReconciliACTION*, a young people's group formed to promote reconciliation.

Technology

The 2004 NSW SRC has been using an effective e-group system. All 22 members communicate with success using this e-group. The liaison person has successfully managed the NSW SRC e-group and managed an e-attack by a hacker. For more details on the technology report, it is best to refer to the notes in Resolution 5.

The address of the Department's student leadership website is:

www.schools.nsw.edu.au/studentsupport/src/index.php

Publicity

The NSW SRC wrote an article which was published in *Connect* magazine, the only national student participation magazine released quarterly. Is your school a member?

The NSW SRC (and the State SRC Conference Working Party) wrote letters to the Federal Education Minister, Dr Brendan Nelson promoting the importance of public education values. No response has been forthcoming.

NSW Federation of Parents and Citizens Associations

Liaison with executive officers of the P&C indicates that they are very interested in continuing involvement with state student leaders. It is seeking assistance to further implement *Fresh Tastes* Healthy Schools Canteen Strategy. This program will become mandatory in 2005 in school canteens state-wide.

Commission for Children and Young People's Youth Reference Group (CCYPYRG)

The NSW SRC member from Ballina/Tweed Heads is also a member of the CCYPYRG and attends monthly meetings. As a part of that group, she has consulted with other agencies about issues such as youth participation. The CCYPYRG reports on various projects such as a video submission on the rights of the child. The NSW SRC member has been invited and accepted an invitation to present at a national conference about infant and adolescent mental health in September on the Gold Coast.

School Safety and Security Directorate (DET)

A NSW SRC member from Port Macquarie SEA liaises with the Director, School Safety and Security and personnel in the unit. There has been collaboration on promoting the *Crime Stoppers* module, which was trialled by some NSW SRC members with their school SRCs.

Special Initiatives/Equity/Communication

The NSW SRC wrote to student welfare consultants encouraging SRCs to continue to promote:

- health and safety projects (outcomes of the 2004 State SRC Conference *Healthy and Safe – the Ideal State!*);
- the SRC Guide;
- the *How about Teaching?* video, which was a project between the Department's Personnel Directorate and 2002 NSW SRC members. Copies were sent to every secondary school careers adviser at the beginning of 2003.

Keep Australia Beautiful

The NSW SRC liaison person helped develop an award system for ecologically sustainable projects within schools. This has helped raise awareness with young people about environmental issues.

Premier's Youth Advisory Council (YAC) and Youth Week Initiatives

Youth Week e-zine was posted on NSW SRC e-groups and members were encouraged to forward this on to inter-school SRC networks. Liaison has been formed with YAC member Rey Riodica, who now attends each NSW SRC meeting.

PASTA (Professional Association of SRC Teacher Advisers)

The NSW SRC liaison person sends minutes of NSW SRC meetings to the President of PASTA. PASTA is unable to attend the 2004 State SRC conference as it coincides with their overseas student leadership tour to the USA and Canada.

Anti-Bullying Code of Practice Consultative Group

Two NSW SRC members are members of this group. A draft code of practice has been developed for further consultation.

The 2004 NSW SRC hopes that this report has helped conference participants to understand the achievements of this group November 2003. Please take this report back to your inter-school SRCs for tabling, discussion and ACTION.

The NSW SRC members are happy to discuss any of the information contained in the report.

*'If you can walk, you can DANCE.
If you can talk, you can SING!'*

Contact:

Noel Grannall

02 9246 5533 or

Noel.Grannall@det.nsw.edu.au

What is a Student Representative Council?

Students are happier and participate in their education effectively when their ideas are listened to and their opinions valued. Schools benefit when students are involved in school organisation and planning.

A Student Representative Council is a group of students in a school elected by their fellow students. They represent the students in the school and organise ways for them to participate in school life.

A Student Representative Council is:

- Educational:** by developing skills in leadership and communication;
- Democratic:** because every student has a voice;
- Responsible:** for solving real problems and making real decisions;
- Sharing:** decision-making with the school executive, teachers, other students and the school community;
- Caring:** about the school, what happens in it and to it;
- Fun and Rewarding:** for everyone in the school.

What do school SRCs do?

- identify and voice student opinions and ideas;
- encourage school spirit and pride;
- improve school amenities and appearance;
- discuss student rights and responsibilities;
- become involved in environmental education;
- become involved in curriculum issues;
- provide study help;
- promote careers information and workplace learning;
- assist the orientation of new students;
- focus on student health and personal development;
- encourage school competition in sport and debating;
- develop international awareness;
- publicise and communicate achievements;
- promote creative, visual and performing arts activities;
- recognise students' achievements of excellence;
- run social and recreation activities;
- organise fund-raising activities;
- participate in community service programs.

Do SRCs have a role beyond their own schools?

Yes, at inter-school and State forums:

School Education Areas and Regions

- Schools in NSW are grouped into 43 SEAs and 10 Regions;
- SRC students from your school may be elected to an inter-school SRC group.

Inter-school SRCs

- Help improve school SRCs;
- Help improve communication between schools;
- Deal with issues that affect the local community;
- Provide leadership training.

NSW SRC

- Is the peak student leadership organisation in the state;
- Has elected members representing all School Education Areas in NSW;
- Meets regularly, and is consulted on student issues by senior officers in the Department of Education and Training, other government departments, businesses and community groups;
- Represents the views of NSW secondary students.

State SRC Conference Working Party

- Plans and organises the annual State SRC Conference;
- Encourages the exchange of ideas, views and skills regarding student leadership and SRCs in NSW at the annual state SRC conference.

Extracted from NSW State SRC Brochure

Neat Notes, Nattering Newspapers, Newsy News Sites and the Like

In Part 1 (in *Connect* 141, June 2003), this series began by suggesting why people don't write. We listed a score of reasons, difficulties and excuses that teachers and students have given over the years for not writing about what they are doing. Or want to do. Or think others (at least) might find the time to do.

This was followed in Part 2 (*PASTA Newsletter* 36 in *Connect* 145-146, February-April 2004) by *20 Reasons Why Teachers Might Write* and *101 Reasons Why Students Should Write*. ("All of the above plus there are more of you than there are of us. You are teachers and mentors and empathetic peers too. You and those who follow you need your guidance and support. We all do.")

We have no doubt some of you did it: wrote for yourself, that is. To clarify your work or study, or explore your problems, to plan your present and future actions, to reflect on your life, or simply to avoid forgetting your considerable accomplishments.

By the look of this and numerous earlier issues of *Connect* (count 'em: it's nearly up to #150), many of you also went that extra step: wrote for others; for the sheer joy of sharing things collegially with those interested. Thanks. So how can the rest of you join these folk?

Here, in Part 3 of this occasional column, are some suggestions to help you teachers and you students to write more frequently as well as just 'more'. You think you've nothing to write about? Or can't? Or won't? Think again!

Some Ways of Helping You to Write More

All brainstorms - and all reflections stemming from them - are valuable. We all have them. Let's use them. They can become written pieces, therefore more valuable in and of themselves simply because of the process involved by you, the writer. These are your notes, diary entries, letters to self/to others/to the media, outlines, agendas, minutes, programs, poems, essays. They are handwritten, typed, e-mailed, 'netted', 'SMSed'. Even sung.

These brainstorms are your music. They deserve an audience. Audiences need your voice.

'STARTS':

Stimulation

Timing

Attitude

Relevance

Trialing

Sending

Stimulation: some sparks to start your writing engine

You know what to write about: your work, your study, your hobby, your passion, your action. Give your life beyond school a larger dimension: explore the world by contributing to it. Believe that your project deserves recording while in the process of becoming - develop it in print. Make 'payment' self-satisfaction and the respect of others. (Sometimes it might even be in \$.)

Timing: some methods of fuelling time from your tank

You know that the best way to start is to start. Brainstorm. Scribble. Play with words. Focus. Give time to yourself for reflection - in print. 'Take a break' from doing and write about it. Believe it's about time somebody said it. That being so, it's time to put 'your take' on the matter. Make writing tasks a higher priority. Clear desks, open new files and enjoy the experiences.

Attitude: some beliefs to hold onto to sustain your momentum

You know others will be interested because you are. No-one need work in isolation for long. Give encouragement to your colleagues and your peers by sharing your own enthusiasms. Believe it's a part of the job of being an educator. The classroom is larger than four walls. Make your best acts public. Your participation is too precious to go unrecorded.

Relevance: some reasons to share your travels with others

You know there is something special about what you do - otherwise you wouldn't be doing it. Give freely of your experience, the context of your topic, your perspectives on it. Believe it's something you, hence others, have never seen in your area, your field, your style. Make it relevant to your purpose, your chosen audience, the time in which you write.

Trialing: some steps to trial as you accelerate your skills

You know that there are others to read your drafts: a colleague, mentor, friend, editor. Give heed to: needs, values, useful outcomes, future directions to which you can point. Believe you can write just as you can talk. Imagine one person. Talk - in print - to him or her. Make a mess of notes. Mess around with images. Imagine reading your words. Punctuate.

Sending: some examples of potential places and audiences

Having had fun with all that, pass your draft on to as many of these as suit your topic and your intended audience. The editors will take it from there. Apart from commercial media, others will welcome new material - and you as a new author:

- School newsletters, school newspapers, school year-books, staff bulletins, SRC notices;
- Educational journals and school exchanges (eg teacher as well as student class projects);
- Community youth and education groups (early childhood to University of the 3rd Age);
- Local rural and suburban newspapers/radio and TV stations/popular magazines;
- Websites, e-groups, chat rooms - whatever the latest technology suggests is most effective;
- State, district, regional, national and international student representative groups;
- Government representatives (at all levels), unions and federations, businesses;
- Youth-oriented magazines, parent and citizen magazines, senior citizen magazines;
- Professional teaching associations, conferences and PDs, training events for all ages;
- Departments and Systems of Education you work and learn in (in-house magazines);
- Departments and Systems of Education you don't work or learn in but might some day;
- University and College Faculties of Education or your subject area.

Next Times?

A selection of articles written and published by practising teachers and students in the curriculum area of ...
(*here insert your own particular area of interest and expertise*)

For this 'series', choices will come from the field of:

*Student Leadership
Representation
Participation*

And yes, that especially means from you.

In the immortal words of thousands of loud but still immensely inviting MCs around the traps: "*Send 'em on down!*"

Charles Kingston
VP and co-founder PASTA, Bathurst, NSW
ckingston2pasta@yahoo.com.au

Children as Partners: DVD Available



In November 2003, Plan Australia held the **Children as Partners Conference** in Melbourne. This Conference focused on the participation rights of young people. Putting these rights into practice, six young people from around the world, with no prior experience, were given film skills and training to produce a documentary of the event. This DVD is the result of their efforts – the work of Irish Gregorio, Jonathan Otic, Ngo Le Hoang Phuong, Riyaz, Subhasandhya 'Liti' Sahoo and Phan Thi Boa Tran.

The DVD Video has a running time of 100 minutes approximately and was made by Plan International Australia (www.plan.org.au) in association with Synarcade Audio-Visuals.

The DVD contains records of the Conference (presentations and workshops); interviews with participants; background material; print, radio and television produced by young people during the Conference; and details of the Conference outcomes. It is an inspirational, moving, funny, serious, provocative and challenging record of a dynamic conference.

Copies are available for \$10 by contacting Daniel Bolotin at Plan International Australia:

daniel.bolotin@plan.org.au



children 
as partners
youth participation conference

News and Reviews

Checking the Scoreboard

If you've ever wondered how well children and young people's participation is actually working in your group or organisation, then this resource will help you find out!

Checking the Scoreboard will help you get feedback from both staff and young people about what's working, where participation could be improved or expanded and what action needs to be taken to help this happen. It's made up of a facilitator's guide and separate worksheets for staff and young people to complete, and is intended to be used as a facilitated group exercise so that staff and young people can discuss questions and answers together. By the end of the exercises, you'll have a clear picture of how participation is working and a Participation Action Plan to help put the ideas and opportunities that have been identified into practice. This resource is useful for young people who may be involved in groups like an SRC, Youth Council or Youth Committees. The resource is also useful for adults whose work involves or affects young people.

To download a free copy of *Checking the Scoreboard*, go to the website of the NSW Commission for Children and Young People at:

http://www.kids.nsw.gov.au/publications/tps_scoreboard.html

from YACSAround #8, Adelaide

Education and Social Action Conference 2004

How should educators respond to the issue of terrorism?

Teaching and learning about terrorism as a means of undermining or underpinning democracy

Sydney; 4 - 8 December, 2004

- Research and evaluation agenda setting sessions: shared 70 to 90-minute sessions bringing together similar research/evaluation interests;
- Workshops: 90-minute sessions involving active teaching, problem posing and tasks for participants;

- Refereed papers: 50-minute individual paper sessions.

Conference strands include:

- Education, Activism and Organising for Robust Democracy
 - Schooling and Lifelong Learning for Democracy and Community Building
- Community Action and Democracy-Building for Health
 - Families, Learning and the Seeds of Democracy

Centre for Popular Education, UTS
PO Box 123, Broadway NSW 2007

e-mail: cpe@uts.edu.au

Australasian Association of Progressive and Alternative Education

ANNUAL CONFERENCE 2004



28-30 September; Fitzroy Community School, 597-599 Brunswick Street, North Fitzroy 3068
To share the experience of working with children and young adults in personal, empowering manner.

Registration: \$150 (waged); \$110 (concession); student - donation

Contact: Andrew Cathcart, C/o Currumbena, 205 Longueville Road, Lane Cove NSW 2066
or Cecilia Bradley (President AAPAE): 02 6251 3136; cecilia.b@bigpond.com

Help us help kids to have their say

Work with young people? Have your own? Know some? Or are you under 18 years yourself? We need as many children and young people as possible to fill out our on-line survey to tell us what's good about Australia and what could be improved.

We will be using what kids tell us in a report to the Australian Government to help them prepare a National Plan of Action to implement the United Nation's statement 'A World Fit for Children'.

The on-line survey closes on 13th September 2004.

Follow the link to find out more and access the survey at:

<http://www.kids.nsw.gov.au/arcade/involved.html>

We would appreciate your help in letting young people know about a new on-line survey they can access to have their views taken into account for a national project that is helping to shape Australia's future for kids.

Their views will go into a report that will be submitted to the Australian government as part of their contribution to the UN's World Fit for Kids project.

Gavin Thomas

Community Education Trainee

NSW Commission for Children and Young People

Ph: 02 9286 7247

Fax: 02 9286 7267

Clearinghouse

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on: (03) 9489 9052 or (03) 8344 9637

Australian:

AEU News (Abbotsford, Vic) Vol 10, No 5; July 2004

Alive and Motivated: Young people, participation and local government (National Youth Affairs Research Scheme) - research report

Children as Partners (Plan International Australia, Melbourne) Youth Participation Conference DVD

Contributing and Changing: Young People's Involvement in Government Planning and Decision Making (MCEETYA) - brochure; 2004

Network News (Network of Community Activities, Surry Hills, NSW) June 2004

Preparing for the Future and Living Now: Young people's perceptions of Career Education, VET, Enterprise Education and Part-Time Work (Australian Youth Research Centre, Carlton, Vic) Research Report 24, March 2004

Research Developments (Australian Council for Educational Research, Vic) No 11, Winter 2004

Student Leaders - Partners in Change (NSW State SRC, NSW) State Conference: Group Leader Folder

The Welfare Needs of Victorian Catholic Schools (Australian Youth Research Centre, Carlton, Vic) Research Report 25, June 2004

Translating Caring Into Action (Australian Youth Research Centre, Carlton, Vic) Research Report 26, August 2004

Word Up (City of Melbourne, Vic) Book and CD

YACSAround (Youth Affairs Council of SA, Adelaide, SA) #8, 2004

Yikes! (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 3 Editions 2 and 3; June and July 2004

Youth and Citizenship (National Youth Affairs Research Scheme) Research Report

Youth Studies Australia (ACYS, Hobart, Tas) Vol 23, No 2; June 2004

Is Your Connect Subscription Up-to-date?

The number on your **Connect** label tells you the issue with which your subscription expires. Please renew promptly - renewal notices cost us time and money!



Documents

The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from **Connect** for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

Code Description/Pages/Cost

- | | |
|-----|---|
| 549 | Meaningful Student Involvement: Guide to Inclusive School Change (Adam Fletcher, USA): 2003
(26 pp; \$2.60) |
| 550 | Meaningful Student Involvement: Stories (Adam Fletcher, USA): 2004
(46 pp; \$4.60) |
| 551 | Engaging Students in Purposeful Learning Through Community Action (Roger Holdsworth; Second International Middle Schooling Conference, Adelaide, August 2004): Theme paper
(9 pp; \$1.20) |
| 552 | What Can SRCs Do to Build Connectedness? (Roger Holdsworth; Student Leaders - Partners in Change: 2004 NSW SRC State Conference, Sydney, August 2004): Keynote address
(24 pp; \$2.40) |

AUSTRALIAN STUDENT PARTICIPATION SUPPORT MATERIALS AVAILABLE

See the back page of this issue of **Connect** for listings and order form

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By subscribing at a higher rate, the following have helped keep **Connect** going. We gratefully acknowledge receipt of the following contributions since the last issue of **Connect**:

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Parliamentary Education Office	<i>Canberra (ACT)</i>
Peter Weddell	<i>Cook (ACT)</i>

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MATERIALS:

Back issues of Connect (\$4 single; \$6 double issue). Circle issue/s required: \$

1, 2, 3, 4, 5, 6/7, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78, 79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92, 93, 94, 95/96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106/107, 108/109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124/5, 126, 127, 128, 129, 130, 131, 132, 133/4, 135/6, 137, 138, 139, 140, 141, 142, 143/4, 145/6, 147, 148

- Cross-referenced index to contents of *Connect* back issues (\$3) \$

Miscellaneous Resources:

- **Students and Work** - 1985 *Connect* reprint booklet #5 (\$5) \$
- 'Youth Radio' issue of 3CR's **CRAM Guide** (1985) (\$1) \$
- **Democracy Starts Here! Junior School Councils at Work** (1996) Case studies of Primary School SRCs (\$7 or \$12 for two copies) \$

Foxfire Resources:

- **Sometimes a Shining Moment** (Wigginton) (\$25) \$
- **Foxfire: 25 Years** (Doubleday) (\$25) \$
- **A Foxfire Christmas** (Doubleday hardcover) (\$25) \$
- **Shining Moments** - *Foxfire* video (1 hour) (loan for 1 week: \$5) \$

Documents:

- Photocopies of the following documents: \$
- Cross-referenced Index to photocopies of documents (\$3) \$

(all prices include postage and packaging)

Materials Sub-total: \$

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Connect

supporting student participation

ABN: 98 174 663 341

Number 147:

June 2004



Making a Difference

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this
issue

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- ACT Primary School Student Inquiry ... Leading the Way
- NASPAC 7 (Canberra) and Frenzy (Melbourne)
- Student Councils ... Proud and Critical in SA and UK
- Networked Learning Communities (England)
- Student Participation in Developing Countries
- Resources: *UK Websites on Student Involvement; Conferences*

& Incorporating the PASTA Newsletter #37

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NEXT ISSUE: #148: August 2004

Deadline for material: end of July, 2004

Cover:

Students from Myrree Primary School attacking
the Northern Pacific Sea Stars in Port Phillip Bay:
Making a Difference on MAD Day.

See article on page 3

Photographs from r.u.MAD? - Education Foundation

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Publication of Connect is supported by the Australian Youth Research
Centre, Faculty of Education, The University of Melbourne

This Issue:

Active student participation continues to excite much interest internationally, as a core element of approaches to educational development and improvement.



For example, while in Jordan in March, I came across an article in the local English language newspaper which began: "His Majesty King Abdullah on Monday urged the country's youth to take part in the drive for political development by taking an active role in future student council and parliamentary elections." While he was talking there with University students, there is increasing recognition that primary and secondary students also have a crucial role in making decisions and taking actions that shape the societies of which they are part.

And in England, I was privileged to take part in students and teachers workshops through **Networked Learning Communities**, as part of their program to support and develop 'pupil involvement' in all areas ... particularly in discussion, decisions and processes of teaching and learning and school improvement. There's a report on NLC in this issue, plus an introduction to a reflective/evaluative tool they have created.

There are also some first notes from schools at similar workshops in South Australia and England. The issues emerging are consistent. How serious are we about changing power relationships within schools? How serious about transforming education so that decisions are made in partnership, and so that learning is purposeful and productive? Or are we content with limited notions of 'student voice' - of consulting students, of 'allowing' trivial decisions about marginal issues?

The encouraging response to these workshops - the primary school day in Adelaide in particular was hugely oversubscribed - assures us that students and teachers in schools are asking similar questions and are dissatisfied with tokenistic efforts. The English work particularly raises the issue of student participation in teaching, learning and curriculum. If we don't support students to critically influence how schools operate in these areas, we are running away from the core matters.

Looking Forward: to our 150th!

Whither **Connect**? I asked in the last issue. There were a couple of raised eyebrows, but no firm offers. I'll continue asking. Anyone want to talk about the long-term production of **Connect**?

I have some cunning plans - as Baldrick was wont to say. Early next year I'd like to pull together some of the articles about Student Councils, particularly those about re-thinking structures and approaches, that we've been exploring in recent issues. I think they need a more 'permanent' and perhaps extended format. So I'm thinking of collating them and perhaps rewriting some and reprinting them in a book that will celebrate the 25 years and 150 issues. There was also some interest in the UK about a version there, using local examples.

And then?

Roger Holdsworth

Victorian students MAD about active participation to change the world!

More than 150 students from Albert Park College, Myrree Primary School, Middle Park Primary School and St Kilda Primary School (Victoria) battled the chilly sea at St Kilda Pier on Thursday June 10th. Students collected the dreaded Northern Pacific Sea Star and cleaned the hulls of boats at the Royal Melbourne Yacht Squadron to help save Australia's marine life.

Students from Albert Park College and Myrree Primary School have been working for the past year to raise the public's awareness of the marine pests. "The Northern Pacific Sea Stars are voracious and can destroy the food supply, so fish and other sea creatures in the Bay will die," said Lauren Blackmore from Albert Park College. "By raising the public's awareness of the Northern Pacific Sea Star, we can make a difference to stopping their spread and save the Bay for when we grow up," said Myrree's Jessica Graham.

An army of more than 50,000 young people in more than 200 schools across the state participated in the Education Foundation's third annual MAD Day (Make a Difference Day) on Thursday 10th June. MAD Day is a one day activity where students get the opportunity to help others and see they can make a difference in the world.

"Young people care passionately about their world but often feel powerless about what they can do. MAD Day gives form to students' passions and concerns by helping them explore solutions to a range of social and environmental issues," said Heather Le Roy, CEO of the Education Foundation.

Other, student-led MAD Day projects included:

- Arthur's Creek Primary School, near Whittlesea, organised a peace march through their town as part of a protest against war;

- Sydney Road Community School in Brunswick raised awareness around the impact of overuse of plastic bags on the environment;
- Students from the Flora Hill cluster of schools created and unfurled more than 3000 Tibetan Prayer flags around Bendigo that carried the hopes and dreams of the young people who made them.

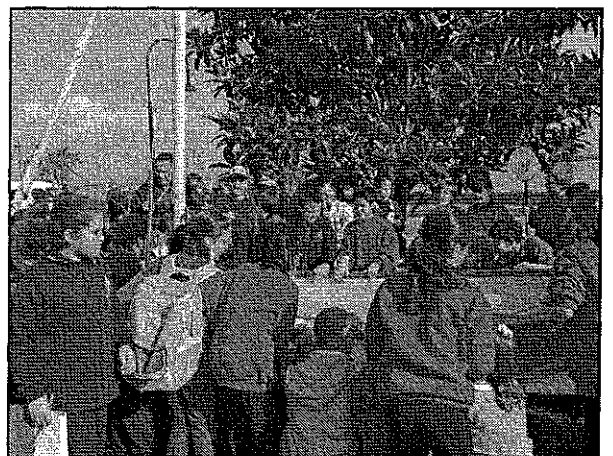
MAD Day is the major focus of the Education Foundation's r.u.MAD? (*Are You Making a Difference?*) program in schools. The program aims to help teachers and kids to be more involved in their communities and to make the curriculum more exciting and relevant. The Education Foundation is an independent philanthropic trust that believes that kids can do anything with a great education.



Photographs below:

Top: Albert Park College stencilling the pier to show the public which starfish are the pests!

Bottom: St Kilda Park Primary School students cleaning boats to stop the spread of the Northern Pacific Seastar.



For more information:

Adrian Bertolini, ruMAD? Coordinator, Education Foundation:
(03) 9650 4277 or adrian@educationfoundation.org.au

Education Foundation
KIDS • CAN • DO • . . .



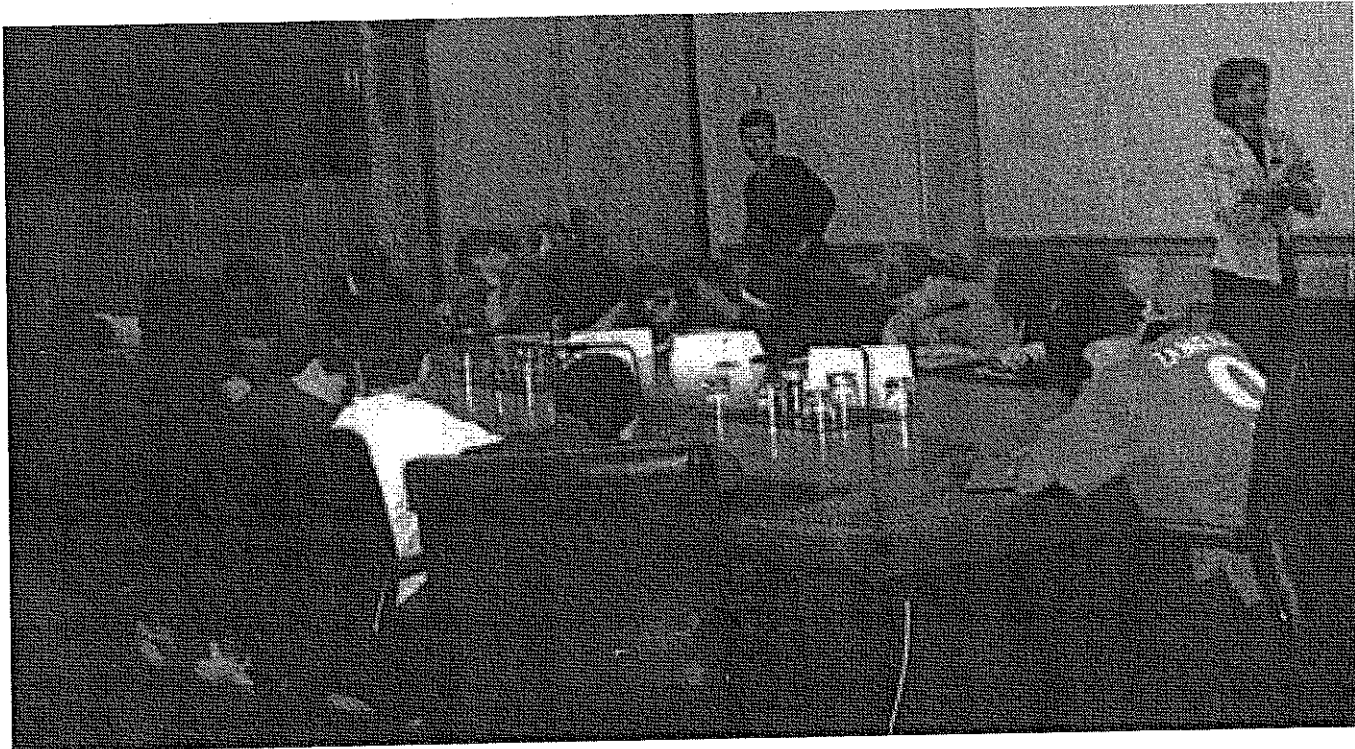
Student Inquiry Leading the Community

Senior Students at Miles Franklin Primary School in the ACT have been part of a new and innovative program for a Primary School. The Student Representative Council (SRC) has undertaken the challenge of engaging the community in a discussion around the 'Opening of the School Oval'.

The students showed their commitment to student participation in decision-making by immersing themselves in parliamentary role-plays designed to enhance students' abilities to make real decisions about a school-based issue. With the support and guidance of the Deputy Principal, Melissa Travers, and the assistance of the Parliamentary Education Officer, Anne Kennedy, the SRC determined whether a section of the school oval should be expanded for student use and the repercussions this could have on the school and wider community.

Students from years 4-6 were initially invited to nominate for SRC membership, by submitting an expression of interest, in which they set out why they wanted to be part of an Inquiry into a prominent school issue. This was an ideal way to focus students' thoughts on what SRC membership really meant to them. In preparing for the Senate Committee of Inquiry role-play, the SRC canvassed opinions and sought information from students, teachers, administrative staff, the community, a neighbouring school and relevant

government departments. The program consisted of weekly meetings where students went over details of discussing the issue, reviewing who the interested parties would be, designing questionnaires for the interest groups, surveying the interested parties, collating information, discussing the results and deciding how we would represent the interest groups opinions in the best way. From this point we undertook a Senate Committee of Inquiry with all interest groups represented by students and the Senators questioning them. The Senators then met to review the process and information gathered and made recommendations to the School Board through the Principal. The recommendations then went to the Principal for a



final decision. The Principal considered the recommendations and opened the oval. The oval is now open five days a week in the second half of lunch, with up to 50 students a day using it.

The SRC Program encapsulated concepts from the Natural and Social Systems strand of the Upper Primary band in the ACT Studies of Society and Environment Curriculum Framework, including using role-play to explore decision-making, examining and interpreting the views of others, active citizenship and the rights and responsibilities of all in the political process. Students learnt valuable research, investigation, public speaking and written skills and enhanced their understanding of the law-making process in federal parliament. Student and teacher alike saw first-hand how they could use these skills and understanding in future

SRC decision-making and in other areas of the curriculum.

Next ...

In 2004 the Senior Students of the SRC will embark on another Senate Committee of Inquiry on 'Naming the New Resource Centre'. As the School has embraced the new Computer lab into the library, it is time to rename the Centre of Information and Communication Literacy. This will be a stimulating and exciting debate, as the interest groups will need to research the history of the school and the namesake of the school: Miles Franklin.

The school owes thanks to the Parliamentary Education Office, as their assistance and guidance has been wonderful. An article about the Miles Franklin Senate Committee of Inquiry was also in the *Profiler* in November 2003.

Melissa Travers

Student Comments:

It was a great day at Parliament House as it was fun in the debate and I got to learn a lot of things. *Debbie*

It was interesting. *Steven*

I enjoyed being a Senator and talking to the groups. *Oliver and Scott*

In conjunction with the Parliamentary Education Office, the program will focus on a current issue, which the SRC wants to address.

The Opening of the Oval

By investigating an issue in the same way as the Australian Federal Parliament investigates and debates a Bill, students will understand the processes by which the parliament operates. This learning strategy, once experienced, can be continued with the SRC in the school in future years.

Outcomes for students include

- *An understanding of the way parliaments pass legislation*
- *An awareness of the need for compromise in conflict resolutions*

The SRC will meet weekly to discuss and research the issue, ask questions to interested parties (fellow students, P&C, and staff), represent another's opinion and debate the issue at Parliament house.

The program will incorporate role-plays encompassing:

- *A Senate committee of Inquiry, in which students will role-play examining the Bill from the point of view of different interest groups*

This is an opportunity for developing in students an understanding of the concepts of active citizenship and participation in local civic affairs.

For more information:

Melissa Travers, Miles Franklin Primary School, Alderman St., Evatt ACT 2617
Ann Kennedy, Parliamentary Education Office, Canberra: 02 6277 3147

Interest Groups Interviewed

- Ball Games Senior
- Ball Games Junior/Middle
- Teachers
- Tips - Kinder
- Saddle Club – year 3 girls
- Department of Urban Services
- Mrs Nelipa/ Mrs Hardy
- PE Lessons in class - Teachers

Questions to Interest Groups

Do you want to use the oval for recess or lunch?

Would you plan on the whole oval?

Will you help the SRC to clean it up?

Do you know anyone who uses it after hours?

Do you want to play on the oval or want everyone else to play on it?

Do you think it fair to have more fun and teachers have more work?

Will you use the big oval as much as the little oval?

How often would you use it?

Will you use the oval if we opened it?

Would you use the goal posts and cricket nets?

Would you mind if we shared it with St Monica's?

Would you be happy with a roster if the oval is open?

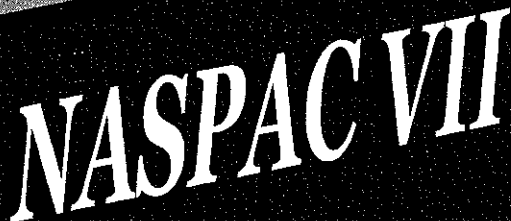
Do you think it should be open every second day to give teachers a break?

National Student Participation Conference: Now We Are Seven!

You'll be working long and hard, but you will have time to see Canberra while you're there. You'll be too excited to sleep most nights: so many ideas. You will visit Parliament House and ask questions of the Governor General, and maybe you'll even allow yourself to sing in the talent quest.

NASPAC VII is the 7th National Student Participation Conference, which this year is to be held in Canberra from September 20th to 24th. NASPAC is a show-case of all the best programs and practices in

student participation across the country; it is great discussions that last long after the sessions for the day are concluded. And it is the place where the national agenda for student participation is often set.



NASPAC VII

- The exciting program this year will host the first **National Congress of Student Representative Councils** – one step closer towards a student-run National SRC organisation.
- It will have SYN FM broadcasting you on radio.
- It will host the first official report back from the **International SRC Conference** in Canada!
- NASPAC VII will be live online through *Vibewire.net* and through *Student Virtual Parliament* with continuous voting and debate.
- We will see the first national meeting of **SRC Teacher Adviser Associations** from around the country.
- Special sessions for primary school models and programs.
- And the centrepiece of this NASPAC, the jewel in the crown: **Talk Back Classroom**, as part of NASPAC VII, will be interviewing the **Governor General** with all our participants involved in the process!

The conference runs for five days (including arrival and departure) and accommodation is provided on site. Most meals are catered for, however dinners are left to the participants to organise for themselves. Apart from the workshops, presentations and activities during the day, a host of optional social activities are also planned, including a trivia quiz, formal dinner, tour of Canberra and a trip to Parliament House (with some special treatment).

Conference registration fees: students: \$200; adults: \$220. Fundraising support is available upon request.

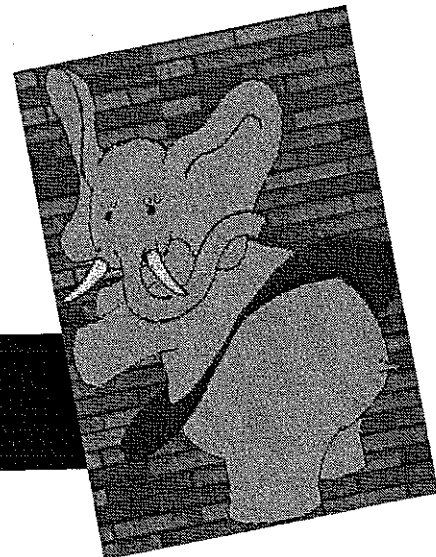
The **ACT Student Network** has taken on the challenging mission of hosting and organising the 7th NASPAC, supported by **Second Strike**, organisers of NASPAC VI. The Network has already set themselves the goal of beating the rave reviews that #6 received – and they are well on their way to achieving this already.



Canberra



September 20-24



I bumped into a student participant from NASPAC VI last year at another conference. She said, "Yeah, this conference is great... but it's no NASPAC." When I asked her what was so special about NASPAC, she replied: "The intensity, the freedom of expression, the amazing connections with people in late night discussions. But mostly, emphasis on personal responsibility. We weren't treated like children with rules we had to follow 'for our own good.' That drove me so much more to commit to the whole thing, and I got so much more out of it. Not just for me, but my whole school seems to have benefited from what I have brought back."

NASPAC VI made a crucial breakthrough when it came to defining the term 'Student Participation'. It determined that just having individuals who happened to also be students involved was insufficient to call a project 'student participation'. There had to be a connection with school structures in some way. And participation does not mean simply 'being involved'. It means that the young people involved have an important and respected role in determining the organisation, direction and decision making of the activity or program. This is the definition that NASPAC VII will be working by.

David Mould

To learn more about
NASPAC VII, go to the
website:

www.second-strike.com

where registration
forms are also
available.

Or call David Mould on
(03) 9855 8900

Victoria: SRC Frenzy



FRENZY

It's amazing how much is out there for SRCs to get involved in. Unfortunately, within a formal conference format, there's often just no way to discover it all. Enter **Frenzy**, Victoria's pinnacle event for *International SRC Week 2004*. This first ever **SRC Expo**, to be held on Thursday 15th July, guarantees that each student who attends will walk away with a show bag of at least 20 new and exciting ideas (and that's if they aren't trying).

As part of *International SRC Week* (12th-16th July, 2004) we want to celebrate the role that the Student Council plays in your school. **Frenzy** will be a festival of fun, activities, food, workshops, a mock parliament, local area meetings, a showcase of the latest programs for SRCs and, most importantly, a place where thousands of ideas will be thrown into the air ... for you to catch as many as you can.

It's something that we've all heard before and tend to roll our eyes at whenever we hear it, but this time its true: this is not just any conference! **Frenzy** is a giant think tank involving SRC students from around the state - coming together to develop and share new ideas about Student Councils. Whether you are a high-flying SRC or struggling to get going, **Frenzy** is the place to steal a bag full of ideas for you and your school.

The idea behind **Frenzy** is that there is no set structure. Set in an expo-like, secure fashion at Melbourne University, participants are free to participate in any sessions in which they are interested, as well as to roam the many stalls and rooms that will be set up throughout the day. (No more sitting in a packed auditorium staring at a wall, wishing the guest speaker would just stop talking so that you can go to lunch!)

While you'll have to attend the day to find out everything that will be on show, here's just a sample of what you'll experience:

- Mock Parliament;
- Student Virtual Parliament;
- Open Brainstorm Sessions;
- SRC Skill Workshops;
- Open Forum for submissions to the INTERNATIONAL SRC CONFERENCE, CANADA in August 2004;
- Teacher Professional Development;
- One-on-one SRC consultation;
- Secret Competition with a prize of one free SRC Training Day, value = \$425;
- Local cluster meetings of SRCs, hosted by the VicSRC.

One thing that we're sure you'll want to attend is the "Marketplace of Resources." Whether you want to organise a school carnival, get involved in immigration issues, clean up your school or are simply looking for new ways to fundraise, we've found just the right people to help you.

Prices for **Frenzy** have been set as low as possible to ensure that schools are able to bring as many students as they wish; this is an event that your whole SRC will benefit from! It is suitable for all year levels.

Student Registration: \$20 per head

Teacher Registration: \$15 per head

Observer Registration: \$10 per head

Places are filling fast (over 130 registrations were received in the first two days), so you'll have to move quickly to ensure your place at **Frenzy**!!

To find out more about what is set to be the most exciting thing to happen to Victorian SRCs in quite a while, or to get a registration form, visit the Second Strike website at www.second-strike.com or call (03) 9885 8900

Teigan Leonard

Student Councils: We're Proud Of ... We're Critical Of ...

Following on from and using the issues raised in the previous issue of *Connect*, workshops for students and teachers were held in Adelaide (South Australia) in March, and in Cranfield (England) in May exploring ideas about 'taking the next step' ... beyond restricted ideas of traditional student councils. In Adelaide, the primary school day attracted teachers from approximately 100 schools, and the secondary school day involved small teacher-student teams from about 22 schools; at the Cranfield workshop, about 40 students, teachers and consultants from about 10 schools or networks took part.

The information from these workshops is still being collated, but 'raw' responses from a session that was common to the Adelaide secondary school day and to the Cranfield day are presented in the following table. Here, schools were asked to prepare and present posters summarising what they did well: *what they were proud of*, and what could be improved: *what they were critical of*. We asked schools to be honest and self-critical ... but also to acknowledge what was going well. It is interesting to note the similarities and differences between schools and countries.

More information will follow. Thanks to Leanne Carr and Mary Hudson in Adelaide and Networked Learning Communities in England (see on article page 16 of this issue).

Roger Holdsworth

School	Proud of ...	Critical of ...
SA School A	<ul style="list-style-type: none"> Student voice – straight to the Principal or concerned area 	<ul style="list-style-type: none"> Nothing to spend money on / hasn't spent its money Haven't been involved in real issues Students unaware of SRC's full power
SA School B	<ul style="list-style-type: none"> Ritual / tradition eg: handover at formal assembly; beginning of year assembly; badges & pledges at full school mass; leaders' day Extra free lesson/s to support our work with SLG (School Leadership Group) Choosing two charities to support is the group's responsibility. Working with Year 6 students to run much of their "Big Night Out" held at school on a Friday until 9 pm 	<ul style="list-style-type: none"> Emphasis on fundraising (time consuming) No real voice No Year 6-8 representation Elitist – only Year 9 – same group for whole year (17 out of 530 girls) Selection process – ritual No change brought about – we are predominantly working in the areas of fundraising and entertainment, eg: Project Compassion, Gala Day, our school's Feast Day
SA School C	<ul style="list-style-type: none"> Work well as a team Leadership Camp Good at fundraising Good relationship with Principal If there is a concern, the SRC feels comfortable to address it Elections to become SRC done in front of whole year level and teachers 	<ul style="list-style-type: none"> Concentration on more important issues More say in the school curriculum More say in uniform policy and designs Do too much fundraising Needs a better relationship with students Reporting back to home-rooms needs to be improved No relationship between SRC and Governing Council
SA School D	<ul style="list-style-type: none"> Principal supports our effort Good representation across the school Years 5-9 Can make changes if we tried hard enough Reliable well chosen captains and SRC members – good process Good routines in place so changes can eventuate – meeting times, sub-groups, etc Class meeting issues are huge – priority to work throughout year 	<ul style="list-style-type: none"> No time allocated for staff to run the council Only one staff member Not whole school initiative Years 5-12 Not allowed to spend our money (often) Unsure on structure and procedure to follow when wanting to make suggestions/changes/ start new things Doesn't really have enough value and respect amongst staff and students

School	Proud of ...	Critical of ...
SA School E	<ul style="list-style-type: none"> Fair say School values – staff given Always moving forward Principal support Gives confidence Specific roles 	<ul style="list-style-type: none"> Lunchtime meeting Too formal Not enough interaction Downgraded Lots of fundraising (too much!) No report to student body
SA School F	<ul style="list-style-type: none"> Action on graffiti in toilets Fundraisers for charities (different) People with power, listen to our ideas and we get action, ie: Canteen; Uniform; Outdoor furniture, etc Meetings can be held during lessons (for Juniors), Year 11s choosing meetings during lunch (food included) 	<ul style="list-style-type: none"> Class meetings, to get a wider range of views Not enough boys/Years 9 & 10 Graffiti around the school SRC isn't addressing it
SA School G	<ul style="list-style-type: none"> We have a say – GC & management, curriculum Seen as a body of the school with positive image Different committees, eg: sports; social; fundraising; grounds. 	<ul style="list-style-type: none"> Students don't believe SRC can do things SRC not priority for some teachers, students Not using power TIME – to do things Space: nowhere to meet/operate
SA School H	<ul style="list-style-type: none"> Leadership skills Cross age mixing We have a voice A chance to EARN respect To improve the school Have fun Solving problems 	<ul style="list-style-type: none"> Limited say No budget Not enough links with forum (SS-SRC) No input to curriculum Students on SRC can have narrow views Need own SRC space / room More regular meetings Better links: students - SRC rep - SRC - school leadership Improve communication Rewrite "Mission", "Goals" Set time for class meetings Higher profile for SRC reps Specific roles for SRC
SA School I	<ul style="list-style-type: none"> Civics & Citizenship program Leadership / motivation camp Principal / leadership support Mix of youth, experience, enthusiasm & wisdom in teaching staff Links with community Middle school & senior Focus on own issues Fairly even genders 	<ul style="list-style-type: none"> Bad image – elitist or "uncool" All talk, no action Tokenistic – don't approach real issues No real power Lack of structure in the past / organisation Not whole school
SA School J	<ul style="list-style-type: none"> Boys & girls toilets! School murals Fundraising Bike racks In lesson time Votes & discussions 	<ul style="list-style-type: none"> No mirrors in toilets More community activities! Canteen line up Computers Slow processing No actions Not knowing their representatives Don't get enough opinions from different references / students
SA School K	<ul style="list-style-type: none"> We have our own room! computer; bar fridge; toastie; microwave; cabinet; white board; new chairs Leadership skills Great fun Casual days Anyone can apply to join our SRC! Projects Age mixing with junior and senior SRC Camp Sausage sizzle We have a very big say in big decisions that happen around the school, eg: litter problems; life skills; toilets – upgraded; bike racks; social 	<ul style="list-style-type: none"> Lack of communication with others Lack of things left to be done due to redevelopment Unpopular newspaper Lack of appreciation Time shortage! Lack of recognition Budget
SA School L	<ul style="list-style-type: none"> Representatives on school council & community library board. Good support from community. Meetings in class time. High level of participation. Successful fundraisers. Large staff support. 	<ul style="list-style-type: none"> Lack of student input / ideas SRC not listened to regarding curriculum Don't fully follow through with goals Representatives don't always report to class

Workshops in South Australia and England

"... being honest about where we're at ... the first step onwards ..."

School	Proud of ...	Critical of ...	School	Proud of ...	Critical of ...
SA School M	<ul style="list-style-type: none"> Uniforms for an approachable image (jumpers / badge) Committees SRC Camp (high ropes course) Meeting process Determined 	<ul style="list-style-type: none"> No final say Get caught up in the "little" things Greater involvement with neighbouring schools needed 	SA School S	<ul style="list-style-type: none"> SRC run assemblies Teacher mentors for each year level Student run induction workshops Total support from Principal and Deputy Recognition of SRC – in particular, senior leaders 	<ul style="list-style-type: none"> Reporting back to year level and home groups No real power on curriculum issues, uniform (running of the school) Election process Year 8 Home group allocation
SA School N	<ul style="list-style-type: none"> Principal supports SRC with regular meetings for feedback SRC run assemblies totally. (Twice per term.) Lesson time is devoted to this SRC has a strong profile in the community. These students represent the school at many functions Fellow students and staff respect SRC as a group Students do represent their views on Governing Council, curriculum, Parents in Partnership, canteen, etc 	<ul style="list-style-type: none"> Only 28 students out of 530 get to be leaders in a school year. More students could be involved in SRC & run activities Same people involved from junior through to senior school Not enough time to develop student leadership skills. (Meetings often devoted to organise fundraising events.) eg: would need "leadership camp" at the beginning of the year More effective class meetings needed to have better communication between SRC and home-classes 	SA School T	<ul style="list-style-type: none"> Support from Principal (in principle) Terrific, enthusiastic students Tend to work more in year level groups – 8 and 9 council; 10, 11 and 12 council Open to all – home groups elect minimum of two students – but others who are keen may come Represented on school council 	<ul style="list-style-type: none"> Lack of support / interest from majority of staff (apathetic) Students refuse to wear badges – not "cool" Lack of opportunity for training Student-bought drinking fountain moved without consultation
SA School O	<ul style="list-style-type: none"> We have a large group of people Democratic in all decisions and electing members Wide range of students Students have opportunity to voice concerns Raise money for charities Being able to sponsor students for extra curricula activities Incentives for students to attend meetings 	<ul style="list-style-type: none"> Hard to find a meeting time Hard to change the focus of SRC – in the past it has been about fundraising, not student voice Finding time to get things done Making sure teachers don't over run SRC Making sure students attend meetings Getting students to attend school project teams meetings, eg: facilities, sport, IT, curriculum Picking the right issues to be concerned about Time management Changing the perception of the SRC in the student body 	SA School U	<ul style="list-style-type: none"> Meets in class time Principal very interested Communication with every junior SOSE class Class meetings part of the SOSE curriculum School takes feed-back seriously Great structure in meetings 	<ul style="list-style-type: none"> Too many girls but boys take over Elitist Teachers do not get extra time to run the JSC and SSC Most of the school does not support JSC and SSC meeting in class time.
SA School P	<ul style="list-style-type: none"> Recognition in time – have 3 meeting days per term for SRC in school time. Have opportunity for time to run Orientation Days Have representative of Governing Council Have an SRC Coordinator Deputy now "supporting" SRC Have a BUDGET line Support Communities through casual days – both local, eg: Flinders Angels (incubators), 40 hour famine (global) Have developed a "culture core" of students over 3 years' involvement Students now apply to be an SRC rather than a popularity vote! 	<ul style="list-style-type: none"> Not valued by PRINCIPAL; nor by teachers, especially Science, Maths; nor by students – hard to get members interested, involved Still not "cool" to be an SRC rep Seen as a fundraising group by OTHER CHARITIES – constant requests to raise monies Students don't have representation on any – decision making groups – committees (because we don't have any). (Working parties just starting.) Casual days for fundraising: only 50% contribute yet all wear casual Lots of whingeing from students in classes but not inspired to do anything, eg join SRC SRC Coordinator exhausted by demands of sharing too many "roles", eg: have four classes, including Year 12; Year 10 Coordinator (200 students) with one other person; Arts Coordination; Major Performance. 	SA School V	<ul style="list-style-type: none"> Increased self esteem. Teacher / student relationships Family involved Once SRC gets, it does work! Organisational and listening skills 	<ul style="list-style-type: none"> Fundraising Food More than badge Teamwork – job sharing (seniors only) Lift profile Admin squashing ideas
SA School Q	<ul style="list-style-type: none"> SRC split up into 4 sub-committees – health & well being; publicity; canteen & lunch activities; events & fundraising SRC run school assembly We meet during class time Every class group has class meeting. All class groups represented on SRC We have a lot of support from the Principal 	<ul style="list-style-type: none"> No real voice in school curriculum Younger SRC not confident and don't contribute as much as the older students Need our own space for meetings No consistency involved with teachers – country school high teacher turn-over rate 	English Schools and Networks: several combined and ideas are grouped	<p>Relationships:</p> <ul style="list-style-type: none"> Communication and working together - particularly around issues of transition; formed a joint working party Communication/sharing of ideas Sharing knowledge Teamwork Good relations Joint curriculum planning <p>Real impact on curriculum etc:</p> <ul style="list-style-type: none"> Range of extra-curricular activities All staff applicants are interviewed by students Impact on local issues Questioning in classroom; changes to classroom processes Behaviour Policy Global Action Plan Real choices Philosophy for children <p>School (student) Council:</p> <ul style="list-style-type: none"> All involved; important Staff support Has a budget Democratic - voted in; election campaigns Meets at lunchtime Student chair it Support from the head - attends meetings <p>Consultation and research:</p> <ul style="list-style-type: none"> Use of expertise Questionnaires to find views Students as data sources - have had an impact Peer listening Have a real say Student Conference Link with Governors <p>Other:</p> <ul style="list-style-type: none"> Continuity Use of ICT Publicity The network 	<ul style="list-style-type: none"> Need increased sharing Need improved relationships Need better connections Opportunity to hear and share Need more teachers - more involvement from them Need more students involved in planning Lack of teacher cooperation Integration with Governors and staff More work on environment and money Links with primary feeder schools Amount of impact on the curriculum Do students have real ownership? Do students have real power? Need to move from trivial to bigger issues Always the same and/or best students - a core group, small numbers involved Though student chairs the Student Council, items are decided by the teacher Need more young children Not effective in operation Transfer motivation of more students - in all classes Difficult to achieve consensus on directions Feedback is missing How do we shift the agenda? Need a better newsletter between schools. Need more schools involved
SA School R	<ul style="list-style-type: none"> Regular meeting Regular reporting back to classes Documented meetings. Ideas forwarded to Heads of School Whole school election Visual presence and recognition Serving student body 	<ul style="list-style-type: none"> The role is much like that of prefects & house captains Suggestions are trivial - role is not clearly stated JS, MS & SS SRC don't communicate Popularity contest 			

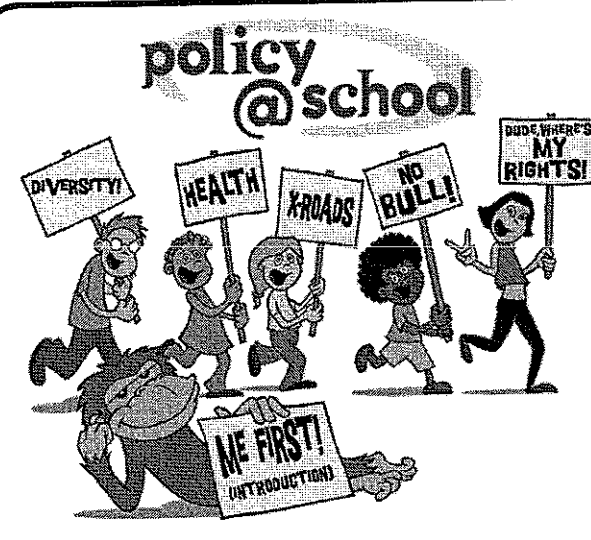
Global Education Conference

World Vision is holding its 2004 Global Education Conference at the Melbourne Convention Centre on Wednesday 28th July. The Conference theme is: 'New teaching challenges: knowledge and values for a better world'. It aims to provide an opportunity to learn more about the key issues shaping the world, and to source practical ideas for teaching within a global perspective.

As well as presentations from Hon. Justice Marcus Einfeld (the keynote speaker), Arnold Zable (Australian author), David Holmgren (ecologist), Jill Wilson (Asia Education Foundation), John Kilner (*The Age*) and Jo Tate (award-winning teacher), a panel of young people will speak about student leadership on global issues.

During the Conference, Tim Costello (World Vision's Chief Executive) will also launch World Vision's new curriculum resources, including detailed background information, classroom worksheets, case studies, photos and a poster for the classroom.

Registrations close on July 21st. For details, see:
<http://www.worldvision.org.au/resources/conference/>

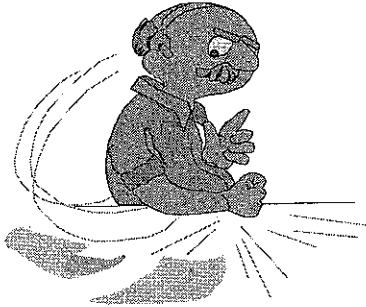


policy @school

A free on-line tool to assist secondary school students to participate in understanding, initiating or revising school policies.

Written and produced by trainee teachers, University of Melbourne, 2004 in collaboration with the Victorian Student Representative Council (VicSRC).

available at:
<http://www.policyatschool.org>



Disillusioned?

It makes sense I guess: without some sort of issue to set the fire in your shorts, no one wants to bother. "Why should I join a committee? What can I do? I don't have time..." Without a problem, no one looks for a solution, but ... why don't we find the solution to prevent the problem?

Students are in danger of being left without a voice.

As you read this, a group of ex students are clinging to an old dream: a dream that there will continue to be a student voice. We are doing this through 'our little baby': the Victorian Student Representative Council. The question I put to you today is: "Where is the next generation? Does no-one care any more?"

We're talking about your education, about the way the government will not always be on your side and the way that many voices sound stronger than one. Teachers have unions, they strike, they work together to get what they want; but what do students have? Just having a tokenistic or even a truly successful SRC at your school is not enough. The state needs its students to join together in order to truly make a difference.

Do it to meet friends, do it to get the oldies off the group that is purporting to represent you, or do it because you are passionate.

Whatever you do, start networking, makes sure your own SRC meets, meet with other SRCs in your district, and finally ... contact me if you want to get involved in the Vic SRC.

Don't leave us oldies in charge forever ... because, at some point, even ex-students become adults!

Elizabeth Atkinson
Beth_angel83@yahoo.com.au

PASTA NEWSLETTER

37 - June 2004

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.



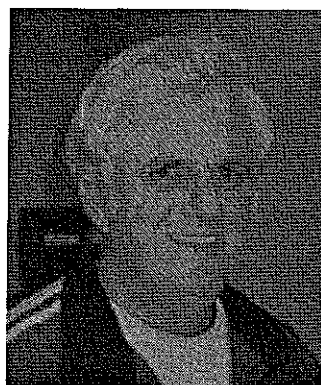
SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM ON THE WEBSITE

PASS THE PASTA

Early in 1997, the executive of PASTA was given a proposal - to investigate the possibility of an Australian delegation of students and teachers participating in the annual American Student Leadership programs conducted by the National Association of Student Councils. After many months of looking at options, it was decided that we would participate in the Conference being held in 1998 at Derby, Kansas. Since that time, approximately 170 students and teachers have had their lives enriched by either this experience or a similar program conducted by the Canadian national student leadership body. While this publication has been the venue for numerous reports on the results achieved from their time abroad, there is still a widely held misconception about the value of such a program.

One of the major issues that we have had to deal with is the trust that the parents of the student delegates must have in PASTA to allow their sons and daughters to participate in such an event. To alleviate their concerns, each year a weekend is devoted to allow parents and delegates to get to know the advisers who will be going with their children. Those parents who attend are given a broad overview of what will be happening while we are away. They are made aware of the difficulties their children will have in communicating with them due to the very full program that will be followed. Pre-

dawn starts and midnight finishes are normal days, with every minute in between filled with amazing leadership activities. We outline the procedures that will occur while travelling; security issues; how we will handle health issues; transport and accommodation; expectations of the delegates as representatives of Australia; and dealing with daily events eg money, food, sleep and personal safety. Finally, parents are invited to ask questions on things that they think we haven't covered to their complete satisfaction.



This year's orientation weekend for those attending ISRC 2004 in Edmonton, Canada, was split between two venues. At the end of the weekend, parents commented on how pleased they were with the information that they were given and expressed confidence in

the organisation and planning that had gone into this tour. They were also happy to have met the advisers who would be accompanying these students. We would like to thank the Principal of Asquith Girls High School and Ian and Kathy Bott for the use of their school and home respectively, as well as the parents, students and PASTA members who attended for their participation in this very important part of our international representation program.

Ken Page
PASTA President

Check out 'How To Join' page on our Website:

<http://hsc.csu.edu.au/pta/pasta/>

or contact the PASTA Secretary: esheerin@ozemail.com.au

CROSS-CULTURAL MATTERS AND ISSUES

Notes on Survival and Diplomacy for the PASTA North American SRC Tour

As International representatives of Australia, it is expected that all delegates "do their homework", that is, have a good knowledge of both their own country and the countries they are visiting, as well as the skills and attitudes required to work together as a team and survive in good health and spirits for a month. In the previous issue of Connect PASTA provided an outline of the orientation process and the numerous items included in the study folders issued to overseas SRC delegates and families for that purpose. The following is a summary of most of the topics dealt with in some way at orientation and followed up by delegates with the help of their own families, SRCs, schools and communities in the months prior to their tour.

1. SURVIVAL

- Crossing the street; getting out of buses; traffic; speed limits, etc;
 - Jet lag; energy levels; concentration on tasks you are there for;
 - Climate; heating and air conditioning; comfort levels; climatic changes while travelling;
 - Going places together; safety in numbers; places not to go;
 - Food; water; cafeteria; 'sloppy joes'; salads and knives and forks and hands;
 - 'bathrooms' and toilets;
 - medical emergencies/medical costs;
 - drugs/travel/strangers.
- Phoning/Mailing (aerograms, postcards)/E-mailing for yourself/for friends;
 - Maintaining contact with your SRC, advisers and schools (school term break for two weeks);
 - Written records, feedback, diaries, daily reports etc;
 - Oral communications/need to know amongst touring party;
 - Communications following the tour.

NOTE: Where possible, use comparisons to things people in the host country or region can relate to eg Australia is 11 times bigger than Texas but its population is smaller than that of metropolitan Los Angeles.

2. MONEY

- Similar look of paper money: watch what you're giving and getting;
- Pennies, nickels, dimes and quarters: count your change/exchange rates;
- Sales taxes (GST?): added on to 'the price' - amount varies state to state;
- Tipping for 'services': waiters, taxis, porters, others/compulsory - not at fast food places;
- Travellers cheques/credit cards, ATMs etc;
- Group excursions, meals, etc;
- Gifts/souvenirs/value for money;
- Exchange Rates and methods.

4. LANGUAGE

- Pronunciations and patience: when in doubt, ASK! When speaking, slow down;
- USA lexicon: words to watch (eg toilet, drugstore, state fair, lift, boot, bonnet, etc);
- Aussie lingo: respond positively to puzzled looks (eg tea, tucker, crook, 'buggered');
- State and local accents/regional differences provide interest - not undiplomatic humour;
- Appropriateness of what you are saying with different audiences;
- Know what you're talking about and/or be honest enough to say you'll find out.

3. COMMUNICATIONS

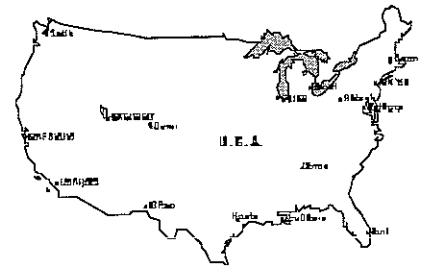
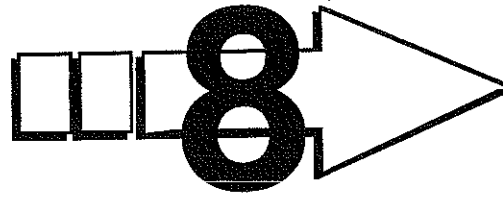
- PASTA Email and phone service - laptops - sharing/personalising of messages;
- Essential and extra communication with parents, families, advisers, schools, SRCs;

5. GEOGRAPHY

- 50 US States plus Puerto Rico, Guam, Antarctica, Pine Gap - map study;
- Size/distance comparisons (or Yes, Hawaii is a long ways away BUT . . .);

- Populations (and then, don't forget China, India and Indonesia . . .);
 - Wichita is NOT in the Rockies, Buffalo is not New York.
- 6. HISTORY/CULTURAL MATTERS: OZ**
- Aboriginal backgrounds and issues;
 - Convict, settlement, gold and war ;
 - Immigration and multiculturalism;
 - Economic and Treaty ties with the USA, the Commonwealth, Asia, the Pacific Rim;
 - Jobs, Unemployment, Education, Health, Politics and issues for youth;
 - Location, location, location (The Outback . . . The North Shore . . . Tasmania);
 - Music, Literature, Drama, Dance, Film, Art, Architecture, Science, Medicine, Engineering etc.
- 7. HISTORY/CULTURAL MATTERS - USA**
- Native Americans - indigenous peoples comparisons/Mohawk Nation/Inuit Nation;
 - Slavery, Black and Hispanic America;
 - Revolution, Patriotism, Religion, Puritanism, a Civil War and how it's made things different;
 - Civics and Citizenship/Constitutional Matters/Congress, State and Local Government;
 - Jobs, Unemployment and issues for youth;
 - Coast to Coast and the rural heartland, not forgetting "the old south";
 - Music, Literature, Drama, Dance, Film, Art, Architecture, Science, Medicine, Engineering etc.
- 8. SCHOOLS AND SYSTEMS**
- Districts/Boards of Education - School Admin versus teaching staff;
 - Elementary/Junior High/Senior High - freshman, sophomore, junior, senior;
 - Proms/'STUCO'/Homecoming; gridiron and basketball; newspapers; annual; alumni;
 - Curriculum - Electives/SATS/Honor Societies/Leadership and Activities credit courses;
 - Classroom culture/attitudes/comparison with our and other countries;
 - College culture; scholarships; affirmative action (Harvard to Podunk U with City Colleges in between)
- 9. SRCs/ORGANISATIONS and ACTIVITIES**
- Activity Advisers; State Associations; Camps versus Conferences/State vs National activities;
 - The Alphabet Soup: NASSP, DSA, NASC, NHS, NHJS, NAWD, NLC, CASAA, SYLC ... UN!;
 - People you'll need to remember (see How's Your Representation file);
 - Elections/Presidents etc; Pep Rallies; Publicity; SRC courses;
 - A lengthy history and sharing of leadership resources across state boundaries.
- 10. CONTROVERSIAL ISSUES - AUSTRALIA**
- Aboriginal issues; native title; reconciliation; stolen generation; racism;
 - Immigration/multiculturalism; "special benefits/rights" for special groups (eg "One Nation");
 - Gun control; crime and violence; States' rights; environmental destruction;
 - Jobs; unemployment; welfare, GST, tax evasion, gap between rich and poor, private school funding;
 - The Queen; the Republic; The Constitution; Federation; 'celebrations'; funding, Governor-General;
 - Age and gender discrimination: aged care and euthanasia/homosexuality/marriage/feminism.
- 11. CONTROVERSIAL ISSUES - USA**
- Gun control; the Bill of Rights; crime and violence; the Death Penalty; States' rights;
 - Abortion; Right To Life; Women's issues; Religion: especially Islam and Judaism post 11 September 2001;
 - Sex; the gay and lesbian culture; lifestyle; alternative living, rural isolation;
 - Jobs; unemployment; welfare; street people; affirmative action, Afro-American issues;
 - Taxes; Big Government; 'Washington'; Lobbyists; Political corruption, Congressional stalemate;
 - Electoral reform, political donations, the role of the courts in deciding close elections;
 - Overseas commitments/military intervention/the United Nations role and funding;
 - Borders and systems: Mexico, China, Iraq, Israel, Kosovo, the EEU (ie Where's Down Under?).
- 12. MISCELLANEOUS OTHERS???**
- YOUR OTHER QUESTIONS**

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to *Connect* magazine.



2005 PASTA USA TOUR

Expressions of interest are now being taken for PASTA's eighth annual tour to the United States to take part in their National Leadership program. This will include attendance at both the 69th National Student Council Conference to be held in Collinsville, Illinois in June 2005 and a leadership skills development program at one of a number of National Student Leadership camps to be held at various venues across North America.

This tour will afford students and advisers the opportunity to travel with other leaders from various states of Australia and to attend a Conference of approximately 2000 American SRC students and their advisers. The leadership training received will put them in good stead both to assist the SRC leadership program in Australia as well as preparing them for their future leadership role in the wider community. Participating students would be expected to pass on their experiences through any available venues to their School, District or State conferences.

Costs

At this stage approximate costs are:

Return Airfare/travel (inc. insurance, etc) (Syd-LA and return)	\$2000
Conference and Camp: registration fees	\$1500
Land content (including travel and accommodation within the USA/Hawaii)	\$3000
Total Cost (not including spending money)	\$6500

While sponsorship should be looked for, it may not be available in all cases, so students considering this tour need to be aware that they may have to pay the full cost themselves.

The tour will be fully supervised by experienced SRC teacher advisers and is open to advisers and students from Years 9 to 12 in 2005. All those interested will need to apply in writing on the official application form giving reasons why they should be selected to represent their country on this tour. Applications will need to be accompanied by a supporting statement signed by the Principal (or his/her designated representative).

Application Dates

The date for applications to be in, to be considered for the first round of selections of applicants, will be **30 September, 2004.**

Successful applicants at that stage will be notified by **mid October, 2004.**

Applications lodged after this date will be considered on a first-come basis.

If you or your students are interested in being part of this very successful program, application forms may be obtained by contacting:

The Tour Organiser
12 Dyson Dr
Norah Head
NSW 2263

Ph: 02 4396 6485

email: suepage@ozemail.com.au

PASTA subscriptions and queries:

**PASTA Inc.
50 Balmoral Drive
Gorokan, NSW 2263**

**PASTA Membership Renewals
for 2004-2005 are due July 1 -
please renew promptly!**

Student participation in the developing world

"It's so tragic – these children are able to go to school (which is not a regular occurrence in poor communities, as sadly the little money they have, must go straight to food), and study hard so they can obtain a promising future. But then only a few of them gain a place in high school. The question that rang through me was what happens to the children who fall into this rut? What would their future hold if a setback such as this rocks them? I hope that some time soon there will be a place for every child at every level of education in this world."

Extract from Tanzania Diary

My name's Chris Varney and I'm a Year 11 student at Wantirna College in Victoria. For the past five years I've been involved with the Wantirna College SRC. Since 2003 I've been a member of the Victorian SRC and have become involved with the United Nations Youth Association, the Youth Affairs Council of Victoria, the Knox Youth Council and the World Vision youth movement, Vision Generation.

Through my experience I have learned how important the participation of a student is in decision-making and in social issues. Last year I became involved with the 40 Hour Famine, where I raised \$4,659 to assist World Vision's development work in Ethiopia. I was then awarded the privilege of going on a trip sponsored by World Vision and Qantas to Tanzania in East Africa to see the work being done there myself.

Going to Tanzania was a huge eye-opener for me. One of the biggest things that hit me was the number of children there who didn't have the option to go to school because of their financial situation.

In Australia, every child is sent to primary and secondary school and they also have the opportunity to pursue a tertiary education. This is not reality for students in the developing world.

However, of the students I met in schools built and run by World Vision, I was taken aback by the focus on student involvement in decision making. It is hard to grasp that there could be room for the voice of a student in a world of poverty and despair. I find it quite extraordinary, as well as heart-warming and encouraging, that children's ideas are still sought and valued in impoverished communities.

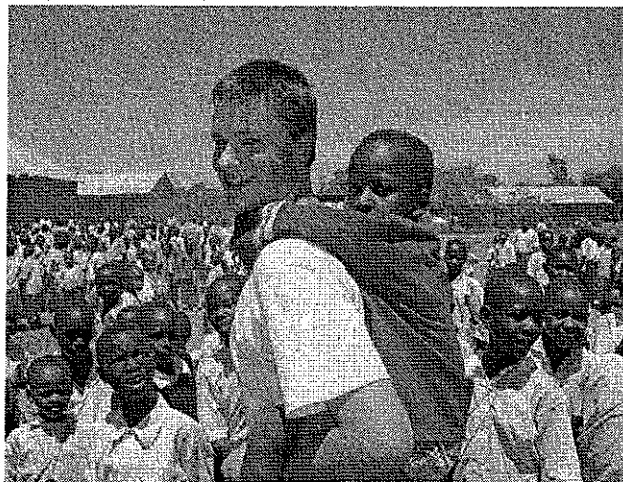
Previously I had perceived that aid and development were issues that were addressed by community leaders and aid workers – I was wrong. Issues and initiatives of aid and development encompass people of all ages – even students.

I truly understood the level of participation students have in developing communities when I met

thirteen-year-old, Yustar. Yustar lived in Shambarai, where the people had been working to bring their community out from under the poverty line for five years. What struck me was the level of governance that this community had put into practice. World Vision weren't the dictators of this area; the people functioned under a democracy. Each village in this area elected two representatives (male and female) to take the problems and concerns of their village to the Community Council, which consisted of other village leaders. There were also student representatives on the Community Council, and Yustar was one of them.

Yustar's role was similar to that of a student representative on a School Council. She reported on the progress of the school and the needs and requests that had arisen from it. Yustar has a say in what the Council does; she can vote and speak on behalf of the students.

World Vision aid workers were also on this Council, and they worked together with the people of Shambarai, on developing their community so that its people could enjoy a life in all its fullness. This development included spreading awareness of diseases such as HIV/AIDS and malaria, installing clean water wells and water irrigation systems, delivering effective food distribution and looking at the impact of the drought, where crops and farmers were suffering as a result.



We don't often think of the student voice in a poor community. Our reaction is to sponsor a child so that he or she can go to school. I have seen the fruits of sponsorship in motion, but I have also seen how students in developing countries, like Yustar, are being motivated to "make a difference" in their community.

Thus, active student participation is not only a movement that is being fostered and enjoyed by Western culture, but it is also a focus in the developing world, where students are being given the opportunity to fight the grip poverty has on their lives.

Chris Varney
Youth Ambassador for World Vision
VicSRC Member

Networked Learning Communities

While in England in early May, I took part in some workshops with students and teachers around the 'Taking the Next Step' theme (see the previous issue of *Connect*). These were organised through *Networked Learning Communities* (which is auspiced by the National College for School Leadership). As part of their work supporting school improvement by networking schools throughout England, this program has developed a strong focus on 'pupil

involvement in networked learning'. A recent issue of their magazine *Nexus*, a series of local support activities, a national conference and a range of print and electronic resources have been initiated. Further information about the resources available is included below.

The tool introduced here is based on their print and CD-ROM kit. I have adapted some of the language and examples to fit Australian circumstances, but have otherwise used the NLC

structure in this outline. In the space available, I have not been able to include the full pack nor present it as stylishly or usefully as *Networked Learning Communities* has; however I hope this introduction will be useful and will also act as a 'teaser' to encourage you to contact NLC (address and contact details below) to ask about the availability and use of the original tool.

Roger Holdsworth

A Tool for Helping Students and Teachers to Create a Vision of Student Involvement in School Improvement, Learning and Teaching

This activity has been designed to help students and adults create a vision for student involvement in their school or network. It has been developed with the help of students, practitioners and academics from several different Networked Learning Communities (NLCs).

At an NLC Futures Thinking event, a group of 16 delegates spent an entire day discussing the issue of student involvement. Together, they created three different maps which represent networks at varying stages on the journey to fully involving students in every aspect of learning, teaching and school improvement. They also created an extensive list of ideas, questions and suggested activities for networks interested in student involvement. The activity was then further developed by delegates at a recent NLC conference on student involvement.

The three stages are named 'sitting', 'crawling' and 'walking' and are solely intended to help people taking part in this activity to discuss the issue of student involvement:

- A **sitting network** is one that has hardly started on the journey of involving students and may not even know where to begin;
- A **crawling network** is one that has started on the journey and has had some success with involving students;
- A **walking network** is well on the way to fully involving students and has had success with a range of different activities. The students feel their voices are listened to and their ideas are valued and acted upon.

What do we mean by student involvement?

Student involvement is a broad term used by the Networked Learning Communities program to mean involving students in almost every aspect of learning, teaching and school improvement. Some examples of student involvement would include areas currently known as:

- consulting students;
- student mentoring;
- student leaders;
- students as researchers;
- student learning walks;
- student steering groups;
- students as teachers;
- the work of school and network councils;
- student representation on network steering groups.

Above all else, it means students and adults working together within their networks to achieve all of this.

Why would you do this activity?

By taking part in this activity, you will:

- discover what students and adults think and feel about student involvement;
- learn from, with and on behalf of the students and adults in your network;
- create together a vision for student involvement in your network.

Who should be involved?

This activity can be used by groups of any size, but it is most suited to groups of around six people. It is important that

the group consists of adults and students and that measures are taken to ensure that everyone's voice is heard equally. If the group is larger than eight people, then it is advisable to split into smaller groups. If you have a number of discussion groups then you will need to include time at the end of the session for each group to share their vision.

Who should facilitate this activity?

A student, teacher, Principal or consultant within your network or from another network. Ideally your facilitator will have a good understanding of the activity and may already have taken part on a previous occasion. They will also need to be good at working with groups of students and adults and must not be afraid to ask challenging questions.

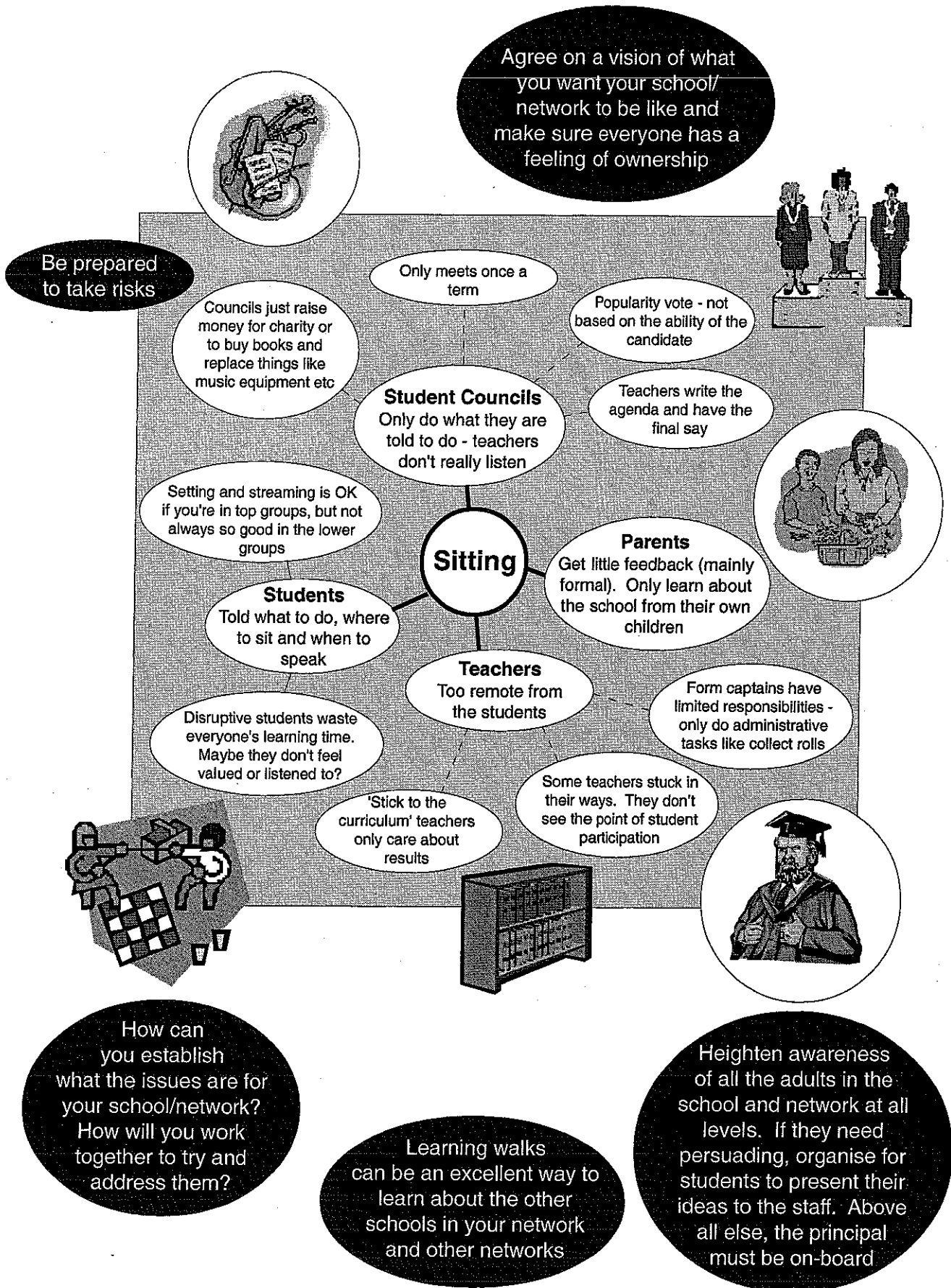
How long will it take?

To get the most from this activity, you will need to allow at least one hour. However, if you need time for groups to feedback to each other, then you may need a further 30 minutes for sharing your ideas and answering questions.

What resources are provided in the pack?

Included in the pack are copies of the three maps of networks at different stages of development and a selection of cards with ideas, questions and suggested activities for moving your network forward. You will also need to make plenty of materials available around the room to record and capture all of your ideas and discussions, for example, flip charts, marker pens and sticky-note pads.

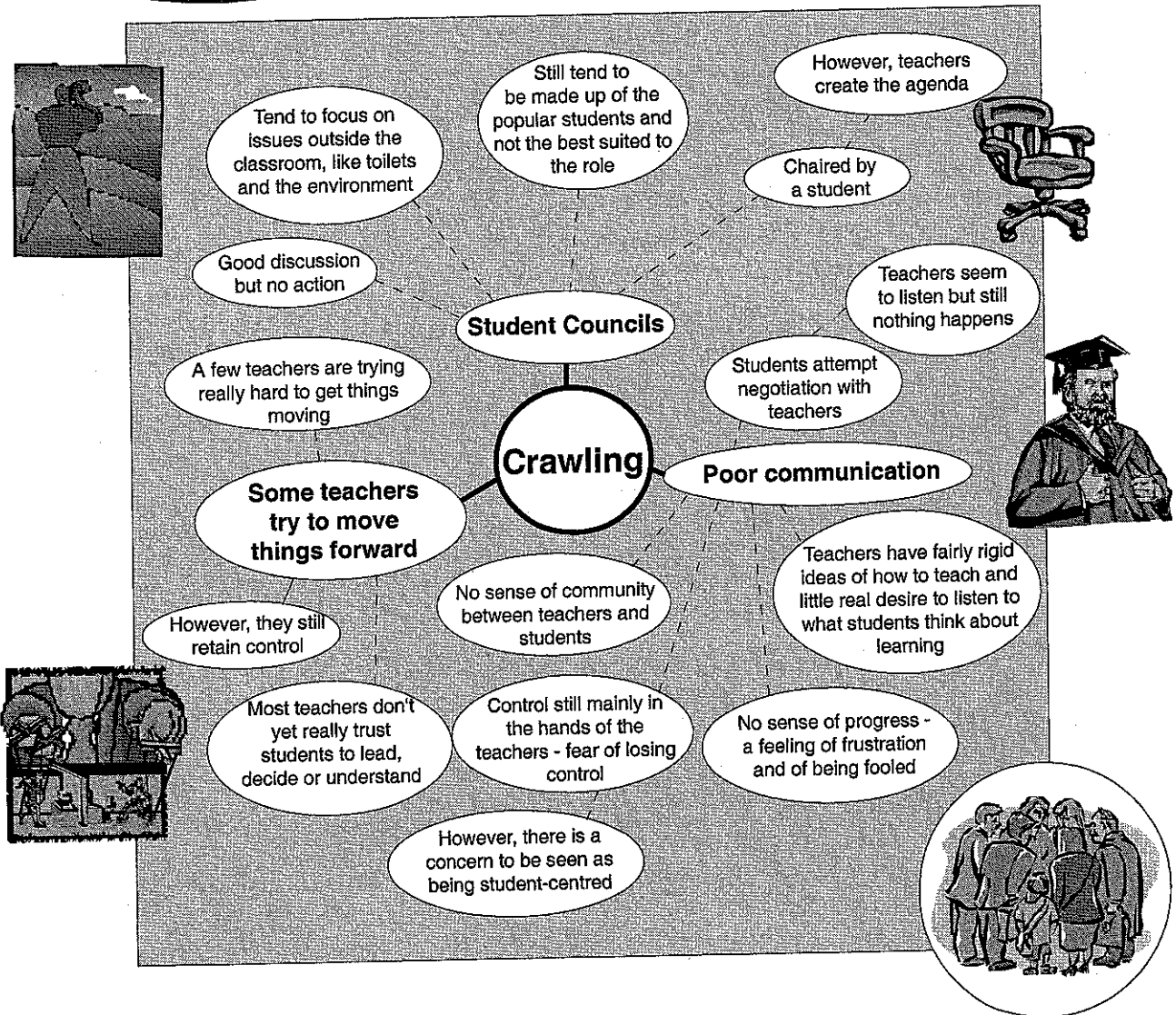
The sitting map



The crawling map

How can schools at different stages work and learn together across a network to provide each other with mutual support?

Student councils will only have true status in a school if they are able to have an impact on learning, teaching and school improvement

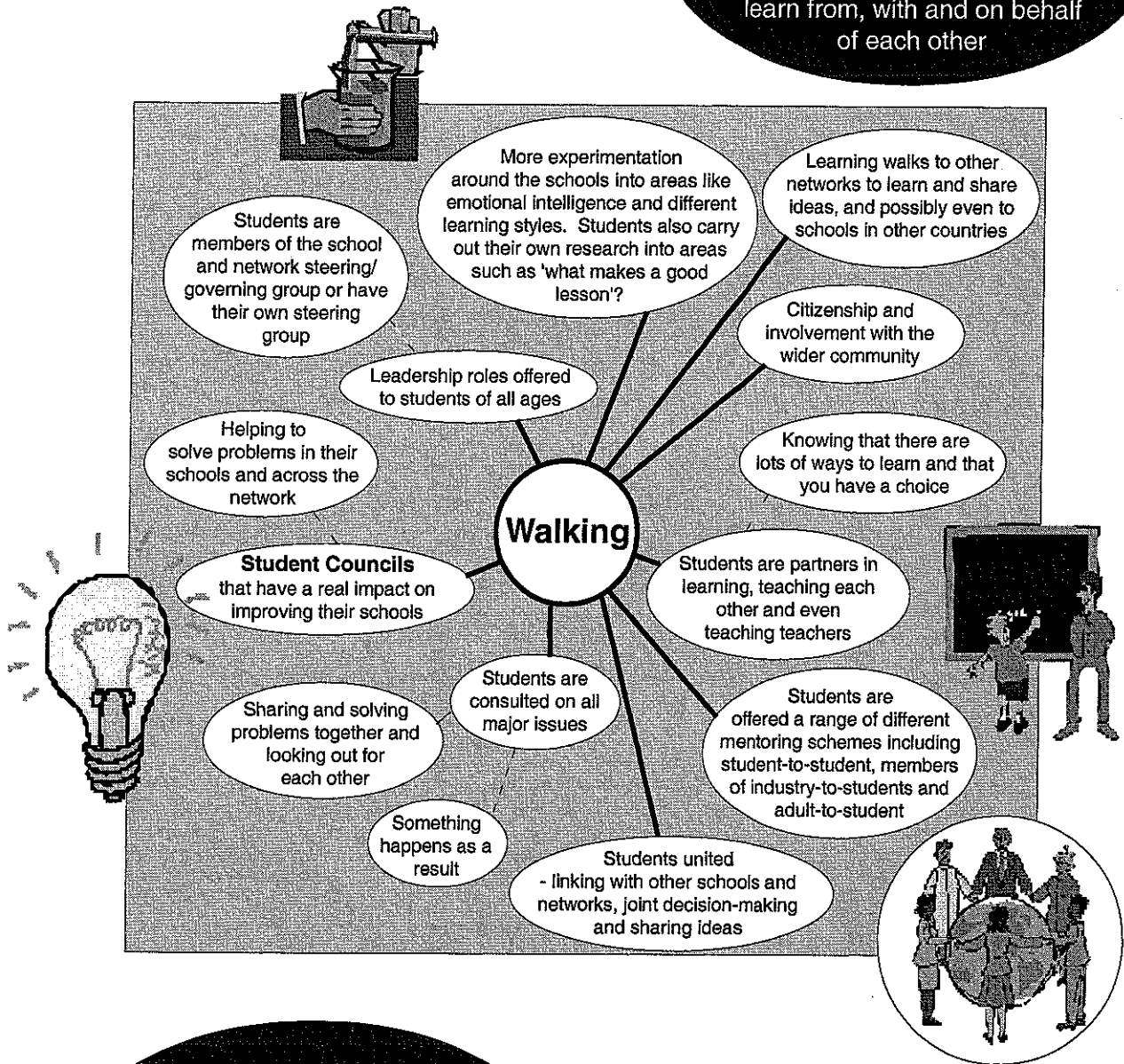


Have regular review sessions for staff, presented by students, to update them on the work and the research findings to ensure that staff are kept up-to-date and see the benefits of student participation

Mentoring of younger students by older students can be a powerful way of sustaining the principles, passion, activities, methods of working and on-going development within a school or network

The walking map

E-communities can be places where students from all over the country (and the world) can build relationships, share ideas, problem solve together and learn from, with and on behalf of each other



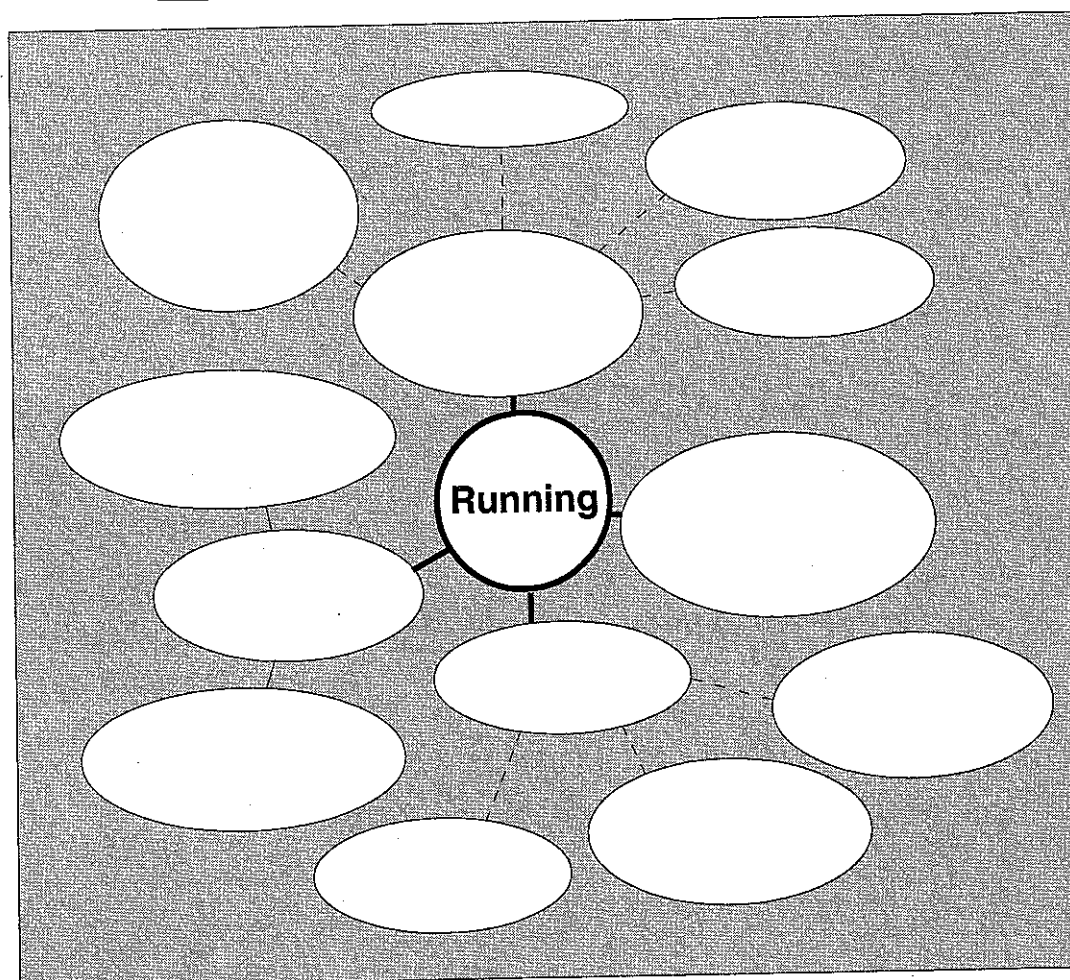
How can ICT enhance communication across and between schools? How can student councils and student researchers disseminate their ideas? How can you use ICT to consult students on a whole range of issues?

By asking students to conduct an enquiry into the transition process, to rewrite the school prospectus or handbook, to visit each others' schools and to mentor younger students - they can help schools across all phases in the network, to work together more efficiently

The running map

Students as researchers can carry out their own research into learning, teaching and school improvement in their own school and in other schools across the network

A student steering group can report to the network steering group (through the student member) about their research findings and their recommendations for how the network can improve



Build your own vision

Student leaders can coordinate and lead activities across the school with adults acting as facilitators, if necessary.

Sometimes you will need to work with other schools to solve problems, and other schools may come to you for ideas

When students discover their preferred learning style, and how they learn best, they can help teachers to facilitate their learning more effectively

Activity Instructions

Introduction

5 minutes

Before the event, the facilitator will need to brief the participants and ensure that they are prepared for an interactive session, with students and adults working creatively together. The facilitator introduces the session by giving a brief outline of the task and by explaining that the central aim will be for the group to create a vision of student involvement in their network (or school). On their journey, the participants will be learning from and with each other, and learning on behalf of all the students and adults in their network/school.

Step 1: Where are we now? 15 minutes

The activity begins with each group exploring the three maps of different stages of school/network development. As a group, they discuss how their school/network compares to the sitting, crawling and walking maps. It is essential that everyone has a voice and that students' and adults' views are valued equally.

Many schools and particularly networks, find they lie across or between two stages.

Step 2: What do we need to think about? 20 minutes

Once everyone has agreed on which stage of development their school/network most closely resembles, the group then looks at the set of cards (*in the kit, but not included here*) and discusses the ideas suggested on how to move their school/network forward.

Step 3: What is our vision for student involvement? 15 minutes

The group then creates their own vision of a map for student involvement in their school/network, drawing on all the ideas they have discussed during the activity.

Step 4: Next steps 15 minutes

During the final part of the session, the group needs to decide on the actions that will make the vision a reality, who will take those actions forward and who will safeguard the vision.

Additional plenary for large groups

Larger groups will need an additional plenary session where the different visions and lists of actions from each discussion group can be merged to create a whole school/network vision and an agreed way forward. It will be important to leave sufficient time for this activity.

For more information on Networked Learning Communities:

• Contact:

Networked Learning Group
National College for School Leadership
Derwent House
Cranfield University Technology Park
University Way
Cranfield
Bedfordshire MK43 0AZ
ENGLAND

tel: + 44 (0) 8707 870 370

fax: + 44 (0) 115 872 2401

e-mail: nlc@ncsl.org.uk

web: www.ncsl.org.uk/nlc

• Resources available from NLC:

The Spring 2004 issue of the NLC magazine **Nexus** lists resources available including:

1. *Speed dating connections* activity, adapted for use with students at workshops: available as .pdf file at NLC website
2. *Consulting Pupils: A Toolkit for Teachers* (John MacBeath, Helen Demetriou, Jean Ruddock and Kate Myers, ESRC)
3. *Students as Researchers: Making a Difference* (Michael Fielding and Sara Bragg; ESRC, Pearson Publishing, Cambridge, 2003 - book and CD-ROM) *
4. *What is a Networked Learning Community?* - CD-ROM tool, April 2004
5. *Pupil Involvement in Networked Learning* - CD-ROM tool, April 2004 *

Nexus can be contacted at:

nexus@ncsl.org.uk

(* **Connect** holds single copies of these publications, as well as a copy of this issue of **Nexus** magazine, plus: **Consultation in the Classroom: Developing Dialogue about Teaching and Learning**: Madeleine Arnot, Donald McIntyre, David Pedder and Diane Reay; ESRC, Pearson Publishing, Cambridge, 2004)

The ESRC publications can be obtained from:

Pearson Publishing
Chesterton Mill
French's Road
Cambridge CB4 3NP ENGLAND
www.pearsonpublishing.co.uk
info@pearson.co.uk

News and Reviews

UK Websites to Promote Student Involvement

The **Networked Learning Communities** website provides a section on the Development and Enquiry projects, of which 'Pupil Involvement in Teaching and Learning' and 'Transforming Learning' are two. Resources and presentations from networks attending conferences can be accessed here: www.ncsl.org.uk/nlc

Consulting Pupils about Teaching and Learning is one of the ESRC Teaching and Learning Research projects. This website contains informative newsletters, conference reports and updates on publications from this major public knowledge base: www.consultingpupils.co.uk

Learning Through Landscapes works with schools to help them improve their school grounds to benefit the curriculum and boost achievement and motivation. Perhaps the best aspect of this attractive website are the 15 example programs of work with schools, all designed by participants themselves to meet local needs. LTL staff come into schools to enable participation, train staff and children, and broker partnerships: www.ltl.org.uk

UNICEF's **Voices of Youth** website is a place for upper secondary and sixth form students to participate in discussion of challenging issues that affect them, alongside other young people from around the world. The site is also good for finding out what is said at world student summits and international children's days: www.unicef.org/voy/

The **Schools Council UK** website is designed to look like one of Mondrian's abstract paintings yet the best areas of the site are where teachers and others share their concrete, practical experience. The quotes are inspiring and informative. Schools may like to use the page on benefits of Student Councils (in the UK called 'School Councils') as a starting point to developing their own thinking, practice and policy: www.schoolcouncils.org

Carnegie Young People's Initiative promotes the involvement of young people aged 10-25 in public decision-making and the website has many useful links eg to young people-led groups such as the UK Youth Parliament and resources and research provided by organisations such as the Citizenship Foundation: www.carnegie-youth.org.uk

Bedfordshire School Improvement Partnership (BSIP) have an excellent and sophisticated website. The partnership is a group of 150 schools working collaboratively and seeking to integrate student participation into other areas of whole school development. The website provides information on a rich range of activities that could be replicated elsewhere. There are also resources for schools wanting to do the *Students as Researchers* program: www.bsip.net

Ferndown First School in Dorset, and **Laisterdyke High School** in Bradford have student council web pages that other schools could borrow ideas from. They are hosted on the schools' main websites and written by both students and staff. The provision of *training* for elected members comes across as important as the Council's practicalities and achievements. At these Councils, learning is discussed, not avoided: www.laisterdykehigh.org.uk/council/index.htm ; www.fernfirst.dorset.sch.uk/our_school_council.htm

Education and Social Action Conference 2004

*How should educators respond to
the issue of terrorism?*

*Teaching and learning about terrorism as a means of
undermining or underpinning democracy*

Sydney; 4 - 8 December, 2004

- Research and evaluation agenda setting sessions: *shared 70 to 90-minute sessions bringing together similar research/evaluation interests;*
 - Workshops: *90-minute sessions involving active teaching, problem posing and tasks for participants;*
- Refereed papers: *50-minute individual paper sessions.*

Conference strands include:

- *Education, Activism and Organising for Robust Democracy*
 - *Schooling and Lifelong Learning for Democracy and Community Building*
- *Community Action and Democracy-Building for Health*
 - *Families, Learning and the Seeds of Democracy*

Centre for Popular Education, UTS
PO Box 123, Broadway NSW 2007

e-mail: cpe@uts.edu.au

2nd International Student Representative Conference (ISRC)

3 - 7 August 2004; Edmonton, Alberta, Canada

Details and registration: <http://www.isrc2004.ca/>

Clearinghouse

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on:
(03) 9489 9052 or (03) 8344 9637

Australian:

AAPAE Newsletter (AAPAE, Lane Cove, NSW): No 4:
24 April 2004

AEU News (Abbotsford, Vic) Vol 10, Nos 1-4; February-
June 2004

Education Links (Centre for Popular Education, UTS,
Sydney) No 68; Summer 2004

Education Views (Education Queensland, Brisbane, Qld)
Vol 13 Nos 1-10; January-May 2004

Network News (Network of Community Activities, Surry
Hills, NSW) April 2004 and **Annual Report**

Real Learning - Real Futures (Roger Holdsworth; pub:
Dusseldorp Skills Forum, Sydney) February 2004

The Social Educator (Social Educators Association of
Australia, Carlton, Vic) Vol 22 No 1, March 2004

Starlink (Victoria University, Vic) Issue 52, March 2004

Teacher Learning Network Journal (TLN, South
Melbourne, Vic) Vol 11 No 1, Summer 2004

Yikes! (Youth Affairs Council of Victoria, Melbourne, Vic)
Vol 3 Edition 1; March 2004

Youth Studies Australia (ACYS, Hobart, Tas) Vol 23,
No 1; March 2004

International:

**Consultation in the Classroom: Developing Dialogue
about Teaching and Learning** (Madeleine Arnot,
Donald McIntyre, David Pedder and Diane Reay;
Pearson Publishing, Cambridge UK) 2004

Democracy and Education (IDE, Ohio University,
Athens, Ohio, USA) Vol 15 No 1, 2004

Education Now (Nottingham, UK) Issues 43, 44; Spring,
Summer 2004

Education Revolution (AERG, New York, USA) Issue
38; Spring 2004

Nexus (Networked Learning Communities, Cranfield,
UK) Spring term 2004

Pupil Involvement in Networked Learning (Networked
Learning Communities, Cranfield, UK) Kit, 2004

Students as Researchers: Making a Difference (Michael
Fielding and Sara Bragg, Pearson Publishing,
Cambridge, UK) 2003

WGS::express (Wolverhampton Grammar School, UK)
Issues 14, 15; February, March 2004

Documents



The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from **Connect** for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

Code Description/Pages/Cost

547 **Pupil voice and citizenship education** (Jean Ruddock, for the QCA Citizenship and PSHE Team; Faculty of Education, University of Cambridge): March 2003
(35 pp; \$3.50)

548 **Lessons in Leadership: How Young People Change Their Communities and Themselves - An Evaluation of the Youth Leadership for Development Initiative** (Social Policy Research Associates; Innovation Center for Community and Youth Development): Executive Summary, December 2003
(16 pp; \$1.60)

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Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 (\$5) \$
- 'Youth Radio' issue of 3CR's CRAM Guide (1985) (\$1) \$
- Democracy Starts Here! Junior School Councils at Work (1996) Case studies of Primary School SRCs (\$7 or \$12 for two copies) \$

Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) (\$25) \$
- Foxfire: 25 Years (Doubleday) (\$25) \$
- A Foxfire Christmas (Doubleday hardcover) (\$25) \$
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: \$5) \$

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