

The Charter for Student Representative Councils (SRCs) has been developed by the NSW Department of Education and Training, in consultation with the NSW State SRC. It provides a set of principles to guide the development of effective student representation. A version of the Charter was included in *Connect* 149 (October 2004) and a text version is reproduced on the next page. The following activity has been developed to support its understanding and implementation; the further comments are also included to provide ideas about possible initiatives and implications.

Activity: The Charter for SRCs

Aim

To introduce the Charter for SRCs and provide an opportunity to discuss effective practice in student leadership; identify issues in effecting changes in school student leadership programs and to share ideas for successful implementation of the charter in schools.

Time required:

- 50 minutes

Number of participants:

- This activity can be conducted with up to 30 participants.

Resources:

- A3 sized paper. On each page the workshop presenter writes one charter point from the Charter for SRCs.
- OHP of the Charter for SRCs
- Multiple copies of The Charter for SRCs (one for each person)
- Post-it notes - two different colours
- Blue-tack

This Charter activity was created to help students and staff get their heads around the NSW SRC Charter principles. It is available on the NSW DET updated student leadership website:

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/studleadsrc/resourcestaff/srccharter/src_chartactiv.doc

When you follow the website link you'll also come to several schools that tell their own stories about what works for them, and these provide useful and interesting reading.

Instructions:

Set Up:

- Use blue-tack to stick A3 sheets (one charter point on each sheet) on the wall.
- Distribute the different coloured post-it notes to all participants.

Actions:

- Read through/discuss the OHP Charter for SRCs with the whole group (10 mins)
- Clarify any points for participants.
- Ask participants to draw on personal experience and write comments on the post-it notes. They may write about any charter point. The two key questions are:
 - What are the issues for schools in the implementation of the Charter for SRCs?
 - What are examples of effective practice?
- Invite participants to walk around the room and stick the post-it notes onto the relevant charter point on the A3 papers. (10 mins)

Swing Up:

- Assign each table group a charter point and ask each group to report back on both:
 - examples of effective practice; and
 - issues for schools in implementing the charter. (10 mins)
- The presenter should encourage participants to share examples of effective practice and also draw together and summarise any other issues. (5 mins)
- Distribute the support materials for the Charter for SRCs. Explain there are lots of good ideas here that have been gathered from schools across NSW. Workshop participants may find these examples inspiring. (5 mins)
- Ask participants to develop a personal action plan. (10 mins)

CHARTER FOR STUDENT REPRESENTATIVE COUNCILS

- **Involved students**
Students should be active citizens of the school community and have their ideas and opinions routinely sought and respected.
- **Making real decisions**
Students from Kindergarten to Year 12 are encouraged to contribute to and participate in decision-making in their school.
- **In many places**
Representative students can inform decision-making throughout the Department of Education and Training and in the wider community.
- **For everyone**
Opportunities for participation and leadership must be inclusive of gender, special needs, cultural background, sexuality, socio-economic status and geographically remote circumstances.
- **Chosen fairly**
The methods used to involve students in decisions affecting their lives should model Australian democratic and representative practices.
- **Well supported**
Students will be prepared for and supported in their leadership and decision-making roles through all aspects of the curriculum, in classroom, whole school and out-of-school activities.
- **Appropriately recognised**
The skills, values, knowledge and attitudes that students learn from participation in school life are vital to their future role as citizens of a democratic society.

Sample worksheets:

Charter for SRCs Brainstorm

Write down any ideas you would like to implement at your school

Action Plans

What's the issue?

How do you know? (indicators/supporting data)

What will you do as a result? (implications for ongoing practice)

By when?

Support Materials for the Charter for SRCs

The involvement of students in decisions that affect them is of fundamental importance for the school. It is a key means by which a school displays and models the core values of NSW public schools, most notably respect, responsibility, co-operation, participation and democracy.

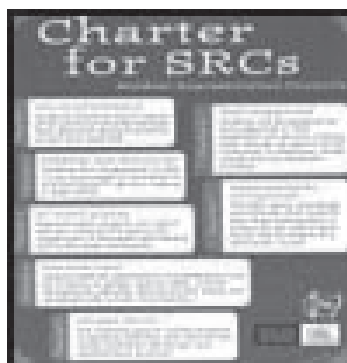
INVOLVED STUDENTS

In reviewing what they do to support students to become active citizens within their school community, schools may find it helpful to consider a number of matters:

- What opportunities are currently in place for students to participate in the day-to-day operation of the school?
- What kinds of decision-making power do students have?
- What structures support the active participation of students, eg Student Representative Council (SRC) or School Parliament?
- What already works in encouraging active student participation?
- What can be done to extend these opportunities to all students?
- Which key learning areas provide opportunities for students to develop and demonstrate leadership skills in the classroom and elsewhere?

Actions that schools might consider taking in addressing these matters include:

- discussing with students the roles they might play in the school, including decision-making processes;
- establishing regular meetings of student representatives with the principal, school executive and parent bodies;
- identifying tasks students might share with adults or have delegated to them with teacher support as required;
- developing or reviewing a student and staff consensus on the structure of the school representative bodies, including the basis for representation and how elections will be conducted;
- identifying places within the curriculum that can assist students to understand democratic practices using school representative structures as examples;
- considering the involvement of community resources in this process, including the Electoral Commission;
- considering activities and events, such as student surveys, action teams or 'participation days' to support these processes.



MAKING REAL DECISIONS

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- What are the key decision-making groups in the school? Do they have a high profile?
- What is the focus of the school's SRC or student leadership body?
- How do they take into account the views and preferences of students?
- Do students know who they should contact if they have a view to put?
- What is done to prepare students for a role in decision making?
- What decisions can appropriately be made by students, including younger students?
- What are the limits to student decision making, eg the final accountability of the principal for implementing Government policy?
- How are these limits communicated to students?

Actions that schools might consider taking in addressing these matters include:

- identifying key decisions to be made in the medium term and reviewing options for student participation;
- identifying classroom activities across the curriculum that develop students' decision-making skills. These could include exercising choice among curriculum options and classroom activities;
- identifying specific decisions that can be made appropriately by younger students;
- bringing students into regular contact with school executive and parent bodies through regular meetings or forums;
- identifying and publicising changes and improvements that have taken place as a direct result of student involvement;
- opportunities for students to have a role in decision-making in areas such as:
 - ✎ development of the school management plan;
 - ✎ evaluation of school operations for the school report;
 - ✎ the range of curriculum provision and subject choices available including vocational education courses;
 - ✎ quality teaching and learning practices;
 - ✎ timetabling and length of periods;
 - ✎ policy development in areas such as student welfare, discipline, behaviour, anti-bullying, school uniform, staffing, canteen management and healthy canteen food.

IN MANY PLACES

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- What structure and opportunities exist at regional level to involve student representatives?
- How can the school best utilise and improve these structures?
- How can the school best prepare students for active participation in these activities?
- What opportunities exist in the broader school community, including parent groups and links established through, for example, vocational education and training links, to involve student leaders?
- What structures are in place for students to report back to other students the results of their activities beyond the school?
- How can students' activities beyond the school make a positive difference to the life of all students?

Actions that schools might consider taking in addressing these matters include:

- providing encouragement and recognition for student participation and leadership in a wide range of areas of school and community life;
- recording, rewarding and credentialing community involvement with students;
- developing student action teams on specific issues that need attention within the community;
- consulting with local government on community issues;
- supporting local council activities that are planned and managed by young people during Youth Week;
- assisting in improving relationships between young people and local shopping centres through the development of local agreements on standards, practice and behaviour;
- encouraging links with the wider school community through:
 - improved student work experience and school/business links programs;
 - provision of new youth recreational facilities in the community;
 - student liaison with and/or membership of local youth councils on issues such as improved street lighting or the location and operation of a local skate board park.

FOR EVERYONE

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- What informal means are there available for students to have their voice heard on decisions that affect them?
- What leadership structures are needed to reach those students who do not readily participate in formal SRC meetings or activities?
- How do we find ways to encourage student participation that is relevant to a range students, including Aboriginal students, students newly arrived in Australia, students with disabilities?

- Are there particular groups of students in the school that need to be engaged?
- Is there support sufficient to encourage all students to participate in activities?
- How can leadership programs engage very young students?

Actions that schools might consider taking in addressing these matters include:

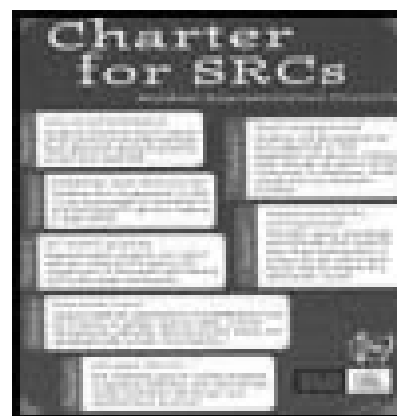
- providing multiple participation and leadership opportunities and encouraging a range of leadership styles;
- raising awareness of school policies and priorities in areas such as student welfare, Aboriginal education, anti-racism, anti-violence, bullying and appeals and complaints procedures;
- ensuring that gender issues are addressed when developing and reviewing student leadership and SRC programs;
- encouraging more experienced student leaders to support those who are less experienced but from a similar background;
- promoting school-based Aboriginal student leadership programs;
- promoting Leadership in the Middle School (LIMS) Program to Year 7 and 8 students ;
- conducting a student-led day that promotes student health.

CHOSEN FAIRLY

The processes of identifying and electing student representatives, meeting to make decisions and reporting by elected representative to those who chose them, can model in microcosm the broad democratic processes of Australian society.

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- How can formal representative processes be taught and implemented by students in a manner appropriate to their developmental level?
- Who should represent whom? What should be the electoral base?
- What are the objectives of the representative structures in this school?
- What are the kinds of issues in the school that can best be addressed through formal representative processes rather than by more informal means?
- What is the appropriate level of teacher or volunteer guidance in student representative activities?
- What student representative structures are most likely to encourage active student participation?



Actions that schools might consider taking in addressing these matters include:

- conducting student leadership activities in the local council chambers;
- introducing 'Student Action Teams' that are formed to take action on particular issues;
- identifying as wide a range of roles as possible for members of the student representative body;
- encouraging open discussions between student leaders and the students they represent about the practicalities of their ideas and recommendations;
- encouraging student and staff discussion of the structure of a democratically elected school SRC (eg hold a constitutional convention);
- exploring the possibility of having SRC elections conducted in consultation with local officials of the Australian Electoral Commission.

WELL SUPPORTED

Support for students in leadership and decision-making roles can assist in the achievement of curriculum outcomes in key learning areas.

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- Which aspects of the key learning areas provide opportunities to develop and demonstrate leadership skills in the classroom? Are teachers aware of these aspects?
- How best can students be assisted to develop leadership skills such as debating, discussion, self-expression, and logical thinking?
- Do students and staff know who is involved in school decision-making processes?
- Is involvement in the process fun, interesting and rewarding for students?

Actions that schools might consider taking in addressing these matters include:

- identifying a range of leadership tasks to progressively involve students in more complex decision-making and skill development;
- involving students in the classroom decision-making process as early as possible, such as discussing which of several possible topics of interest students would like to be taught;
- actively supporting Year 6 student leaders moving to high school to encourage their participation;
- inviting the principal, Head Teacher Student Welfare and counsellor to participate regularly at SRC meetings;

- providing opportunities to learn leadership skills and be effective team members through:
 - participation in student forums where students from many schools meet eg school captains meeting the NSW Governor, Young Leaders Days;
 - student-led projects linked to key learning areas such as school environment audits, school or 'bush tucker' gardens, school murals or mosaics;
 - regular school, year and house assemblies coordinated by student leaders in conjunction with staff;
 - a student-led school newsletter or newspaper;
 - introduction of a school sports council.

APPROPRIATELY RECOGNISED

In reviewing current practices and planning the way forward, schools may find it helpful to consider the following:

- Are students' achievements as student representatives used as evidence of achievement of relevant curriculum outcomes?
- Are students' achievements as student representatives systematically identified and acknowledged in school references?
- Is recognition provided for all members of student representative bodies or are those who play supportive roles that do not involve high profile public speaking or similar activities overlooked?
- Is recognition provided for unique personal accomplishments in the area of leadership or student representation?

Actions that schools might consider taking in addressing these matters include:

- mapping the relationship between curriculum goals and student leadership activities;
- the recognition of contributions to student leadership within broader school credentialling.



Connect has a website:

<http://www.geocities.com/rogermhold/Connect>

*Not much there at the moment - information about subscribing, some back issue contents and a summary of **Student Councils and Beyond** - but it'll grow.*

Check in occasionally!

News and Reviews

Student Leadership Developments in NSW

This is a busy time for student leadership initiatives in NSW.

Twenty staff from across the ten NSW regions of the Department of Education and Training were trained as facilitators in 2005 using the new NSW training package *New Directions in Student Leadership*. These staff have been conducting training activities for SRC teacher advisers across the state in the second semester 2005 and the first semester 2006.

Workshops based on the *New Directions* package were presented by state student leaders and departmental officers at the 2005 NSW Secondary Principals' Council Conference and the 2005 NSW Deputy Principals' Council Conference.

Staff and students co-presented a workshop at the NSW Department of Education and Training's 2005 Middle Years Conference on how student leadership programs can engage students. Students from the NSW SRC were also involved in presenting a plenary session at the conference, and this was well received. In April 2006, five students will also present a workshop at the forthcoming *15 to 19 Year Olds* Conference about ways that student leadership programs can engage students, provide a means of connection and encourage creativity amongst students.

The NSW SRC made a presentation to the NSW Primary Principals' Association meeting asking primary schools to strengthen school support for student leadership programs.

The NSW SRC newsletter, the **Student Voice** is the new main vehicle for promoting outcomes of NSW SRC meetings plus other 'happenings' around the state such as the *Enviro Inspiro* school environment competition. This project is being promoted by the 2006 NSW SRC in conjunction with the NSW Department of Environment and Conservation to encourage motivated student leaders, student action teams and SRCs to improve school environments through school-based projects. Entries close on 23 June 2006.

More information is available at: www.schools.nsw.edu.au/studentsupport/studleadsrc/studentvoice/whatson/index.php

On 13 March, members of the 2006 State SRC Conference Working Party and 2005 NSW SRC were invited by the Prime Minister's Office to attend the 2006 Commonwealth Day Service at Sydney's St Andrews Cathedral in the presence of Her Majesty the Queen, the Duke of Edinburgh, Prince Andrew and other dignitaries. A function followed at Admiralty House, Sydney home of the Governor-General, at which the Queen was escorted by the Prime Minister to meet many of the participants, including a number of NSW state student leaders.

For further information, check the DET website: www.schools.nsw.edu.au/studentsupport/src



24 - 25 MAY 2006

www.dsf.org.au/learningchoices

PRESENTED BY THE DUSSELDORP SKILLS FORUM

Applications are now OPEN for the Learning Choices Expo 2006 to be held in Maroochydore, Queensland

This event will bring together 500 teachers, principals, coordinators, youth workers, policy folk and researchers from across the country who are passionate about diverse ways to engage young people in meaningful learning - particularly those young people whose needs are not able to be met in a traditional classroom setting.

The **Learning Choices Expo** will feature an impressive range of experts in delivering workshops, facilitating 'fierce' conversations and offering professional development opportunities across three themes 'Practice and Programs', 'Research and Policy' and 'Indigenous' education.

PROGRAM HIGHLIGHTS INCLUDE:

- Keynote presentation from Laudan Aron of the Urban Institute, Washington D.C.;
- Keynote presentation from Chris Sarra, former Principal at Cherbourg State School and 2004 Queenslander of the Year;
- A showcase of 20 student teams from some of the most innovative and exciting learning programs in Australia.

Visit:

www.dsf.org.au/learningchoices

or call Mikaeli at the Dusseldorf Skills Forum on 02 9571 8347.

Student Participation Support Materials

NOW AVAILABLE THROUGH CONNECT

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

Outcomes for Young People from Youth Development Programs

Between 1999 and 2003, the Australian Youth Research Centre at The University of Melbourne carried out a **Three-year Longitudinal Study of Outcomes for Participants in State-Based Youth Development Programs**: *activ8* in South Australia, the Victorian Youth Development Program (now *Advance*) in Victoria and *Cadets WA* in Western Australia.

The report of that study: **Doing Positive Things: "You have to go out and do it"** has now been released and is available on-line at:

www.facs.gov.au/internet/facsinternet.nsf/content/development_programs.htm

Printed copies of the report are also available from the Department (see the website) or from the Australian Youth Research Centre (contact Julie Marr on 03 8344 9633).

Amongst the study findings was a strong link between young people's outcomes and the level of their participation in decision-making in the program.

"Those [young people] who indicated high or shared participation, also consistently rated their overall program outcomes as greater. Further, those who experienced lesser participation in program decision making also reported greater differences between what they experienced and what they would have liked to have included within programs."

There were many other interesting findings from a complex study, including young people's views on community and community involvement and on the nature of program activities that assisted in delivering quality outcomes.

Among other key findings from the Study:

- young people who participate in youth development programs gain skills, knowledge, and confidence and develop teamwork skills;
- the most effective youth development programs involved "hands-on" activity and working for the community; and
- programs that demonstrated a partnership between the school and the provider and allowed young people to participate in planning achieved the best outcomes.

Young People, Schools and Local Government

During 2005, web-based resources were developed in South Australia to explore productive links between young people, schools and local government. These resources include pages for students, for teachers and for members of local government.

Of particular interest are the pages for teachers, which are introduced as follows:

This section is designed to assist teachers in teaching about Local Government. Here you will find ideas for teaching strategies, units of work, building partnerships with local Councils and fact sheets about Local Government. The SA Case Study Schools illustrate how the curriculum can 'come alive' when learning is pursued in community settings and about issues over which students can have some influence. Local Government can provide the examples, the resources and the personnel to illustrate and extend the curriculum.

These pages take a strong position in advocating a Student Action Team approach to partnerships between students and local government, in which students explore, propose and act around local issues of concern. They provide a rationale for such studies as:

Active participation by students in Civics and Citizenship Education-related learning activities is crucial. Wherever possible, opportunities need to be provided for students to become involved in their own learning programs and to have first-hand experiences and responsibilities in practicing active citizenship within their schools and local communities. This includes assuming effective roles and participation in student governance, school and community volunteer projects as members of a democratic and culturally diverse society. It is imperative for the health of a society that students emerge from schools as citizens who are equipped to take full advantage of their democratic rights.

The web-pages are located at:

www.lga.sa.gov.au/site/page.cfm?u=611

In particular, see the section on **Learning Partnerships Between Schools and Local Government**:

www.lga.sa.gov.au/site/page.cfm?u=644

Unheard Voices

The importance of listening to students' voices on a wide range of issues is now widely recognised. This can mean consulting with young people in order to improve what schools, teachers and other groups do, or it can be part of a more extended strategy of encouraging and supporting the active engagement of students in decision-making about their education and wider lives.

Many of the studies in this area have also acknowledged the need to hear *diverse* voices and have, in particular, focused on what 'at risk' students have to say about school and other issues.

A current study is looking specifically at school engagement through the views of young people with **high support needs in mental health**. It is acknowledged in this work that very few studies have been done that ask such young people about school - what engages them, what should change, what works. Perhaps a recognition of these young people's needs is relatively recent, and their identification is uncertain. Perhaps these students are also less likely to voice opinions and concerns to adults. However, the study also suggests that such young people have been frequently constructed as 'incompetent' and their voices dismissed.

The first papers from the study are available on the website of the Australian Counselling and Guidance Association (AGCA) as part of the **MindMatters Plus** initiatives. The introduction to this 'student engagement' work says:

"We know that a student's positive engagement with school is linked to the positive mental health of that student. Positive engagement assists a student to develop the human connections and resilience that reduces the risk of developing later mental health problems.

*What do students themselves say about what assists them to engage successfully with school? The **MindMatters Plus** Project looked at existing studies of what students are currently saying that helps them to engage successfully with school. This research summarised the existing literature in the overlapping area of school engagement, student voice and students with high support needs in the area of mental health.*

***MindMatters Plus** has a particular concern with students who are at greater risk of having high support needs in the area of mental health. These students are often less likely to voice their opinion and concerns to adults and, as a consequence, less is often known about what they are saying.*

As a result it was appropriate to title this research into Student Engagement as 'Unheard Voices'."

Initiatives continue in this area. For example, one of the suggestions from the literature is that young people with high support needs in mental health turn to their friends for understanding and support, but that these friends frequently don't know what to do. Therefore, a practical initiative to develop programs in which students are trained to offer support to friends, and also to establish a supportive and caring school ethos, is underway. Watch *Connect* for further details.

Unheard Voices is available on the AGCA website at:

mmplus.agca.com.au/studeng_home.php



SoundOut

promoting meaningful student involvement in school change

The website: www.SoundOut.org encourages students and adults to work together to transform education and to validate student voice throughout education, from the classroom to the boardroom.

The website is a US-based online resource centre that posts success stories of student-led efforts to improve schools, including those where students participate in researching, planning, evaluating, and advocating for schools.

Hundreds of online publications also make available bibliographies, articles, and research reports about meaningful student involvement. www.SoundOut.org also provides online discussion forums, links to other resources, and a monthly newsletter.

SoundOut!

c/- The Freechild Project

PO Box 6185, Olympia, Washington 98507

info@soundout.org

"Meaningful Student Involvement is the process of engaging students in every facet of the educational process for the purpose of strengthening their commitment to education, community and democracy." Adam Fletcher

soundout
Promoting student voice in school

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:

Building Indigenous Leadership: Koori Communities Leadership Program (VicHealth, Carlton, Vic): 2005

Education Foundation eNews (Education Foundation, Melbourne, Vic) Issue 1, March 2006

Education Links (Centre for Popular Education, University of Technology Sydney, NSW) #69 Spring 2005 - *final issue*

Education Views (Queensland Department of Education and the Arts) Vol 14 Nos 21-22 (Nov-Dec, 2005); Vol 15 Nos 1-5 (Jan-March, 2006)

ON: Orygen Newsletter (Orygen Youth Health, Parkville, Vic) No 4, Summer 2006

Yikes! (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 4 Editions 6 & 7, February & April 2006

Youth Studies Australia (Australian Clearinghouse for Youth Studies, Hobart, Tas) Vol 25 No 1; March 2006

International:

Education Revolution (AERO, New York, USA) Issue 44, Spring 2006

VoiceBox (UK School Councils Network, London, UK) Secondary and Primary issues: Issue 9, Spring 2006



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

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 577 | What Makes the Difference? Children and teachers talk about resilient outcomes for children 'at risk' (Sue Howard and Bruce Johnson, University of South Australia; in Educational Studies Vol 26 No 3, 2000: 321-337) (17 pp; \$1.70) |
| 578 | Young People Have a Say! (Lucy Leon; Bright Futures - The Mental Health Foundation, UK: 1999) (12 pp; \$1.20) |
| 579 | Hear Me! Consulting with young people on mental health issues (Dr Sophie Laws; Bright Futures - The Mental Health Foundation, UK: 1999) (29 pp; \$2.90) |

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* cannot be paid for with an organisational cheque
** all payments in AUD; add \$10 pa outside Australia

Subscription Sub-total: \$

MATERIALS:

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

1980: 1, 2, 3, 4, 5, 6/7; **1981:** 8, 9, 10, 11, 12; **1982:** 13/14, 15, 16, 17, 18; **1983:** 19, 20, 21, 22/23, 24; **1984:** 25, 26, 27/28, 29, 30;
1985: 31, 32, 33, 34, 35, 36; **1986:** 37/38, 39, 40, 41, 42; **1987:** 43, 44, 45, 46/47, 48; **1988:** 49, 50, 51/52, 53, 54/55; **1989:** 56, 57, 58, 59, 60;
1990: 61, 62, 63, 64, 65/66; **1991:** 67, 68, 69, 70, 71, 72; **1992:** 73, 74, 75, 76, 77/78; **1993:** 79, 80, 81, 82, 83, 84; **1994:** 85/86, 87, 88, 89, 90;
1995: 91, 92, 93, 94, 95/96; **1996:** 97, 98, 99, 100, 101, 102; **1997:** 103, 104, 105, 106/107, 108/109; **1998:** 110, 111, 112, 113, 114;
1999: 115, 116, 117, 118, 119, 120; **2000:** 121, 122, 123, 124/5, 126; **2001:** 127, 128, 129, 130, 131, 132; **2002:** 133/4, 135/6, 137, 138;
2003: 139, 140, 141, 142, 143/4; **2004:** 145/6, 147, 148, 149, 150; **2005:** 151, 152, 153, 154/155, 156; **2006:** 157, 158

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

***SPECIAL OFFER: Any calendar year of *Connect* back issues (6 issues) (\$12) *** \$

Miscellaneous Resources:

- **2005! Student Councils & Beyond** (\$30; \$25 for *Connect* subscribers) \$
- **NEW! Student Action Teams** (\$30; \$25 for *Connect* subscribers) \$
- **Democracy Starts Here! Junior School Councils at Work** (1996)
Case studies of Primary School SRCs (\$7 or \$12 for two copies) \$
- **Students and Work** - 1985 *Connect* reprint booklet #5 (\$5) \$
- **Youth Radio Cram Guide** - 1985 (\$1 - or FREE with any other order) \$

Foxfire Resources:

- **Sometimes a Shining Moment** (Wigginton) (\$25) \$
- **Foxfire: 25 Years** (Doubleday) (\$25) \$

Documents:

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

Materials Sub-total: \$

(all prices include postage and packaging)

TOTAL ENCLOSED: \$