

Connect

Number 101:
October 1996

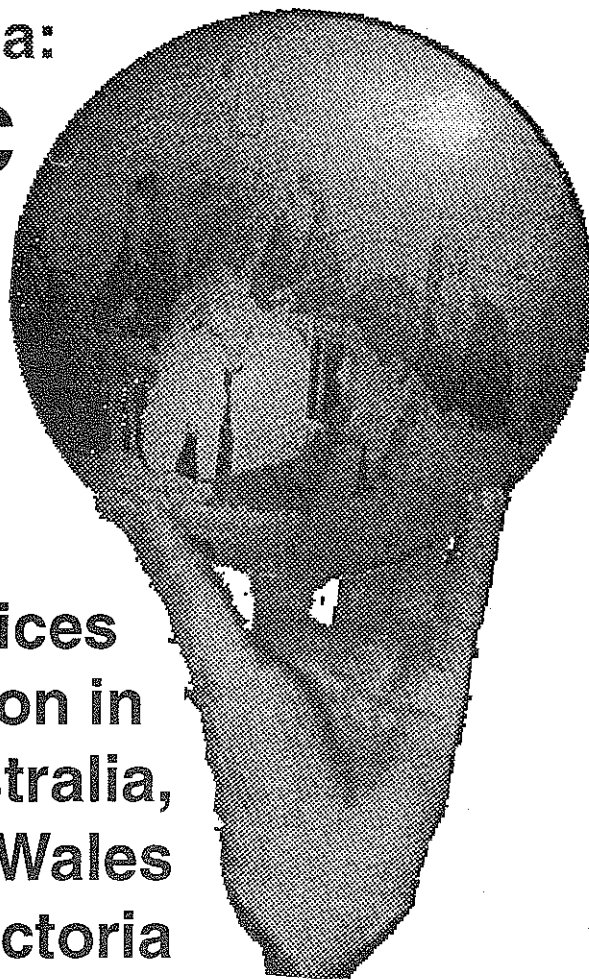
supporting student participation

**ENTER THE FUTURE OF
EDUCATION HERE.....**

From South Australia:

SRC Resources on the Net

**Student Voices
and Action in
South Australia,
New South Wales
and Victoria**



*In this
issue:*

- SRCs at Primary and Secondary Schools
 - Structures and Constitutions
 - Training and Development
- From 'Drop Out' to Minister's Award
- Electoral Education Centre
- Teen Talk Radio - Live
- Australian Red Cross Student Web Site

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Front Cover

Illustration from the home page of the South
Australian Kids Are The Future web site (page 3).

Connect

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This Issue

And so we start the second hundred issues!

This issue presents practical information on primary and secondary school student organisation structures, constitutions and training from three states. Many of the articles on student organisations in South Australia are published on the South Australian Department for Education and Children's Services' Kids Are The Future web site. Thanks to Pat Thomson for the introduction to this site and for permission to reproduce these articles for those without web access.

This web site is designed and developed by students from Adelaide schools with support from Pat and from Nadia Chicco. There is space on the site for your feedback. Please have a look at it - it's so much more dynamic than we can show in print! And respond to the makers of the site: what further information would be useful for the students to include there?

By the way, the site also includes links to similar US-based web sites - including Student Council Associations in various areas. Further references were also included by Charles Kingston in *Connect* 99.

Various people have asked us whether *Connect* is or will be available electronically. Why are we still producing print copies? Making *Connect* available - free - on the World Wide Web would be a lot cheaper than printing copies (though it may not involve less work!). Is this the way to go? Would you be able to gain access to it? Should we put a parallel (shorter) version on the web as well as producing print copies (definitely more work!)?

Looking to 1997

1997 looks to be another big year for student participation. The Australian Curriculum Studies Association (ACSA) Curriculum 97 Conference will be held in Sydney (July 10-13) around the theme: **Negotiating the Curriculum: Whose Agenda?** This should be an ideal topic for both students and teachers to present sessions (workshops, roundtables, papers) about practices. The Key Foci for each day point to some possibilities: "Perspectives from Participants", "Teachers' and Students' Best Practice", "Facilitating Collaborative Partnerships" and "Futures". Plan NOW to attend - how about getting together a school team of participants: students, teachers, parents etc? Further information is enclosed - and watch future issues of *Connect*.

In addition, there is talk of holding another (the 4th) **National Student Participation Workshop** in Sydney immediately preceding the ACSA Conference. But this depends on YOU - your interest, your organisation. Are YOU - as an individual or a group in Sydney - willing to help convene this Workshop? Let us know, and we'll do what we can to publicise and assist!

Roger Holdsworth

NEXT ISSUE: #102 - December 1996
Deadline for material: end of November

KIDS RULE THE WEB OK

In South Australia ...

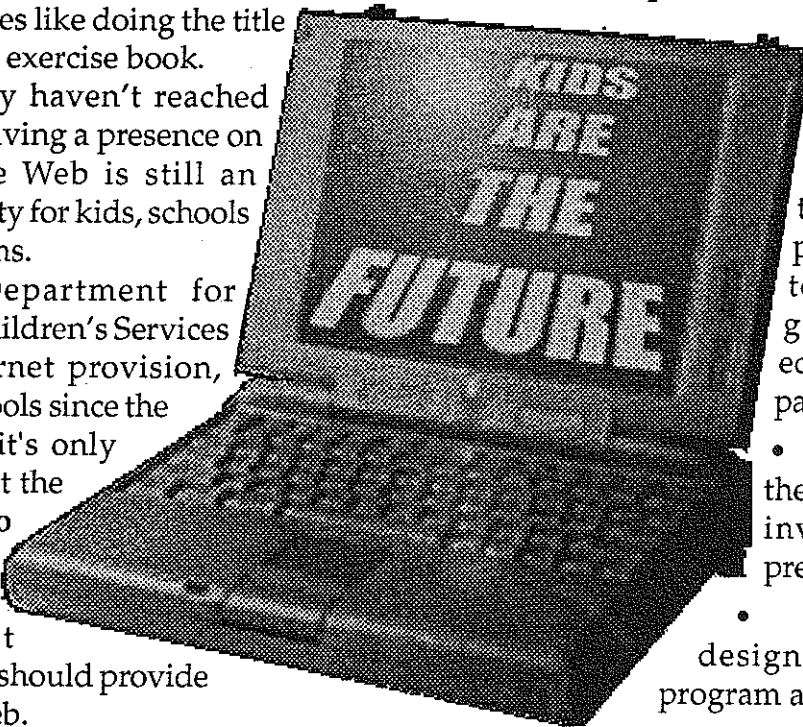
One of my colleagues in South Australia recently suggested that making a home page would become the colouring-in of the nineties. ... one of those ubiquitous classroom exercises like doing the title page in each new exercise book.

We certainly haven't reached that stage yet. Having a presence on the World Wide Web is still an educational novelty for kids, schools and school systems.

The SA Department for Education and Children's Services has had an Internet provision, Nexus, for all schools since the mid 1980s. But it's only been this year that the new improved Go Nexus has made it possible for us to think about what and how we should provide for kids on the Web.

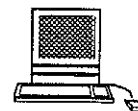
I've been addicted to the Web for some time and have come to the conclusion that, at its best, the Web provides :

- Information that is interesting and useful;
- The means to communicate with a range of people to exchange ideas and information and to establish ongoing networks; and
- A forum for consultation and digital dialogue about important things. There has been considerable discussion about the possibility for an "electronic town hall" for example.
- A place to use words, images and sounds together and publish the products.



It wasn't very hard then to put the potential of the Web together with some good old fashioned education and student participation principles:

- Kids should have the opportunity to get involved in real, not pretend, activities;
- Kids should help to design their learning program and projects;
- Kids get benefits from contributing to the community in general;
- Educational decisions are better if we listen to kids' views.



The Kids Are The Future web site is an attempt to create a space where all of those things happen.

Kids from Unley High School have helped to create the site by designing the graphics on the first few pages and the screen backgrounds. They also provided advice about the wording so that the two oldies involved, me and the web manager, Nadia, didn't make it too teacher-y.

The site consists of four sections:

KIDSED:

This is a place for kids to comment on existing and proposed departmental policy. We have a regular Forum - the first one is about whether there should be censorship on the Web - with a running vote. Kids can write to the Chief Executive, Denis Ralph. There are also connections to other government information such as the Job Guide and Income Support policies and connections to two international youth policy discussions - Planet Youth and Voices of Youth [UNICEF] (see p 27).

KIDSTUFF:

This is for Student participation programs. We have reports from state student conferences, and material from school SRCs. There is even a SRC training and development manual to download courtesy of Port Lincoln High School. There are also connections to overseas student participation sites. We are currently putting back articles from Connect on this part of the site [thanks to Roger for sending them to us].

KIDNETPRESS:

This is for material that kids generate. There is a place for kids to establish bulletin boards about things that interest them, a place for kids to review and rate COOL Web sites, and links to other pages on the Web that are by kids or contain lots of kids' work. For example there are lots of on line school newspapers, some zines, on line art galleries, even a digital animation exhibition.

KIDSA:

This is currently the smallest part of the site so far. It will eventually become an on line encyclopaedia of South Australia written by kids.

There are lots of ways kids in South Australian schools can participate in the site already by sending in material, making comments or just signing the guest book.

We have lots of ideas about the KATF site - like live music and poetry plug ins, electronic art space, artists and scientists on line and plug in video of events such as the Rock and Roll Eisteddfod.

FROM THE KIDS ARE THE FUTURE WEB SITE

The aim of KATF is to involve students in discussions about education policy and current events using advanced communication technology.

These pages are designed FOR kids BY kids!

KIDSED

Ever thought that the people who run things ought to ask kids what they think?

Here's the place to have your say.

Kids can help make DECS policies, write to the Chief Executive, check out plans for schools in South Australia.

KIDSTUFF

This is a place for Student Councils. Read about SRCs and student conferences. Write to SRCs in other schools. Use the on line training materials.

KIDNETPRESS

Get connected with other kids who share your interests. Whether it's the environment or Amnesty International, web publishing or Red Cross, this is the place to network.

KIDSA

Kids write about their South Australia. The encyclopedia - not!

But a great Web site is not built in a day. We have only been around for a few weeks so the site is still heavily under construction. It already feels like a monster! We are just about to start going out to schools to run workshops with kids to help them design graphics and write articles for KATF. Our priorities are kids in the country and schools where student participation is a priority.

Call by and sign the guest book, send the web team from Unley a digital postcard and check out what we are doing. We would be delighted to print relevant material from interstate and make links to the many kids' sites we haven't found yet.

email:

KATF@decspop.nexus.edu.au

*Pat Thomson
[Old student participation teachers
never go away,
they just change desks]*

The articles on pages 5 to 20 of this issue of Connect are taken from the KATF Web Site (with permission) as of 7th October - but the site is always changing, so check it often!!

See page 12
of this issue:

The KATF web pages are being maintained by Nadia Chicco - comments can be sent to nchicco@decspop.nexus.edu.au

The South Australian Kids Are The Future Web Site is at:

<http://www.nexus.edu.au/teachstud/students/future/homepg.html>

Assembly Committee

At Mitcham Primary School we have an Assembly Committee that runs assemblies for the primary students every fortnight. A new committee is chosen at the end of the year. They are chosen from a written application and an interview by last years committee. The committee is a special opportunity for year seven students only so they can develop organisation and co-operation skills for the future.

Here at Mitcham we invite guests to talk to the students at our school about their occupations. We also give the opportunity to classes to show their work and demonstrate their skills to everyone.

Every week the committee gives up two of their lunchtimes to have meetings in order to prepare for Fridays assembly.

The usual number of students in the Assembly Committee is around seven. We also, for guidance, have a teacher that helps us with the planning. 400 students attend these assemblies every fortnight so it's a good time to spread messages around the school. Talking in front of all these people is a great way to boost confidence. Many of the year six going on year sevens try out for this job through written applications, then twenty are invited to an interview and 7 students are selected out of this.

We think this is a great idea for other schools to follow our example and create a wider opportunity for year seven students.

*Heather Springbelt
Victoria McKinnon*

R-7 SRC Information 1996

We currently have 5 SRC groups:

R-5 SRC, Years 6 & 7 SRC, Aboriginal R-2 SRC, Aboriginal Years 3-7 SRC and the ESL SRC.

The mainstream SRCs have their membership elected in classes twice per year in first and third terms.

The Aboriginal SRCs remain in place all year and comprise all of our R-7 Indigenous students.

The ESL students are all having a turn at being members of the ESL SRC. This SRC has single gender membership, alternating every term.

The Aboriginal and ESL SRCs have three goals:

- 1 To skill students in meeting procedures so that they have the knowledge, skills and confidence to nominate themselves and be elected as members of the mainstream SRC.
- 2 To use this smaller and safer forum as a way of reporting or discussing any racist or sexist harassment and to emphasise and educate all students in the use of the grievance procedures.
- 3 To enable them to participate in wider school decision making and contribute to discussions which the other SRCs are generating.

They also have the opportunity to bring up issues which can be passed onto the other SRCs for discussion.

Some outcomes this year

A disinclined ESL Year 7 students has become the class proxy mainstream SRC member and has shown enthusiasm for the position - he has attended a few meetings and has participated fully.

An Aboriginal Year 6 student went to an inter school student leadership training day which Primary School Counsellors conduct every year and is now the proxy mainstream SRC representative for his class - he has also attended a few meetings and is a serious meeting participant. The class representative from his class is also an Aboriginal student who is very skilled in taking the roles involved in meeting procedures.

Girls from backgrounds other than English are more empowered around the school. They seek help with harassment and let their problems be known. The older ones help the younger members in our SRC meetings with meeting procedures and with language. They also are speaking out more about issues at school and understand that their voices will be heard.

STUDENT PARTICIPATION AT PARALOWIE MIDDLE SCHOOL (YEARS 6-9)

BACKGROUND

The 1994 **Student Alienation During the Middle Years of Schooling Project** focused on the issues of 'hidden' alienation in Years 5-8. Students whose behaviour was rarely problematic but who appeared to be disinterested, switched off or simply not achieving were of particular interest.

The key findings of this project included

- Encouraging students to participate in decisions about the way in which their learning was organised and monitored, helped students to develop skills that were valued within and beyond the school community.
- The skills associated with active citizenship (e.g. listening, participating, negotiating and reflecting) needed to be an integral part of the curriculum. These could be facilitated through the use of class meetings and other forums.
- Student participation appeared to work best when mutual respect and trust between students and teachers had been established and both groups had opportunities to acquire and practise the prerequisite skills.

OUR RESPONSE

Staff in the Middle School decided to investigate the possibility of establishing a student forum during the 1996 school year. A release time position was created for a teacher to work on the student forum concept. The brief for this person was to:

- develop a student participation model that was as inclusive of as many students as possible in the middle school;
- review the school decision making policy to ensure that it was inclusive of student involvement;
- conduct T&D sessions for staff on class meetings;
- develop and present a middle school student participation rationale statement;

- develop a teacher resource book on class meetings;
- develop a unit of work for class teachers to help develop in their students skills in communication, leadership, problem solving, decision making, co-operation, conflict resolution;
- gather information from students about the kinds of things that should be in a student forum;
- plan and assist in the training days for newly elected forum members;
- evaluate the initial trial of the forum.

CURRENT PROGRESS

As of August 1996 we have made significant progress towards establishment of the forum.

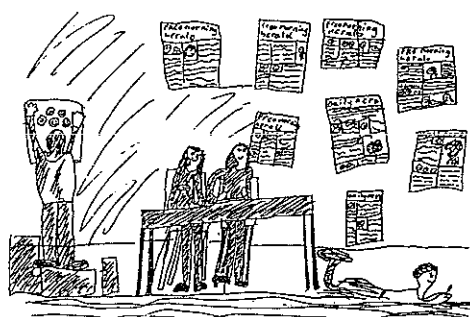
A model (see opposite) has been developed and supported by staff. Training and development sessions have been held for staff. Staff resource packages have been produced. Student surveys and class visits are currently being conducted.

Over the next two terms we will be supporting teachers in class meetings, advertising positions and conducting interviews for the Core Team, action student training days (joint venture with the SAIT) and formally establish the core team and committees.

We will provide you with regular updates on the progress of our student forum.

Please let us know if your school has a successful student participation program.

*Gabby Surinya
Peter Davies*



Paralowie Middle School **Student Forum**

Middle School Students

COMMITTEES

**Canteen, Fundraising, Environment & Surrounds,
Student Review, School Issues/Newsgivers,
Celebration**

One class representative to each committee plus two representatives from Core Team. Therefore 20 students per committee group. Committees will discuss issues from class meetings and make recommendations for action at Core team level.

CORE TEAM

Composed of 12 students selected from expressions of interest. Team meets with reps from Committees. A representative group from each committee (usually 4-6 students) will meet with the Core Team to discuss and action proposals from class and committee meetings.

Representation at Staff Meetings and School Council will also be part of the role of Core Team members.

Core Team representatives will have a two-term tenure.

CLASSES

4 Year 6/7, 7 Year 8 and 9. Regular Class Meetings.

The Student Representative Council at Augusta Park Primary School in South Australia provides a voice for the student body and is a vital link in the decision making process of the school. It meets on a weekly basis.

Augusta Park Primary School, SA

STUDENT REPRESENTATIVE COUNCIL POLICY

The Role of the Student Representative Council

Within our school community the SRC has many important roles. It is:

- a forum for students' concerns which extend beyond the classroom;
- involved in making decisions and passing on recommendations to other bodies/committees in the school
- a fundraising body and supporter of charities they deem worthwhile
- an opportunity for students to develop skills that they can use in later life.

Composition of the Student Representative Council

The SRC is comprised of two elected representatives, a boy and a girl from each class Reception to Year 7 and the School Counsellor. Each class also elects two back-up representatives to attend meetings in the absence of the SRC representatives.

Official Roles

- Chairperson - Vice Chairperson
- Secretary - Treasurer
- Observer - Timer

The Role of the School Counsellor in the Student Representative Council

The School Counsellor facilitates and supports the group and provides training where required. They should ensure that the group do not waste time discussing non-negotiable issues eg DECS requirements and health and safety rules.

The School Counsellor should provide a positive Role Model by adhering to the conventions of meetings. The focus should always remain on the students running their meetings independently.

Criteria for Electing Student Representative Council Representatives

Each year the following time-line for electing the SRC will be used.

Week 2 Awareness Raising

Week 3 (Friday) SRC representatives elected

Week 4 (Friday) SRC representative Training Day (Refer attached training day program.)

In Week 2 students will be clearly informed of their responsibilities as SRC Representatives. Students who nominated their peers for election are expected to clearly articulate the reasons for their choices.

Office Bearers will be elected during the SRC training day. The Chairperson and Vice Chairperson will be elected from the Year 6/7 representative only.

Representatives who behave in an appropriate manner during meetings will be placed on probation. Should the inappropriate behaviour persist the students concerned will be replaced by one of the SRC back-up representatives from their class.

Expectations of Teachers and Class Meetings

Meetings are expected to be held on a regular basis, preferably weekly and formal minutes taken.

SRC Agenda items are requested to be pinned on the board located in the Resource Centre each week prior to the SRC Meeting.

A copy of the minutes of each SRC meeting will be provided to each class to ensure that issues requiring discussion at class meetings can be covered prior to the next SRC meeting.

STUDENT REPRESENTATIVE COUNCIL CONSTITUTION

1. AIMS

1. To provide for all students to participate in the affairs of the school through, class representatives on the Council.
2. To provide an avenue for students to make suggestions and to reach decisions.
3. To provide experience in decision making and the exercise of leadership.
4. To facilitate communication in school affairs between students and staff.

2. COMPOSITION OF SRC

1. Class Representatives

There is to be a minimum of 1 representative per HG and there is an equal number of representatives from each year level. This is to be organised by the SRC Coordinator.

2. Voting

1. A properly conducted secret ballot, with candidates being nominated from within the class group be used to determine class representatives.
2. An assembly is to be held previous to elections and the SRC obligations are to be read out by the SRC Coordinator and then HG period is held, during which nominations and elections take place in an extended HG period.
3. The President position is open for all Year 12 students, and if no Year 12 is willing or numbers are not met, the position is open to Year 11s. There must be a minimum of four candidates.
4. The three Presidential roles (2 Presidents & Vice President) must be filled by people of mixed gender, i.e. 2 males, one female (not 3 males) or reverse.
5. The election timetable is to be planned by the SRC Coordinator at their discretion.

3. The Executive

1. The Executive shall consist of
 - SRC representatives from each year level (total 5)
 - Presidents
 - Vice President
 - Junior President & Vice President
 - Secretary
 - Treasurer
 - Chairperson of each Sub-Committee
2. Written nominations for President and Vice President will be accepted if the form has been counter-signed by the nominee to indicate willingness to stand.
3. The President(s) and Vice President shall be elected from all the Year 12 students (or possibly Year 11s) by all students. Junior President and Vice President shall be elected from Years 9 & 10 representatives within the SRC.
4. The Year Level representatives on the Executive shall be elected from the Home Group representatives by all students in that year level on 1st past the post basis by secret ballot.
5. The members of the Sub-committees are to be determined at a full SRC meeting and then a Chairperson from Years 10, 11 or 12 is elected for each. That Chair is a member of the Executive.
6. Sub-Committees:
 - Social/Fundraising*
 - Publicity*
 - Grounds & Surrounds/Canteen*
 - Grievances/Social Justice*
 - School Council*
 - Staff Meetings/Curriculum & Staff Liaison*
 - Parents & Friends*
 - Sports Committee*

3. RIGHTS OF RECALL

1. A Home Group representative can be removed from office if a simple majority of the class indicate that this should be done and in that case a new Home Group election shall be held.
2. If an SRC representative's actions or behaviour is unacceptable for a student leader and hence discredits the SRC, that student shall be removed from office by the Principal after consultation with the SRC Coordinator.
3. If an SRC representative behaves inappropriately during a meeting, they can receive a maximum of two warnings. After which, if they still behave inappropriately, they are removed from the meeting. If a representative is removed from two meetings in the one term, the SRC Coordinator has the power to remove them from the SRC.
4. If a student is removed from the SRC, their badge and certificate MUST be returned to the front office. Also, any acknowledges given, i.e. in Assessments, is to be removed/withdrawn.

4. DECISION MAKING AND COMMUNICATION

1. When important decisions affecting the school are to be made, each class representative shall present the facts of the matter to the Home Group and his or her vote at the SRC meeting shall accord with the majority wish of the Home Group.
2. The class representative shall keep his or her Home Group informed of SRC business
3. The Home Group teacher shall have a special responsibility to see that the class representative liaises effectively. If this is not done, the problem is to be taken to the SRC Coordinator.

4. To encourage effective communication and decision making skills, and in order to maximise student participation, SRC members will attend a 1/2 day inservice workshop by the SRC. Yearly goals will be identified during this workshop. Timing is to be arranged by the SRC Coordinator.

5. MEETING PROCEDURE

1. Meetings must provide all SRC members with the opportunity to communicate and discuss the issues raised by their classes.
2. Senior students have a responsibility to encourage participation in meetings by Junior students.
3. Meetings will be run on accepted meeting procedure lines. Minutes taken will be made available to SRC members and placed on the SRC noticeboard.
4. Meeting agendas will be prepared by the Secretary and placed on the SRC noticeboard at least 2 days prior to full SRC meetings.
5. One SRC Coordinating staff member will attend each full SRC meeting to provide support and direction where required.

6. MEETING TIMING

1. Meetings shall be held in the TAFE Learning Centre.
2. The timing of the SRC meetings shall be determined by the SRC Coordinator and the President.
3. The Executive is a responsible body and should function without overt staff intervention. It shall communicate with the Principal the outcomes of each Executive meeting.
4. The timing of the Executive meetings shall be determined by the Executive Committee.
5. SRC run Assemblies shall be coordinated by the Publicity Officer, President(s) and SRC Coordinator. They shall be held at the SRC convenience (with a minimum of 1 per month) during Home Group period. Assemblies are effective means of communicating with the student body.

7. PLANNING

1. The SRC shall plan, in broad outline, a draft of the year's program. This is to be completed at our Orientation Day. It shall include such matters as barbecues

and socials, fundraising, student assemblies, lunch time activities etc.

2. The SRC shall examine areas of the school which need improvement. Once decided, these issues shall be brought to the attention of staff and the High School Council.
3. The SRC should encourage student participation by involving themselves with curriculum development, Grounds & Surrounds, Parent & Friends activities such as uniform, canteen etc. SRC representatives may from time to time be invited to attend meetings of other groups within the school.

8. STAFF AND THE SRC

1. Two staff members shall be appointed to assist the smooth functioning of the SRC and to attend the SRC meetings in a non-voting, advisory capacity. The SRC should be a *working body serving* the best interests of the school.

9. INDUCTION CEREMONY

1. Format is subject to SRC Coordinator's discretion.
2. The actual day is to be arranged by the SRC Coordinator.
3. The ceremony shall take place at a special school Assembly to which parents (particularly of the SRC) are invited. The President of the SRC shall read the SRC obligations of office, after which, each Representative shall be presented with a Certificate and an SRC badge. The SRC badge is to be attached to the school jumper and to be worn as soon as possible.

4. Invitations:

Specifically to parents of all House Captains and Vice Captains and all SRC members, plus a general invitation to the school community.

Special invitation to the DSE and the Mayor/Guest Speaker/Inductor. Ensure that reminder phone call is made a day prior to the ceremony.

5. Time of Ceremony - at SRC Coordinator's discretion.

6. Seating arrangements:

Students in body of school Hall.

Parents, in front, to one side.

Inductor/Guest Speaker, Principal, Assistant Principal(s) seated on stage.

Inductees in semi circle(s) on stage/ First few aisles of student side.

(Need for House Captains and Vice Captains to be together in this seating arrangement).

7. Certificates:

House Captains certificates have been specifically printed. Ditto SRC certificates. House Vice Captains to be given a normal "Achievement" certificate with the wording "*elected by the students of house to the position of Vice Captain*".

8. Format:

Assistant Principal on stage asks students and parents to stand.

Inductees file in from foyer, followed by Guest Speaker and Principal, to the stage.

Students and parents sit after people on stage have been seated.

Assistant Principal hands over to the Principal.

Principal's welcoming speech.

Principal invites Assistant Principal to read the Obligations of House Leaders.

"I promise to lead my House with spirit, determination and sportsmanship."

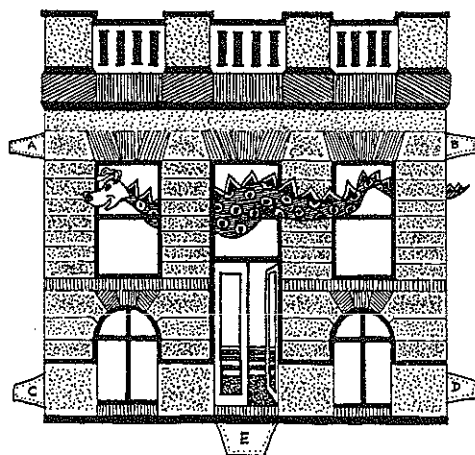
Assistant Principal then adds,

"You have, previous to this Ceremony, signed the student leaders' book acknowledging your obligations. I invite you to come forward and receive your Certificates of office."

The Assistant Principal then asks the House Captains and Vice Captains of each House in turn to come forward and accept their Certificate from the Principal.

Assistant Principal concludes this part of the Ceremony and asks the Guest Speaker to address the gathering.

9. Guest Speaker concludes his/her address by inviting the SRC President to step forward and read the SRC Obligations (Guest Speaker sits).



SRC Obligations

"The SRC is elected democratically by the student body. Staff members and will assist the SRC this year. Members of the SRC have an obligation to their fellow students, who expect them to approach the Principal and staff to acquaint them with student opinion. They are expected to serve the student body by organising a variety of school activities. In addition they have a responsibility to the staff who look to them to assist in the smooth running of the school. While much of this assistance is in the form of routine tasks, unforeseen situations will arise, too, in which the SRC will need to show initiative as well as reliability. Successful representatives need to have the respect of their companions, gained by setting a good example of respect for ideals of the school, enthusiasm for work and sport, and high standards of dress and manners. The making and upholding of a school's tradition depends greatly on the quality of its student representatives, the standard they set is that for which their fellow students will aim."

Assistant Principal then says to SRC: "You have read the obligations of Student Representative Councillors read to you by your democratically elected President. I invite you to come forward to receive your Certificates".

Assistant Principal then asks SRC President(s) to address the Assembly - a short policy type speech on the forthcoming year. Assembly remains standing and student leaders, Guests, including parents and closely associated staff, move to the Library.

Note: Assistant Principal should ensure that format is known to all in attendance, including student body. A simple program, 1 between 2 persons, distributed by ushers on entry suffices.

ROLE STATEMENTS

President(s)

(Year 12 or possibly Year 11)

1. Conduct SRC general and Executive meetings
2. Speak to students, staff, parents and community groups at assemblies, sporting fixtures and other formal occasions.
3. Provide a positive leadership role model to other students.
4. Promote the concept of student participation at Penola High School.
5. Liaise regularly with the Principal.

3. To provide a positive leadership role model to other students.

4. To promote the concept of Student Participation at Penola High School.

Secretary

1. To provide an agenda prior to each general and Executive meeting.
2. To take Minutes at each meeting and arrange to have these typed and circulated to the President(s), SRC Coordinator & front office file.
3. To liaise with publicity representatives regarding Assemblies, Newsletters and media publicity.
4. To attend to incoming correspondence.
5. To attend to outgoing correspondence.
6. To maintain an ongoing record of yearly SRC business.

Vice President

(Year 12 or possibly Year 11)

1. To conduct SRC general and Executive meetings in the absence of the President.
2. To stand in for the President on official occasions if the President cannot be present.
3. To provide a positive leadership role model to other students.
4. To promote the concept of student participation at Penola High School.

Junior President (Year 9 or 10) & Junior Vice President

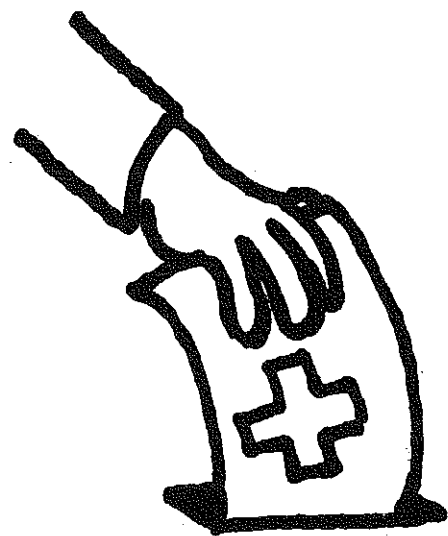
1. To conduct SRC general and Executive meetings in the absence of the President(s) and/or Vice President during Terms 1, 2 & 3. To conduct SRC general and Executive meetings in Term 4.
2. To stand in for the President(s) and/or Vice President when they cannot be present at official occasions.

Treasurer

1. To keep proper records of all financial transactions.
2. To table a financial report at every meeting and pass this report on to the Secretary.

Coordinating Staff

Do not hold a leadership role. They provide advice only when requested by the SRC. They are present at meetings. Their main role is to ensure that the SRC is able to effectively participate in matters important to students. SRC staff coordinators will volunteer their interest to be involved at the first staff meeting of the year.



SRC Orientation

At the end of the year Coordinating staff and the remaining SRC members will decide upon an appropriate orientation activity to ensure next year's members are aware of their roles and responsibilities as a SRC representative. This will address:

1. Communication Skills
2. Group dynamics
3. Decision making
4. Meeting procedure
5. Committees
6. Student Participation Policy
7. Planning

Administrative matters regarding the orientation activity will be attended to by the remaining SRC members and SRC Coordinators before the end of each school year.

SRC SOCIAL JUSTICE STATEMENT

Social Justice at Penola High School will reflect a supportive, caring environment in which all members of the school community are positively encouraged to develop their own special talents and abilities. All students at Penola High School have **RIGHTS** and **RESPONSIBILITIES**.

We have a **RIGHT** to:-

1. A safe learning environment, free from verbal, physical, or sexual harassment.
2. The opportunity to develop our own special talents and abilities through:
 1. excellent teaching and learning practices
 2. special programs for special needs
 3. parent participation
 4. sharing resource allocation
3. Be involved in the making of decisions which affects us as members of the Penola High School community.

We have **RESPONSIBILITIES** towards others which include:-

1. Respecting the rights of others to a safe, caring, learning environment.
2. Valuing other people's opinions and beliefs.
3. Valuing other people's achievements and talents.
4. Encouraging others to participate fully within the Penola High School community.
5. Respecting school property and resources so others may use them.
6. Respecting others' personal property.

*An Online Publication for DECS students
All visitors are welcome!*

SRC EVALUATION

1. The SRC achieved
None Some All
of the goals set
2. Meetings have been well run
Never Mostly Always
3. The SRC has been working hard
Never Mostly Always
4. As a class rep., I have asked for their ideas and kept my class informed of meetings
Never Mostly Always
5. There has been enough guidance from SRC Coordinating staff.
Never Mostly Always
6. The SRC is working well with staff and parent groups.
Never Mostly Always
7. Are you:
on the Executive?
a Committee member?
State which:
8. Any other comments?
[All reps. Please answer]

Comment on the + and - of your involvement.

Kids Are The Future (KATF) is a project of



Comment Form

Have a look at the KATF web site. There is a Comment Form there for your response. If you like what you see, tell us why! If you don't like what you see, tell us why! Thank you for filling out this comment form.

Your Name:

Your E-Mail:

Comments:

The email address is: nchicco@decspop.nexus.edu.au

The KATF site is maintained by Nadia Chicco.

Please email any suggestions, comments, or concerns regarding this site directly to her.

SRC Training & Development

The Port Lincoln High School Student Representative Council (SRC) held a Training and Development Workshop in early May 1996. These activities and information are from those days:

Introduction

Congratulations on being elected by your peers, to represent them on the Student Representative Council. It is a great honour to be given such responsibility and you should feel proud that the students in your school have faith in your ability to stand up and fight for what they want.

You now have the opportunity to work on behalf of those who elected you, to improve our school and make it a better place to work, play and learn. With a collaborative approach, good team work and forward planning, our school could and should be a place we all have pride in.

Over the next two days we will be helping you develop some skills that will assist you in working together to achieve the things you are aiming for. Some of you will already have some of these skills and will have the opportunity to develop them further.

We hope that you learn a lot from these two days and we ask that you remember that you will get from it what you put in.

Good luck in your pursuits in 1996 and we all look forward to the changes you no doubt will be making in your efforts to make Port Lincoln High School a great place to be!

Ms Jo Whillier, Mr Peter Tokarski, Ms Ginny Chalmer
SRC Teacher representatives

Program

Day 1:

- Introduction
- Address from Principal
- Warm-up/Getting to know you activities
- Roles/Responsibilities of SRC members
- Communication Activities
- Team Building
- Leadership Skills
- Decision-Making Skills
- Summary of day

Day 2:

- Review of Day 1
- Problem-Solving Skills
- Meeting Procedures
- Meeting: Identification of Problems
- Problem Solving/Forward Planning
- What Now???
- Summary

Warm Up/Getting To Know You Activities

Famous Pairs

You will have a name tag placed on your forehead. You must try and find out who you are by asking other people one question, where you will get a yes or no answer. You must only ask one question to each person. Once you have worked out who you are, you must try and find your partner.

Name Tag

Each participant will be given a name tag. You are to write your name and then four things about yourself, one of them will be a lie. What you are then asked to do is to circulate amongst the group and try and work out which is the lie.

Role & Responsibility of Student Representative Council Members

As elected representatives your role is to:

- Promote the interests and welfare of the students of the school;
- Experience and promote democratic meeting procedures;
- Represent the students of the school;
- Provide an avenue for students to participate in the decision making of the school;
- Enhance our school and improve all aspects of its operation, appearance and its effectiveness.

Your responsibilities are to:

- Discuss matters relevant to the interests and welfare of the students;
- Provide representation on School Council and all other committees;
- Make recommendations through meetings with the Principal and staff;
- Express an opinion on matters referred to you by the Principal and/or other bodies;
- Direct students' committees within the school;
- Communicate information from and to those you represent;
- Be a role model to fellow students.

Constitution

The Constitution is the document the SRC is directed by. If there are changes needed, as our schools needs change, the SRC are responsible for that change.

It is important that the SRC knows and understands the Constitution.

Activity:

As a group, go through the Constitution to ensure everyone understands it.

THE CONSTITUTION OF THE STUDENT REPRESENTATIVE COUNCIL OF PORT LINCOLN HIGH SCHOOL

ARTICLE ONE

Title: The group shall be named the Student Representative Council and may be known as the SRC.

ARTICLE TWO

Aims of the SRC

1. To promote the interests and welfare of the students of the school.
2. To provide an experience in democratic meeting procedures. Represent the students of the school.
3. To provide an avenue for students to participate in the decision making of school policy.

ARTICLE THREE

Functions

1. To discuss matters relevant to the interests and welfare of the students.
2. To provide representation on School Council, and all other school committees.
3. To make recommendations through meetings with the Principal and staff.
4. To express an opinion on matters referred to it by the Principal and/or other bodies.
5. To direct student committees within the school.

ARTICLE FOUR

Composition

1. The SRC will be comprised of three representatives from each year level with at least one of each gender, 4 Nunga students with voting rights and chairpersons from each of the student committees.
2. Committees will be negotiated each year by the SRC and will include relevant groups eg Magazine, Charities etc.
3. Elected members will serve on SRC for a period of one year. In the case of a resignation, an election will be held to fill the vacated position.
4. The House Captain from each sports team will be included in the SRC membership for the duration of the year.

5. All student committees are to be responsible to the SRC and their chairperson is to attend SRC meetings as delegates. These people will have voting rights.

6. SRC members will be required to be delegates for school committees eg School Council, Behaviour Management, Social Justice etc.

ARTICLE FIVE

Elections

Year level representations:

1. Nominations will be called for membership on the SRC from all year levels.
2. They are required to produce a written statement of intent to point out why they should be elected at least 10 school days before the election. This statement is to be publicised before the election.
3. Each year level should elect their own representatives in a secret ballot. Ballot papers will be distributed by home class teachers and counted by the Staff Representative and one other.
4. Results will be published in the bulletin soon after.

Committee representation:

5. Nominations for representation on the Committees will be called at the first SRC meeting for the year, after the SRC decide upon the relevant committee.
6. Members of the committees will elect a chairperson to represent them on at SRC meetings.
7. These chairpersons shall have voting rights at SRC meetings.

House Captains:

8. House Captains will be elected at House meetings in term 1 and Senior House Captains will become SRC representatives and attend SRC meetings with voting rights.

Principal Student Leaders:

9. Nominations for PSL will be called along with other positions in November.

10. Nominees should produce a statement about why they would make a good PSL. This will be published prior to elections.

11. The whole school will elect PSL.

General:

12. All elections will be in November the previous year, except for year 8 positions and House Captains, which will occur in Term 1.
13. Election on the Chairperson and Secretary shall be voted on by the new SRC at their first meeting, after nominees speak about why they should be elected. Joint/shared chair responsibility is encouraged

ARTICLE SIX

Advisors

1. One staff member, shall sit on the council in an advisory capacity. These staff members shall have the right to take part in discussions but do not have voting rights.
2. The council may request any staff member to attend meetings and advise the council on any matters. Such a person shall have the right to take part in discussion but not to vote.

ARTICLE SEVEN

Term of Office

1. An elected member can resign from the SRC by a written resignation to the SRC and in this event a by-election shall be held to elect a new member for the remainder of that period.
2. All members of the SRC shall have a tenure of one year.

ARTICLE EIGHT

Meetings

1. Meetings shall be convened by the SRC during its term of office, at a time suitable to all members and negotiated with all members.
2. More meetings may be held at the express wish of the SRC.
3. For a meeting to be held, a quorum or at least one student from each year level of the SRC, is necessary.

4. Decisions at meetings shall be by a simple majority, except as otherwise stated in this constitution.
5. Meetings are open to all interested people, they will not have voting rights.
6. Students may be co-opted to undertake specific tasks authorised at any meeting.
7. Members absent from meetings should provide an apology by way of a member present at the meeting. Apologies will be recorded in the official minutes.
8. The newly elected SRC are to have two days for Training and Development conducted by the previous SRC and two teachers in the February. Guest speakers will be welcome to attend he training sessions.
9. Each representative from the committees shall report back to the SRC at regular times.
10. Year level representatives are to report back to their year level students about SRC issues, at regular times.

ARTICLE NINE

Removal of Members

1. An elected member who is identified by the majority of members as actively working against the aims and functions of the SRC, can, with the concurrence

of the majority of the SRC, be asked to leave the meeting. If this particular member is removed from two meetings during the term of office, that member may be asked to resign from the SRC.

2. If a member is absent from three consecutive meetings without an apology that member may be asked to resign from the SRC, after notification has been given to the Leadership Team, who will authorise such removal. A nominated person from the SRC along with a member of the Leadership Team will be responsible for asking for that members resignation.
3. Any such removal of members will be duly recorded into minutes of SRC.

ARTICLE TEN

Amendments

1. Amendments to the Constitution must be taken to the whole school community for approval and will be passed if a simple majority of students approve such changes.
2. Notice of motion to amend the Constitution must be provided in writing to Leadership Team for approval and then published in the Bulletin a fortnight prior to voting.

ARTICLE ELEVEN

Status and Power

1. The Leadership Team has the right to veto any decision made by the SRC.
2. The Leadership Team has the right to attend any SRC meeting but cannot vote.
3. The nominated staff members may take part in any discussion, but not exercise the right to vote.
4. The nominated staff member may act as liaison between the SRC and staff and/or Leadership Team, where members of the SRC does not.

ARTICLE TWELVE

Dispute Resolution

1. In any dispute which may arise, the Leadership Team will act as a High Court and will hear both arguments before deciding on an appropriate resolution.
2. Any member of our School Community (staff, student, parent, SRC member) may take any concern to the Leadership Team for judgement. This includes an appeal by a member who has been asked to be removed from the SRC.

Communication Skills

What is communication?

Communication always involves a sender and a receiver. There must be a two-way interaction - if the message sent is not the message received then communication is not effective. Effective communication involves skills in speaking and listening.

Student Representative Council members communicate on 3 basic levels:

- with each other
- with the students they represent
- with staff, parents and other school administrators.

Non-Verbal Communication

Also known as 'body language'. We send messages without words. Always be aware of non-verbal messages. Does our body language match what we are saying?

Activity:

- In pairs, discuss your star sign and whether you believe in the stars.
- In pairs and back to back and discuss what you did on the weekend.
- In pairs, one sit and one stand, and discuss what kind of birthday party you would like.
- In pairs, stand six feet apart and discuss your favourite film.
- In pairs, don't make eye contact and talk about what you really hate.

How difficult was it? Which way was easiest, which was hardest? What does this tell you about communicating with others?

Brainstorm:

What makes a good communicator?
What makes bad communication?

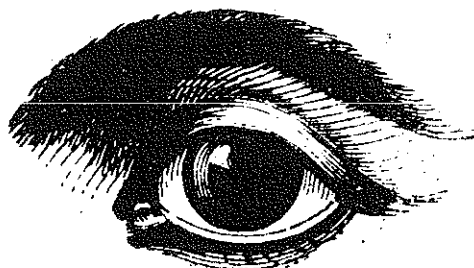
Activity:

Send 6 students out and then one by one they come in and listen to a message. They then relay that message to the next person coming in.

What prevented the message being relayed correctly? How could we make sure that we all get the right message and we relay it right?

Evaluation

How do we make sure that we know what the student body want and how will we communicate those needs to the school management to make the changes?



Team Building

Magic Slipper Activity

Your team must get across the acid river using the magic slippers. You can only wear the slippers to walk across the river once in each direction (eg once over and then once back). You must get all of your team across the river. You can not jump or use the slippers in any other way except on your feet.

Your team will be timed.

How did you contribute to your team? How did your team eventually make the final decision on how to cross the river? Did you all work well together? What problems were there?

What is a GOOD team?

Think / Pair / Share

In any team you will need to have different skills. It would be unproductive if you only had 'chiefs' or only had 'indians'. To be effective you will need to have:

a leader: to guide and facilitate. Should ensure that all participants are actively involved. eg what do you think Mary?

a recorder: records everything that happens in the decision making process. Must also be involved in the discussion.

an observer: doesn't participate in actual process and discussion. Records what happens as far as behaviour, involvement etc. This is so as to monitor the team work process, lets people know if they have too much air time, if there is too many blocks etc.

participants: participants include some or all of the following people: ideas people, questioners, organizers, workers, clowns, maintenance people. All these people are very important.

BLOCKS TO EFFECTIVE GROUP FUNCTIONING

Blocking

Getting off the subject
Not accepting what the group has clearly resolved
Rejecting ideas without considering them
Cutting off others as they speak

Aggression

Destructive criticism
Placing blame
Personal attacks or embarrassing others
Put-downs

Monopolising

Two or three people dominating the discussion and intimidating others

Manipulating

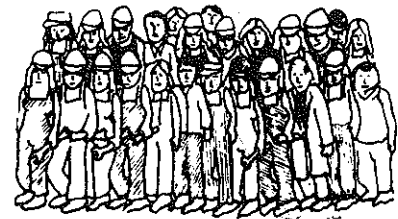
Continually turning the group to discussion of your own 'agenda' rather than the 'real' issues.

Avoiding

Acting indifferently
Disrupting meetings (eg whispering to others)

Activity:

In your groups, select 6 things from the following list, to take on a camping trip. You will need to choose a leader, a recorder and an observer.



Time: 10 minutes

Evaluation and Discussion:

What did you decide? How did you arrive at your decisions? How did you choose a leader, observer and recorder? How did they feel playing that role? What did you find? Was everyone involved? If not what did you do to change this? Did everyone agree with the final choice?

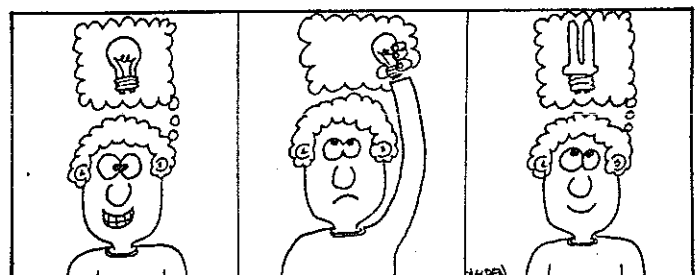
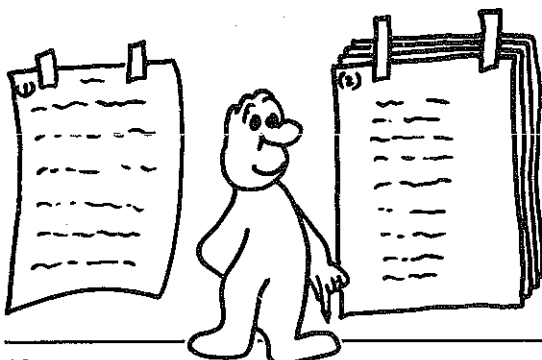
After the discussion, go back into your groups and change if you want.

Report back. Did you change your 6 things? Why, what influenced that change?

How does this information help you to be effective Student Representative Council members?

Write the things that you (individually) can do to ensure that your team will be an effective one.

- Tent
- Matches
- Sleeping bag
- Mattress
- Gas stove
- Pillow
- Gun
- Rabbit trap
- Playing cards
- A set of knives
- A set of pans
- Container of water
- Sheets of plastic
- Gas cylinder
- Fishing rod
- Box containing flour, sugar, coffee, salt, jam, milk, fruit.
- Radio
- Torch
- Shovel/spade
- 10 metres of rope
- 1 piece of canvas



Leadership Skills

What qualities and attitudes should a good leader have?

- should have a sincere interest in people;
- should be able to create a friendly atmosphere where people feel that they are welcome and that their contributions are valued
- must have a sense of purpose and direction
- should respect the opinions of others
- should be a good listener
- should be able to accept ideas with which she/he does not agree
- should try and draw out the opinions of the group
- should avoid trying to dominate the group and group discussions

What makes a poor leader?

- selfishness
- trying to make all the decisions
- having little consideration for others
- being disorganized
- taking on too much - not delegating
- letting everyone else do everything
- having no vision or goals
- being dishonest

Are there any you could add to either list?

Activity:

In groups of 4, rank the list from most important to least important.

Decision Making Skills

Making decisions is the most important thing the SRC will be responsible for. If it isn't done correctly, everything else fails.

A Decision Making Model

- Define the 'problem' - all participants must have a similar understanding of what the problem is.
- State alternative actions/choices/options
- List advantages/disadvantages of each option
- Implement and evaluate a strategy - put choice into action and measure its success/failure

Decisions can be made in different methods

- Agreement of the whole group (consensus)
- Majority vote (secret or open ballot)
- Sub-committee appointed to arrive at a decision on behalf of the group

Any of these methods are appropriate for the SRC.

Values Line Activity

Place yourself on a 'line' to reflect your opinion on the following topics:

"Corporal punishment should be brought back into schools"

"Capital Punishment should be available in our legal system"

This shows the different views that people have. It is important that people value all opinions.

When working as an SRC, it is important to gather all information, ask for everyone's opinion and then discuss the issue, working towards a **consensus**. Consensus is when everybody agrees. They may not necessarily agree on the decision, but they will agree to live with the decision. Not everybody can get their own way, but everybody can eventually agree to a decision that everyone can live with.

Consensus Activity

As a group, come up with three lists, essential, undesirable and prefer, of the characteristics of the person you would like to date.

If time, in small groups 'the least to the most important characteristic of a good teacher', then after consensus, into one large group.

How will you ensure that the SRC will be collaborative in their decision making?

Assumptions

When making decisions, it is vital that we obtain all the information, and we do not make assumptions. Even if we are sure of the answer, we need to get confirmation rather than make assumptions.

Leadership styles

Dictator (Hitler)

Rules through power, threatening, selfish, tells people what to do. Believes he/she is always right. Doesn't consult with others. Relies on put downs.

Laissez-faire (whatever!)

No direction, appears to really care, does his/her own thing. Doesn't include anyone else. Often disorganized - relies on others to take initiative. Hopes things will just happen.

Democratic (let's do it together)

Listens to others. Asks for others opinions - tries to include everyone. Tries to be fair.

Activity:

Form 3 groups. Each group elects a leader. Each leader chooses (from hidden piece of paper) a particular leadership style. The leader adopts that leadership style and conducts a group activity using that style.

Topic:

"Organise a party to celebrate the induction of SRC"

Evaluation

How did it feel to work under your leader? What were the effects on the group? What did you learn from this activity? What leadership style do you think you have? Would you change your style? How? Why? Why not?

Problem Solving Skills

As SRC members you are responsible for solving many problems on behalf of the people you represent. For effective problem solving, you will need to have a clear structure to follow. There are many models to follow, the following is one:

Problem Solving Method

1. Identification of the problem
2. Document the current process
 - by speaking to those most affected by it.
 - set questions eg What is important to you and how would you rate its current effectiveness?
3. As a group, with collected information, decide what are the major factors contributing to the problem.
4. Brainstorm the possible ideas to solve the problem, regardless of how ridiculous they may seem.
5. Choose which ideas may work, take these ideas back to those people who were spoken to earlier, for their opinion.
6. Come back to group. Write an Action Plan.
 - Objective - What you want to achieve
 - Strategies - How you are going to go about achieving it
 - Resources - Who & What will be used to achieve it
 - Timeline - When will you do each strategy
 - Indicators - When you have achieved it, what will it look like?



Effective Problem-Solving occurs when:

- Team members readily contribute and listen to the contributions of others
- Differences of opinion are discussed and resolved. Coin tossing and other 'cop-outs' are avoided when making decisions
- Poor solutions are not supported just for the sake of harmony or agreement
- Team members challenge suggestions they believe are unsupported by facts or logic, but avoid arguing just to have their way
- Every team member strives to make the problem solving process efficient and is careful to facilitate rather than hinder discussion
- Team members encourage and support members who may be reluctant to offer ideas
- Conflicts arising from different points of view are considered helpful and are resolved constructively by the team
- All members opinions and contributions are valued.

Activity

As a group, try and solve the following problem, using the model suggested, and the attached action plan.

"How can we get our classrooms to look better?"

Choose a leader, observer and recorder and use the problem solving model.

Evaluation

Observer:

How did the group interact? Was the problem solving model followed.

Did everyone have the opportunity to participate?

How effective was the leader and the recorder?

Meeting Procedures

Any meeting, whether it be small or large, depends on a structure to achieve the most in the shortest possible time. At times it may seem strange and unnecessary to follow such a rigid process for your meetings, but without that structure, often debates lose direction, people can 'rail road' and discussion goes on and on without reaching a fruitful conclusion. Following this process ensures the debate is kept on task, allows all to have a say, values everyone's decision and ensures that a decision is reached in the shortest time, with all information provided.

What follows is the 'correct' method of running a meeting.

It is suggested that you go through the requirements and then practice/role play the different sections in readiness for your first meeting today.

The Chairperson

Someone needs to guide the meeting towards achieving its aim. The Chairperson has the responsibility for controlling the meeting.

The Chairperson needs to seek agreement from the group, encourage effective debate and ascertain the will the meeting in an effort to do this. This person needs to be prepared, needs to know the agenda and needs to have good communication with the Secretary. The Chair deserves respect and all remarks from the group needs to be addressed to the Chair, and cannot proceed until recognised by the chairperson.

The Chairperson control the timing of debate, keeping things brief and to the point, without skipping over important issues or stifling productive communication. The Chairperson must know all the rules and should apply them firmly to retain the confidence of the meeting.

The Chairperson has a big responsibility to take initiatives such as terminating debate and putting the motion. The Chairperson should also summarise debate to prevent confusion.

Above all the Chairperson should plan and be firm and fair. An effective and productive meeting comes from an organised and firm Chairperson.

The Secretary

The Secretary is responsible for Administration and Agenda. He/She must study all incoming correspondence and take the appropriate action.

The Secretary should 'stage' the meeting, that is ensure that everything from furniture to minutes and agendas are available.

During the meeting the Secretary is to assist the Chairperson on details of procedures, standing orders and the constitution. He/She must record the exact wording of motions and amendments as they are re presented, and should be ready to read them out when requested by the Chairperson.

After the meeting the secretary should prepare the formal minutes and publish them along with the agenda for the next meeting. He/She should also dispatch any correspondence or undertake any action that the meeting has requested.

General Meetings

Opening: Should be on time and friendly and should include welcome to any visitors.

Apologies: Apologies for any absent members.

Minutes of Previous Meeting:

Reading the minutes reminds or informs members of last meeting. These should be accepted as a true and correct record via a motion, seconder and then a vote.

Business Arising from Previous Minutes:

Review the Action List. It is a good idea to highlight what action is expected from the meeting.

Correspondence in and out:

Secretary should study before, read out, summarise and then have meeting decide on the action.

Reports: Reporting officer should keep it short and simple, providing a written summary to the Secretary to be included in the minutes. The report should then be received (Motion, seconder and vote). It

required the meeting can decide upon what action to take.

General Business:

Items will be on the agenda (published before the meeting). Chairperson will prioritise items and keep discussion on task.

Any Other Business:

Items that are without notice can be discussed at this point.

Closure: Thankyous and set the next meeting.

Handling motions

Proposing a motion: Mover is to explain his/her motion, via the Chairperson.

Seconding a motion: Chairperson calls for someone to second the motion. If there is no seconder, the motion lapses. A person need to say that yes, they second the motion.

Discussing the motion: Once there is a seconder, the Chairperson can then ask the mover the speak about why the motion should be accepted. The Chairperson then asks for someone to speak against the motion and then the seconder has an opportunity to speak for it. If no-one wants to speak against the motion, the motion is put to vote immediately.

Speakers can only speak once to the motion, except the mover who has the right to reply at the end of discussion.

During the discussion, an amendment to the motion can be put if the mover agrees. An amendment must be seconded. The Chairperson must be sure that everyone knows what the motion is and what they are voting for.

Once discussion has run its course, the Chairperson then puts it to the vote. The Chairperson declares the motion lost or carried.

Other processes

Point of order: Any member of the meeting may interrupt at any time by saying "Chairperson - Point of Order" when s/he thinks that the rules of meeting procedures are not being followed. S/he must give a ruling and take the necessary action.

Be no longer heard: If a member is obstructing the process of the meeting, anyone can move that that person be no longer heard. Normal motion process follows, if carried, that person may no longer speak on that debate.

Out of order: When the Chairperson considers that a speaker is out of order (such as trying to speak twice to a motion) he should say "Ms XX, please sit down, you are out of order because....."

Whenever the Chairperson speaks everyone should be seated and silent.

Meeting

Identification of a problem

The SRC will now practice meeting procedure by conducting a meeting.

Part of the agenda should include identifying particular issues/ problem that need resolving. (eg we have already spoken about the litter problem, canteen, uniform etc, maybe these are some you would like placed on the agenda.)

Use this space to brainstorm some possible agenda items.

Problem solving / Forward Planning

This session is specifically for doing some long term planning (eg full year and beyond).

What now ????

Now you have the training, you know how to do all these things, what you have to work out now is what to work on. Be careful not to choose too much to too soon. Take an issue at a time and make realistic and achievable goals.

This list is some suggestions to get you going.

- **Further training for SRC?** What do you need?
- **Peer Mediators**

We have a lot of conflict in our school. We would like to train students to become mediators to help students to resolve conflict without the intervention of teachers and parents. Do the SRC want to be involved? Who should be?

- **Constitution**
Are people happy with the constitution? Does it need changing?
- **Litter**
As a request from staff, can the SRC seriously consider the litter problem?
- There appears to be a **negative attitude or morale** amongst students. How can you change that to a positive, pride our students have of our school?

From: 'Kids Are the Future': Department for Education and Children's Services, SA web site

Primary School SRCs: Leading the Way in Effective Student Participation What Can Secondary Schools Learn?

Many primary schools in western Sydney have adopted a program of 'Leadership in the classroom' which has enabled all students in the school to participate in leadership and decision making. This program could effectively be taken up in secondary schools. Participating schools have found that students view the school more positively and actively seek ways to contribute to the life of the school.

How does it work?

Each class in the school elects SRC representatives. The number depends on the size of the school, but would usually total a maximum of 30 members. Of course smaller primary schools would have less than this. This

number would include additional representatives from year six for every K-2 class. These representatives would provide peer support for the younger K-2 representative. The SRC meets once a fortnight, during class time, to discuss issues raised in

classroom meetings. A decision is made as to which of these issues is acted on and taken to the decision-making bodies in the school.

Classroom meetings are held every other week. These meetings can be programmed as part of the PD/H/PE (Personal Development/Health/Physical Education) curriculum area. At these meetings, the class sits in a circle and discusses school issues that are important to them. These issues might include school rules or discipline issues, school uniform, curriculum or playground organisation, to name just a few.

Strategies are used to ensure that one person talks at a time (a ball or ball of string can assist this process). The class then might pick one of these issues for their SRC representatives to take further. In this way, all students in the school have an opportunity to raise issues that they think are important and through feedback from their representatives begin to understand democratic and decision-making process, feeling that they are an important part of the process.

In conjunction with this program, many of the schools involved have also trained their senior student leaders as peer mediators, giving SRC members another active role in school decision making. Associated with this program, all students in the schools learn positive conflict resolution strategies through regular lessons on conflict resolution, mediation and negotiation.

How could this work in high schools?

In high schools, it is also important that all students have the opportunity to be part of the school decision-making processes. The new NSW 'Student Welfare, Good Discipline and Effective Learning' Policy sees students as part of the process of formulating new school policy and rules. Central to the role of SRC members is the word 'representative'. But unlike primary schools, in some high schools opportunities for the two-way communication process between representatives and their constituents is limited.

Schools need to consider ways in which opportunities can be given for this communication process to be facilitated. What curriculum areas are all students in the school involved with? What other structures in the school exist to facilitate this process? Regular classroom



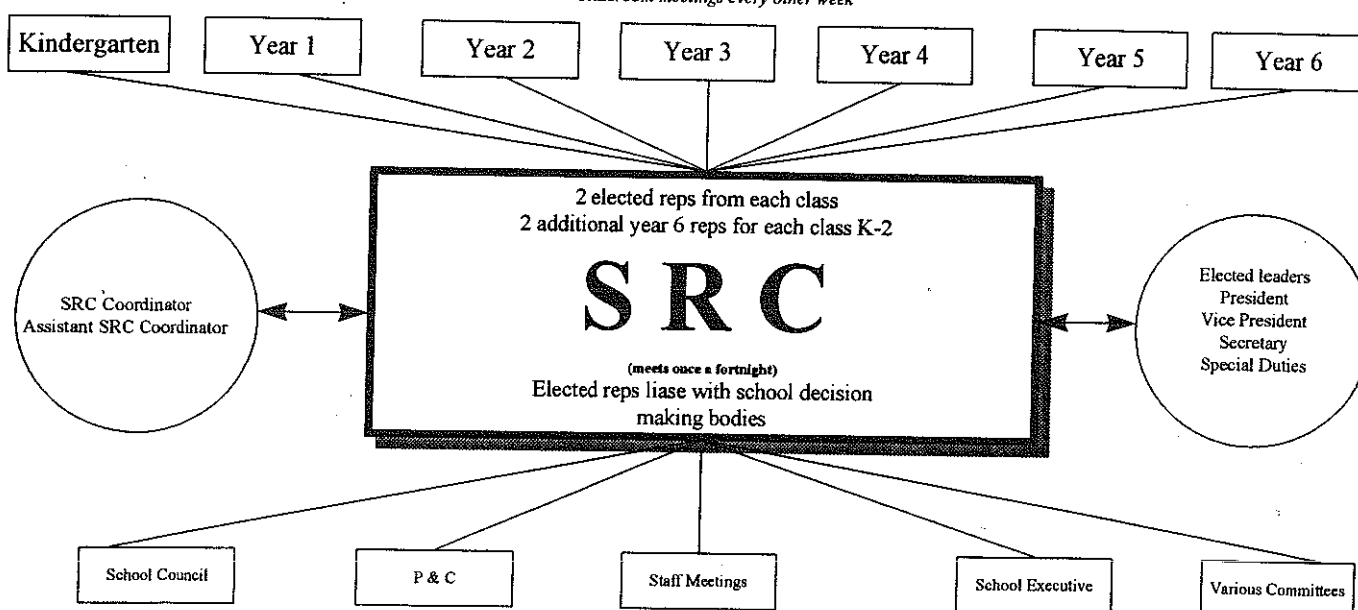
meetings could be set up in a number of ways. Consider English, PD/H/PE or perhaps roll call or a student welfare period or even taking a turn with DEAR ('Drop Everything And Read'). There are a number of ways we can ensure that the views of all students in our schools are heard and valued. Research has shown that listening to students leads to schools that are happier and safer places for the whole school community.

Joy Nielsen
Student Services Equity Coordinator
Northern Beaches District Office
NSW Department of School Education
72 Fisher Road
Dee Why NSW 2099

Primary Student Representative Council

Leadership in the Classroom

Classroom meetings every other week



Regular classroom meetings allow all students in the school to be involved in a process of "leadership in the classroom". The SRC provides the channel through which ideas and issues raised in the classroom are passed to the decision making bodies in the school. A two way communication process is an integral part of this program.

Primary School SRC in Met North

An SRC is a serious thing. Busy meetings with stressful problems to solve. So, when I was given a story to do on Primary School SRCs, I laughed. After all, who would give a bunch of seven and eight year olds the power to make such 'grown-up' decisions? Well, strange as it may sound, many Primary Schools are forming their own SRC. I managed to talk to one Primary School who agreed to let me in on all their secrets.

Normanhurst West Public School (NWPS) is just five minutes from Hornsby station, although you wouldn't know it. The school is covered with trees and plants and everywhere you go there's a friendly face to talk to. NWPS has had an SRC since 1993. It was introduced as part of the Student Welfare Policy issued by the Department of School Education. It was formed so that students could have an equal role in the school's decision making.

Each grade at NWPS is represented on the SRC. In fact, there is one representative for each of the 12 classes, plus the Prefect body. Students are elected by their peers by class group votes. Once the elections are finished, the SRC has a meeting once a fortnight at lunchtime.

Well, I now knew how their SRC was formed, but what is it that they do? Choose what flavoured milk goes into the canteen? Not likely. Firstly and mainly, their SRC is a complaints department for the students (aren't they all?). But other than letting everyone know what the student body wants, the students also focus on topics such as the values and attitudes of their school, the future direction of their school, and fundraising to support their school and its community.

Mrs Balks, the Principal of NWPS, believes that the children learn the process of decision making and the process of democracy. The children also learn how to work together as part of a team.

"The children will also take with them the skills gained from, being part of an SRC. The children gain self esteem and learn how to reach common goals. These skills will make these children the leaders of tomorrow."

Mrs Balk also commented that having an SRC in Primary Schools is good because the children have a partnership with the school. They also learned how to be responsible and they also get a taste for what is to come. "A Primary School SRC is a great way to show children what kinds of things lie in store for them when they go to High School."

Mrs Reynolds is the silent force behind the SRC. Whatever this SRC Adviser has done must be right, because this is one happening SRC.

So, after my visit to Normanhurst West Public School, I've started to look at Primary School students in a different light. They are no longer 'little ankle biters', but imaginative, younger versions of ourselves. With this kind of positive attitude in their school, they have the power to go far.

Renee Bailly, Hornsby Girls High School

From: Student Leadership (PASTA Newsletter); Vol 1 Term 2 1996

WHY HAVE AN SRC? An Historical Perspective

Student Representative Councils are an effective educational instrument if understood and used wisely. In the beginning, the idea may have been to form as kind of 'mock government', but the functioning of SRCs has evolved into a unique forum for 'genuine' learnings for individual involvement from within the actual student body. The SRC is a group of elected citizens in a school who meet regularly to:

- **Promote Leadership**

by providing young people with the power and right to speak and,

especially, the power, right and privilege of being heard by those in authority, as well as promoting opportunities for leadership among all members of the student body.

by utilising the ideas and the support of students in solving relevant school problems and providing the coordination of school activities.

- **Promote Citizenship**

by honestly reflecting and interpreting the student viewpoint along with providing a democratic forum for student opinion, interest and desires to be organised into a vote representative of the entire student body, which can then be

added to that of the staff, the school administration and the general community.

by helping young people to contribute to the welfare of the culture and by encouraging desirable attitudes to the further development of democracy as a preferred way of life.

by leading each individual in developing a sense of personal responsibility and earned self-respect and a healthy respect for others and their right to their own opinions.

- **Promote Human Relations**

by helping young people further realise the uniqueness and

rights of each individual and thus create more harmonious relationships among staff, student body, administration and the wider community.

by providing organised activities within the school in the interest of general welfare, as well as communicating purposes, activities and other positive elements of school life through mass media to the entire community.

- **Promote Scholarship**

by providing training and experience in the skills of good leadership and citizenship along with experience in genuine problem-solving procedures and the functioning of democratic government.

by encouraging the highest standards of scholarship and positive

student involvement and by contributing to the total educational growth of all students in the school.

- **Promote Cultural Values**

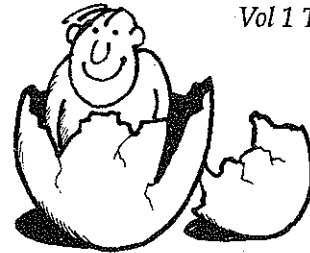
by giving students deeper reasons for attending school and by sparking school loyalty, pride, patriotism and individual student development.

by providing real experience in human understanding, as well as helping students earn and protect individual rights and responsibilities.

by selecting projects and activities relevant to improving the life of the school community providing students with stimulus for developing commitment to worthy goals and to reaching their maximum educational growth and development.

The SRC is a learning opportunity which actively involves young people in their own schools to develop commitment to Leadership, Scholarship, Citizenship, Human Relationships and Cultural Values, so that our heritage may have even greater worth for the next generation of young Australians.

*Resli Buchel
Hornsby Girls High School, NSW
From: Student Leadership
(PASTA Newsletter)
Vol 1 Term 2 1996*



Bathurst High School, NSW

From 'Drop Out' to Minister's Award

Varied levels of Student Participation/Leadership roles for twenty selected students

As in any subject or interest area, students come and go in terms of their levels of participation. The continuity which sustains any program (whether a recognised syllabus-based subject or a curriculum area still largely unrecognised as such, like student leadership) comes from:

- how well the structure is established (at school, district or state level); and
- the teacher/advisers who keep it going from year to year.

In the leadership field, as in any classroom curriculum area, there can be many disappointments from students. Like compulsory courses, some students just 'lose interest' with no explanation; others make a conscious decision to shift priorities to something else - often what they or their parents perceive as more valuable (eg academic study). Sometimes, particularly with younger students, a more attractive 'or same time competitive' co-curricular activity will draw them away even when more flexible timing has been organised.

Because it is seen as voluntary (and should remain so), the representational or leadership role can

be dropped as quickly as it is taken up. Time and concern and hope (sometimes even money) 'invested' by advisers and/or other students may seem to have just been wasted, especially when the student drifts away without a formal resignation or, worse, any explanation or contact with those who have 'invested' in that student. Others sometimes go so far as to 'talk behind the back' and, by their negative talk, further damage the profile of the SRC or Peer Support or whatever program it is. The same happens with different established courses and teachers except that for juniors at least, they can't 'drop out'!

BUT ... we are dealing with

young people, young people who at some stage have shown initiative and interest in participatory, representational and/or leadership roles. People remarkable for their resilience and positive participation if the timing and the people they work with are right. Thus, for every 'disappointment', there are many more successes. Thus, one student, who 'survived' the disappointment of not being elected as either Captain or Vice-Captain (even though no-one was as well qualified as she - such are the risks of the traditional Captain's election system) continued actively on School Council and many other things (Peer Support Staff) in year 12, and deservedly went on to receive a Student Award for Excellence from the Minister of Education.

There are many others who, having left one area, especially some time in the middle years after earlier promise, have later found other leadership roles and chosen to apply their skills therein. One common pattern is early enthusiasm in year 7

into 8 in, for example, the SRC, then disappearing only to resurface enthusiastically for Peer Support Training in late year 10 (in New South Wales).

The chart and list that follow attempt to show how different students at Bathurst High School have used the participation/representation/leadership opportunities available to them at the time. It spans a period of four years, including 11 students who have now moved on, and 9 currently at the school, of whom 3 are Juniors (years 7-10) and 6 are Seniors (years 11-12). It should be

noted that the for first four, the option of taking the Senior Leadership Course (#10) did not exist at the time, nor did #9 - Stage Teams.

While some students have made use of such opportunities, particularly the SRC (17 out of 20) early in their high school career, then gone on to other things, such other opportunities as Peer Support leader or nominating for School Captain are not available to them until year 10 or 11. Thus the Junior students listed may or may not expand their list when Seniors. Thus a full picture of one or any group of student

participants cannot emerge until a student has left year 12.

The real picture, of course, will come after a student leaves school and shows by the decisions and actions in their careers and families and community lives, how important these experiences and the knowledge, skills and attitudes acquired through them have been. The evidence from many sources, both in Australia and abroad, is that participation and leadership experiences within the context of real decision making in the school is an excellent indication of later success.

Key:

Programs/Areas/Levels of Involvement

Students in sample: 20; 105 different roles; average: 5+ per student

Year:		(Students who have left)										(Current/Younger students)									
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
		12+	13+	13+	12+	12+	12+	12+	12+	12+	12	12	12	11	11	11	§	¶	10	10	10
A)	SRC (Student Representative Council)																				
1	Member	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•	•	•
2	Active leader	•	•			•	•	•	•		•	•	•			•	•	•	•	•	•
3	Extension beyond BHS to District/State/National								•		•	•	•						•	•	•
B)	Peer Support																				
4	Leader	•	•	•	•	•		•	•	•		•	•	•	•	•		•			
5	Year 12 Staff	•	•	•	•	•				•			•								
6	Extension of role beyond BHS	•	•	•	•																
C)	Other School Leadership/ Representational Role																				
7	Captain/Vice-Captain	•*		•		•*		•			•*	•*									
8	School Council	•				•		•			•	•							•		•
9	Stage Management Team														•						•
D)	Curriculum Extensions																				
10	Leadership Course for credit								•	•	•	•		•		•			•	•	•
11	Conferences/Special events	•	•			•		•	•		•	•	•			•			•	•	•
12	Public Speaking/Debating	•		•		•	•				•			•	•		•		•	•	
E)	Cultural/ Community Participation																				
13	Community work	•				•				•							•				
14	Performing arts	•		•			•	•							•	•	•	•	•	•	•
15	Sports	•		•	•					•							•	•			
	Dropped out of leadership program significantly at some stage:				x		x	x					x				x	x			

*: nominated for Captain but not elected

§: left year 9

¶: left year 11

Charles Kingston, Bathurst High School

News and Reviews

Teen Talk Radio Live

West Side Alternative High School, New York, USA

Teen Talk Live is a round table discussion show on WNYE (91.5 FM) in NYC. Starting Wednesday October 16th from 5 pm until 6 pm, a team of West Side HS students (NYC Public Alternative Superintendency) will interview a panel representing an area of Human Rights. The show is on-line so young people with the technology can participate from anywhere in the world.

Oct 16: Survivors of Inhumanity will discuss the Holocaust, the 'Ethnic Cleansing' in Bosnia, and the attempted destruction of the peoples of El Salvador.

Oct 30: Historical Inhumanity: The discussion will focus on the 'Middle Passage', the 'Great Famine' of Ireland, and the struggles of Native Americans through to today.

Nov 13: The Peacemakers: Who are the people of Ox-Fam, FOR, AFSC, and how the UN can be effective.

Nov 27: Today and the Future: Solutions???? Israel-Palestine, Burundi-Rwanda, India-Pakistan, and Bosnia-Serbia-Croatia.

Dec 11: Veterans of Conflict: How does conflict scar the fighter: Afghanistan, Vietnam, Israel, and Ireland.

We would sincerely appreciate any assistance that you could give us in helping make young people (and older people) aware of our schedule. We will announce those publications where people can get this information.

In Peace

Jim Murphy

mandm1@ix.netcom.com (home)

jim_murphy@wnye.pbs.org

Red Cross Victoria

Community Research Project

Australian Red Cross Victoria launched a major new research and information gathering initiative at the Red Cross Teachers' Conference in Melbourne on September 16th.

Over 150 Victorian schools are involved with Red Cross' citizenship development programs which focus on community involvement. Red Cross, the world's largest humanitarian organisation, supports schools that involve their students in the community through the Red Cross Student Community Involvement Program and Junior Red Cross.

The Red Cross Volunteer and Community Research Project will involve students in reporting their experiences and the results of the community research they do through these programs. The internet will be the point of information collection.

The program is similar to the I*EARN AQUA program, with students gathering local information to provide a larger picture of the Victorian community. This year the research will focus on services and facilities that are available to young people and the ways in which they can access these services and facilities.

At the Red Cross Teachers' Conference, Bruce Rigby from the Department of Education spoke about the possibilities that the Internet offers to schools and Roger Holdsworth from Connect Magazine discussed student empowerment and the uses of Internet.

Interested teachers can get more information from, Youth and Education Services, Australian Red Cross Victoria, phone 03 9685 9973, fax 03 9685 9898, or e-mail:

redcross@vicnet.net.au

View the world wide web pages of Australian Red Cross - Victoria at:

<http://>

www.vicnet.net.au/

~redcross

JSC In-Service

On 4th September, Roger Holdsworth led an in-service at Norris Bank Primary School (Victoria) for grade 3 to 6 Junior School Councillors from nine primary schools in the La Trobe district.

When we arrived, we played a game where we walked around asking people we knew and strangers if they had the same card. This helped us to get to know people. Next we sat in a giant circle and we all introduced ourselves to the JSCs from other schools. We did this activity to encourage the children to speak clearly, confidently; Teddy encouraged us not to be shy!

Then we separated into two groups. One group went with Mary (one of the teachers from Preston East PS) and we danced the Macarena. After a while, we swapped groups and we played some games with Teddy (a teacher-aid from Preston East). We played the games so that we learnt how to mix well with other children, to cooperate in a large group and to have a go and take risks.

After a morning tea of biscuits and cordial, Roger asked for a representative from each school to go with him into a side room (Christian was our leader). They decided to role play a meeting where things went wrong. Meanwhile, the rest of us divided into small groups and discussed particular roles of members in a meeting. The 'leaders' came back and we watched them have a pretend meeting. We were able to suggest ways of improving the meeting. This helped us to learn how to conduct more effective meetings.

The in-service helped us learn how to conduct better meetings and to communicate better with other students.

We all had a great time and we hope that in the new year we will organise more in-services.

Lana Pejaska

Grade 6, Preston South PS
Hotham Street, Preston 3072

More info about Teen Talk:

[http://165.155.21.131/
home.html](http://165.155.21.131/home.html)

The Electoral Education Centre: Helping You Have Your Say

If you are a Victorian school running SRC or other student elections, then you should contact the Electoral Education Centre (EEC). As part of its charter, the Australian Electoral Commission places a great deal of importance on an information and education role and the EEC exists to assist people to better understand Australian democracy and electoral processes. The EEC offers a program for visiting groups tailored to their specific curriculum needs, but we also provide resources, advice and assistance to schools running elections.

Each electoral area for the House of Representatives has a Divisional office, run by the local Divisional Returning Officer (DRO). Part of their job is to visit schools to provide information and to also assist with elections. You can find your local DRO in the phone book under the Australian Electoral Commission or by contacting the EEC who will be able to tell you which electorate your school is in and which DRO services you. If you are planning a very large election, both the EEC and your local DRO may make themselves available for organising and assisting your electoral process.

Already this year, the EEC has been involved in several school elections. We have offered advice on the type of voting system that may work best for each election, we have helped with the nomination process, we have been involved in the draw for ballot

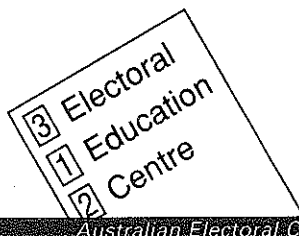
paper positions, we have trained polling officials, provided props such as voting screens and ballot boxes and helped with the count.

Recently, the EEC was involved in a Civics and Citizenship two-week program for year 9s at Mount Waverley Secondary College. The program culminated in an election for a candidate to be the Principal for the Day. Each candidate had to make a policy speech to a school assembly, they each had a campaign team to produce publicity and how-to-vote material, and on the final Friday of the fortnight, it was off to the polls. The EEC and local DRO, Bernie Feely, were there to help and to explain to all voters how the preferential voting system works. The activity was a great success and all concerned learned a great deal about the electoral process while having a lot of fun.

If you wish to attend the EEC or to use our services in helping to run a successful, school-based election, just call us on (03) 9696 4519. We'd be only too happy to help.

*Ross Attrill
Manager*

*Electoral Education Centre
14-16 Boundary Street,
South Melbourne 3205*



*Students from year 9
at Mount Waverley
Secondary College
casting their votes at
AEC voting screens.*



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) 9344 8585

STUDENT/YOUTH PUBLICATIONS:

Australian:

Norris Bank Natter (Norris Bank PS Junior School Council Magazine, Vic) August 1996

Shout (AYPAC, ACT) Youth Gathering 1996 Conference Newspaper, Tuesday October 1, 1996

The Observer (St Hilda's School, Qld) Vol 6 Oct 1996

MCC News (Mount Carmel College, Hobart, Tas) Edition 3, October 1996

OTHER PUBLICATIONS:

Australian:

Curriculum Perspectives (Australian Curriculum Studies Association, Belconnen, ACT) Vol 16 No 3, September 1996

Education Alternatives (Caulfield East, Vic) Vol 5 Numbers 7 and 8; September, October 1996

EQ Australia (Curriculum Corporation, Vic) Issue 3, Spring 1996

Equity Network (ACEE, Darlinghurst, NSW) Vol 2 Issue 3, August 1996

Network News (Surry Hills, NSW) September 1996

Other Ways (Alternative Education Resource Group, Chirnside Park, Vic) #69, September 1996

Rights Now! (National Children's and Youth Law Centre, NSW) Vol 4 No 3; August 1996

Annual Report (NCYLC, NSW) 1995

Student Leadership (Professional Association of SRC Teacher-Advisers, NSW) Vol 1, Term 2, 1996

Starlink (Students at Risk Program, DSE, Vic) Issues 8, 9; August, September 1996

Swan Hills Homeschooler's Grapevine (Jane Brook, WA) Issue 10, August-September 1996

Youth Issues Forum (YACVic, Fitzroy, Vic) Spring '96

Youth Studies Australia (NCYS, Hobart, Tas) Vol 15 No 3, September 1996

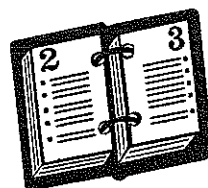
Overseas:

AERO-Gramme (AERO, New York, USA) # 19, Fall 1996

Education Now (Nottingham, UK) Issue 13, Autumn 1996

Lib Ed (Bristol, UK) No 27, Summer 1996

National Coalition News (NCACS, New Mexico, USA) Vol 21, No 2



Documents

The documents listed in this column are of general background value. 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 list 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

- 428 **Constitution:** Professional Association of Student Representative Council Teacher Advisers (PASTA) Incorporated (20 pp; \$2.00)
- 429 **NSW State SRC Conference Recommendations** - collection of recommendations 1992-1995 inc. (12 pp; \$1.20)
- 430 **Student Participation, Connectedness and Citizenship**, Roger Holdsworth (8 pp; \$1.00)

Check these ...

UNICEF Voices of Youth web site:

<http://www.unicef.org/voy/>

Planet Youth web site:

<http://www.planetyouth.com/>

Youth Affairs Research Network web site:

<http://yarn.edfac.unimelb.edu.au/>

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- **SPECIAL OFFER: Full back set of *Connect* - issues 1 to 100 inc. (\$250)** \$
- **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)** \$
- **Democratic Decision Making in Schools - Victorian PEP (1987) (\$3)** \$
- **SRC Pamphlets Set (6 pamphlets; Youth Affairs Council of Vic) (\$5)** \$

Foxfire Resources:

- **Sometimes a Shining Moment (Wigginton) (\$25)** \$
- **Foxfire 9 (Doubleday Anchor) (\$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)

TOTAL ENCLOSED: \$