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- **Our Vision**: Port Augusta Secondary School, SA
- **Student Equity Advisory Team**: Priority School Program, NSW
- **2009 Victorian State SRC Congress**: VicSRC
- **Frenzy**: Primary School JSC/SRC Congress, Vic
- **Second MindMatters Youth Congress**
- **Resources**: Passport to Democracy; NRM Education and Youth Voice; Youth Fighting Poverty - Getting Involved; Involving Children and Young People in Research; Democracy and Education - on-line & call for Manuscripts; ASPRINworld and Connect on-line
On a recent visit to South Australia to present workshops around Values Education, Civics and Citizenship Education, Student Engagement and Student Initiatives, I was most pleased to hear about some great initiatives in primary and secondary schools. Some stories of and from these initiatives are presented in this issue.

Other stories are also emerging in seminars, particularly about Student Action Team approaches within schools. Springboarding from a comment in last Connect about the work at Resurrection School in Keysborough, I’ve also been thinking about the need to tighten up our ideas about such initiatives. In particular, I think we need to draw a distinction between initiatives in which students address an issue of concern to them (in schools or communities), where outcomes are uncertain and perhaps contentious, where they need to carry out research, and where students have a ‘change agenda’; these we’ve traditionally called ‘Student Action Teams’. As we pointed out in last issue, there are other initiatives in which students take responsibility for the organisation and implementation of actions, but which don’t necessarily have a primary focus on critically examining the area of responsibility or for making change; these we might call ‘Student Responsibility Groups’.

Thinking in this way is more than just semantics. Being clear about what students are doing, why they are participating, and what they might achieve, is important to the positive and engaging development of these approaches. In my mind, both can be important forms of participation, but they start from different points.

These distinctions are also focused around the idea of ‘service learning’, a contentious term that covers a wide range of practices – from tokenistic student involvement in someone else’s idea of community, to deeper participation of students in examining and shaping communities that they are part of. So Student Responsibility Groups can always be challenged to take their ‘service’ further, by asking questions such as: “Why are we doing this?” “Why is this occurring? Why is there a need for this?” “Can we do anything to address the deeper concerns eg preventing the issue?” and so on. I think we need to talk about this, critically examine our practices and ask how they position young people within communities.

**Approaching 30**

At the end of this year, Connect is 30! In Issue 180 (December), we’d like to do a little stock-taking of where we’ve come and where we’re at. How have participatory practices changed in the last 30 years? This is an advance invitation to put your thinking hats on and place your writing implements in/under your fingers, and get us some reflections or stories - by the end of November please!

Roger Holdsworth

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**Cover:**

A SWAT Team at Ocean View College; see pages 3-8

Photo courtesy Leah McGlinchey

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**Why does Connect exist?**

Connect has been published bi-monthly since 1979.

It aims to:

- document student participation approaches and initiatives;
- support reflective practices;
- develop and share resources.

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**This Issue:**

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**NEXT ISSUE: #179: October 2009**

Deadline for material: end of September 2009
The S.W.A.T. Team

Students Working Actively Together at Ocean View College

While the traditional model of a Student Representative Council (SRC) has certainly had its place and fulfilled many valuable roles at Ocean View College, we felt the need to develop a system that would allow more authentic and relevant student involvement and community interaction.

Our SRC model was not representative of our diverse school population. It continually ‘rewarded’ a few of the most popular, confident students at the expense of the majority. This was supported by the views of parents who were concerned about the devastating effects that the SRC ‘elections’ had on their students, as feelings of inadequacy and failure surfaced in those who ‘lost’.

Student surveys indicated that only 13% felt they were able to have a say and express their concerns through a variety of ways within the school. In addition, only 15% felt that they were given enough opportunities to be actively involved in different initiatives, 15% believed that student voice was effective and 12% believed that they were kept informed, knew what was happening in the school and were able to have input into decision-making.

We therefore needed to create more authentic opportunities for a greater number of students to have a voice and to demonstrate leadership throughout the school and wider community. This would lead to a greater feeling of ‘connectedness’ and ‘belonging’, two vital ingredients for the wellbeing of students of all ages.

Hence enter the SWAT Team.

How does S.W.A.T. work?

Students from Years R-12 are invited to join a team of their choice from the following options:

- **Special Days/Events**: Prioritising and organising the many activities that take place throughout the year (e.g., Harmony Day, Book Week, Pancake Day, Open Day, Casual Clothes Days, fundraising events etc);
- **Lunchtime Activities**: Consulting with students and staff about the types of activities that could be organised during lunchtimes and working towards establishing a varied, interesting and sustainable program (e.g., staff-student games, radio station, caregroup and class challenges);
- **Environment**: Initiating ways of caring and protecting our local area (e.g., recycling, gardening, all-patch project, Clean Up Australia, Water Watch, Adopt-a-Road);
- **Values**: Looking at ways we can positively and consistently promote our school values (e.g., establish a welcoming committee for new students and a ‘safe zone’ for students experiencing problems in the yard, having students take responsibility for ‘caught in the act’ (see below), creatively displaying our values around the school such as by a mural);
- **Community**: Establishing areas of need and ways we can help in the community (e.g., cooking for the homeless, visiting Aged Care Facilities, helping with Meals on Wheels, adopting a railway station, making blankets, special fund raising events).

These teams will have two main foci: service to the community and student voice.

Advantages of this approach

The advantages of this approach include that children meet others with similar interests and develop relationships across the school. It provides students with the...
opportunity to improve relationships with staff and peers, as they take on the responsibility for making important decisions and developing skills to help others.

It is an engaging approach that is enjoyable for students, as they are able to pursue areas in which they have a passion, and therefore leads to an increased sense of control, meaning and purpose for students – which will hopefully lead to enhanced self-esteem and a feeling of belonging and connectedness.

This approach provides a more flexible approach to learning, making use of a student-initiated curriculum and community service learning. It is an effective way to link with the community, while developing important, relevant knowledge, skills and attitudes.

S.W.A.T. is based on the following beliefs:

- Students can make serious and important decisions;
- Student voice is legitimate;
- Important action can be taken as part of student’s learning in school;
- Community focused research and action is an appropriate educational approach for schools;
- Students can be trusted, particularly those who are marginalised or disillusioned;
- Expectations of students are that they can and will do significant things to help their school and community;
- Students are enabled, supported and encouraged to carry out school and community research and action.

**How does it work?**

Each SWAT team consists of students (Years R-12), a staff member and a parent. We are also on the look out for community members who may like to join.

While Year R-5 classes still elect two representatives each team, their main purpose is to coordinate activities by involving other class members in projects undertaken by their SWAT Team. In Year 6-12 classes, students can nominate for any of the teams. The idea is for members of the SWAT team to get others involved in projects, so that anyone who has an interest in a particular area will be welcomed into sub-teams.

Meetings of the five separate SWAT teams are held fortnightly at the same time, with combined meetings scheduled whenever the need arises. Teacher representatives meet fortnightly to touch base and discuss issues. Recess and lunchtimes are used for many sub-teams to develop ideas, plan and prepare for activities/events.

SWAT members are taken off site for a day to undertake leadership training. This gives members the opportunity to get to know each other and to develop more understanding and confidence when acting as facilitators and leaders.

There is a SWAT Executive, consisting of one Senior School and one Middle School student from each team. They are responsible for hosting formal assemblies and performing some of the more formal tasks that have previously been the responsibility of the SRC presidents.

We are hoping to produce our own newsletter at the end of our first semester for all students.

All SWAT members receive specially designed badges and folders containing all the information/resources they need to work effectively. We have designed our own SWAT logo, which appears on all our correspondence (and our folders).

Each team has developed a shared understanding of what their team is actually about. This involves discussion about who provides what services, why it is needed, what it looks like in practice and how it works. They also define their community services and needs.

**Dealing with issues raised**

Class meetings are still vitally important and any issues that need to be addressed from these meetings are put in the suggestion boxes placed in Junior, Middle and Senior School. The SWAT Executive then decides which team should
address the issue. Once the issue has been discussed, the SWAT team ensures that all parties are kept informed via assemblies, written communication and/or visiting classes.

**Decision-making in SWAT**

The underlying principle of decision-making within the SWAT Teams is that teams will make decisions based on logical arguments. That is, decisions will be made based on evidence, ideas will be tried out and we will learn from mistakes. All outcomes and decisions will be reviewed by the team, with ‘nothing set in concrete’.

In this decision-making, the first step is to research: collect information and think about it. Then students ask questions:

- How do we know that?
- What is the current situation?
- What are the problems?
- What are other people’s views on that decision?

Ideas are developed using brainstorming with the following process: Stay focused on the topic; everyone contributes ideas; all ideas are written down; ideas are sorted into groups eg “Generally agreed”,” Need more details”; “Maybe but not yet” and “Disagreement”.

Then there is a narrowing down of ideas using the 1:2:4 Process: Everyone writes down three ideas or actions to deal with the issue. People then pair up, share their ideas and decide on three common ideas. The pairs then double up again into fours and go through the same process.

In the end, a decision has to be made by voting. The ideas being voted on are clarified and written down. Students may speak for or against the idea/action. A list of ‘for’ and ‘against’ points is made before the vote is taken.

Developing a SWAT Plan

Each team develops a plan for its action. Each plan should contain:

- An objective: What do we want to develop/improve? What do we want to achieve?
- Reasons: Why are we doing this? What are the advantages?
- Steps and Strategies: How are we going to get there using simple steps? Outline each action
- Timelines
- People/Agencies/Services involved: Who needs to be involved? How will they be contacted? Publicity campaign ideas
- List of Resources: Costing; availability; advantages/disadvantages
- An Evaluation: How will the idea/activity be assessed?

This plan is done with students, allowing them opportunities to set goals and evaluate their work, while providing them with direction, structure and support. There is an example of the planning form we use on the next page.

Training students to work effectively in SWAT

The skills and experience required for organisation and research tasks are learnt in a practical, applied and realistic way through involvement in SWAT. However, some skills need to be taught explicitly. These include:

<table>
<thead>
<tr>
<th>SKILL</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacting people, agencies and community services</td>
<td>Practise-role-plays, using directories, finding telephone numbers and addresses, making phone calls, asking for support, briefing agencies on what their team is about. Liaising with school administration</td>
</tr>
<tr>
<td>Telephone protocols</td>
<td>Introducing themselves, maintaining conversations</td>
</tr>
<tr>
<td>Writing letters</td>
<td>Structuring letters about the project, asking for support, designing team letterheads/logos</td>
</tr>
<tr>
<td>Organising events</td>
<td>Breaking tasks into chunks, sequencing, role allocation, developing timelines, identifying resources and dealing with setbacks</td>
</tr>
<tr>
<td>Decision making processes</td>
<td>How to access permission, who are the decision-making bodies at OVC and in the community</td>
</tr>
</tbody>
</table>
### Carrying out Community Based Research

**SWAT Team ...............................................................**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>REASON (Why)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do we want to know?</td>
<td></td>
</tr>
<tr>
<td>2. Who will we ask?</td>
<td></td>
</tr>
<tr>
<td>3. How will we find out? What methods will we use?</td>
<td></td>
</tr>
<tr>
<td>4. How will we present our data?</td>
<td></td>
</tr>
<tr>
<td>5. What follow up action should we take?</td>
<td></td>
</tr>
<tr>
<td>6. What data do we need?</td>
<td></td>
</tr>
<tr>
<td>7. How do we analyse the data</td>
<td></td>
</tr>
<tr>
<td>8. To whom do we present our data? Where? When?</td>
<td></td>
</tr>
</tbody>
</table>
## Checklist of Skills for S.W.A.T. Members

### Organising
- Putting tasks in order (prioritising)
- Working to time lines
- Allocating roles to others
- Liaising with school via the front office
- Identifying school decision-makers such as governing council
- Identifying resources needed
- Managing a budget
- Drawing up a survey
- Analysing survey results
- Presenting data

### Interpersonal
- Cooperation - getting along skills
- Persistence - not giving up when things don't go to plan
- Being confident - to have their say
- Being respectful - to listen to others and value all input

### Oral
- Making a telephone call
  - Finding a telephone number
  - Introducing yourself on the phone
  - Providing contact details verbally
- Making a speech
  - Making notes for a speech
  - Talking confidently to a group
  - Using a microphone
  - Using effective body language
- Reporting back to the team or others

### Written
- Writing for a publication (eg school newsletter)
- Taking accurate notes
- Writing a report for a meeting
- Writing a letter
  - Finding an address
  - Setting out a letter
- Filling out forms
Special Days Team

- Harmony Day: organised mixed Preschool-Year 9 activities around the theme ‘everyone belongs’; displayed work throughout the school
- Loud Shirt Day: raised money for the Cora Barclay Centre
- Reconciliation Week/Sorry Day: organised activities for students to work with buddy classes (Preschool-Year 9) on the theme “See the person, not the stereotype”
- Odd Socks Day/ Casual Clothes Day: promoted the event, sold merchandise and collected money for the Royal Society for the Blind
- Organised Ocean View Idol for the Junior School: in conjunction with the Lunchtime Activities Team, as auditions were held during lunchtimes
- Mother’s Day: helped to make gifts and worked on our stall (we made $1500!!)

Community Team

- Students and parents delivered Meals on Wheels in the Ocean View bus three-four times a term
- Made soup and slices for the homeless through St Vincent De Paul
- Visited the distribution Centre of St Vincent De Paul
- Set up boxes throughout the school for donations to the Winter Appeal
- Arranged visits to our local Aged Care facility and had regular contact with the Over 50s Club
- Worked with community artists to design and paint stobie poles around the school
- Raised money for the Victorian Bushfire Appeal

Environmental Team

- Took part in the KESAB cleanup
- Made posters and promoted World Environment Day
- Participated in a major cleanup of our school for open night
- Have begun working on a school-based project aimed at saving electricity
- Have looked at embarking on a community revegetation project (doing preliminary research)

Values Team

- Organised for the older students to run ‘friendship’ and ‘respect’ workshops for the Junior School students around our focus values for terms one and two
- Painted, mounted and displayed ‘values tiles’ around the school
- Each fortnight this team researches quotes for friendship, respect, honesty, trust and responsibility (OVC values) for inclusion in our school newsletter
- Began ‘Caught in the Act’: students are nominated for showing the focus value for the term; they all receive a certificate and go into a draw to win an encyclopedia
- Developed “SWAT STOP”: Older students spend time with any younger students who have no-one to play with, teaching them new games or just chatting; Middle School students run this twice per week in the Junior School

Lunchtime Activities Team

- Organised music on the oval
- Had a ‘Remote Control Lunchtime’ when students brought their remote control devices to school
- Organised dance and games like hopscotch, elastic and skipping for the Junior School students
- Arranged for some students (on a roster system) to visit the Children’s Centre during lunchtimes
- Organised two Discos: one for Reception-2 and another for Years 3-5
- Have craft sessions run by parents twice a week during lunchtimes

Contact:

For more information, contact Leah McGlinchey at Ocean View College: leah.mcglinchey@oceanview.sa.edu.au
Student Voice oversees two areas at Salisbury High School: Student Action Teams (SAT) and the Student Representative Council (SRC).

Student Action Teams (SAT)

Student Action Teams (SAT) is a program designed to help students have a voice at Salisbury High School. Students who have been through the program become involved in making decisions that affect both students and staff at our school and in the community. The students decide what they want to be involved in and what areas they can make a difference in.

We feel that it is necessary for students to have a say in what happens in our school. This program gives students the opportunity to work with their peers, to make positive changes at school, making it a better place for everyone.

SAT Training

In Year 8, all students take part in a 50-minute introduction to the Student Action Team program to find out what it is all about. Students who are interested in furthering their training and involvement in SAT are invited to attend a two-day training session outside of the school. The program is run in conjunction with a motivational trainer and previous experienced SAT members (Year 9 to 11), who act as facilitators/leaders. Together we plan the Year 8 workshops and the 2-day training that introduces students to SATs and encourages them to participate.

As a result of the two days of fun, students gain the following skills:

- working cooperatively as a team;
- effective communication;
- problem solving;
- public speaking;
- planning;
- organisation; and
- confidence to speak up for what they believe.

Following training, students form teams based on issues they are interested in. Each team meets regularly to set and achieve outcomes relevant to the student body. Interested SRC members act as facilitators/leaders and are individually assigned to a team to mentor their progress and provide support for the SAT group meetings.
The SAT program teaches students to become leaders and encourages them to reach for their goals, no matter how far away they might seem.

**Student Representative Council (SRC)**

The SRC is a group of students who are interested in making a difference at school and in the wider community. We are involved in decision making at the school through our involvement in the Governing Council, the School Executive Team and the Youth Advisory Council (Salisbury Council).

We help to make decisions that affect our school and the Salisbury community.

Another important aspect of the SRC is our work to help those who are less fortunate than ourselves. We support a number of charities through fundraising throughout the Salisbury community.

The SRC offers financial support for students to participate in programs such as State and National sporting opportunities, student exchange programs, the Success Camp, and excursions.

Students in each year level are welcome to join the SRC. We hold regular meetings throughout the year.

**Contact:**

Ms. Tricia Houlihan, *Student Voice Key Teacher*

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Phone: +61 (0)8 8182 0200
At the end of June, 78 students and teachers from 13 schools across Australia came together in Sydney for the second MindMatters Youth Congress. This Youth Congress enabled students to discuss issues of student leadership of mental health and wellbeing in schools, to talk about the initiatives they were taking, and to prepare for participation in the MindMatters National Conference on the next day.

The MindMatters Youth Empowerment team of seven young people facilitated the Youth Congress and led participants through various activities, including an extended consultation on a new MindMatters resource. These facilitators have been working within schools in various areas of Australia to support the empowerment of students around issues of mental health and wellbeing.

This Youth Congress continued and extended the mental health and wellbeing work instigated by students who attended the first Youth Congress in Melbourne last year (see Connect 173, October 2008). At that time, this group of students identified a need to have ‘a structure that allows students’ ideas in mental health promotion to become realities’ – that is, materials to support students taking action around mental health promotion in schools. MindMatters responded by initiating the development of a new resource: Supporting Student-Led Initiatives in Building Mentally Healthy Schools – a Toolkit for ‘Taking Action’. This will support student-led initiatives in building mentally healthy schools.

The Youth Congress delegates at the day in Sydney participated in a consultation process on aspects of this draft resource. MindMatters would like to acknowledge Roger Holdsworth, who has been compiling and supporting the development of this resource, and who was present on the day to incorporate ideas put forward by the young people and adults.

Here are some more details about this new MindMatters Student Empowerment Resource:

- Provide practical processes for adults to engage and support students in student-led initiatives;
- Support partnership between staff and students in mental health promotion; and
- Provide steps for both staff and students to work towards goals and monitor progress and outcomes.

The contents include sections on:

- Preparation: within schools to support student led initiatives;
- Getting Started: forming a group and building a team;
- What you know and need to know: investigating, finding out about your issue;
- Working out what you want: developing a shared vision, objectives and goals;
- Planning your action: working out how to achieve goals;
- Taking action: implementing your action idea; and
- Looking back, moving forward: checking what has been achieved and learnt; planning again.

In examining and commenting on this draft resource, students and others at the Youth Congress were able to gain ideas for their own processes, as well as providing valuable insights into how such a resource could be used, and what should be included.

The resource will be rolled out through the MindMatters Youth Empowerment Process. Visit the MindMatters website www.mindmatters.edu.au for more information.

Vanessa Houlty
Vanessa.Houlty@pa.edu.au
In 2009, the staff and students of Port Augusta Secondary School (South Australia) began to work on a new Site Plan that involved co-locating two sites into one.

The implementation of change in an educational setting is often daunting for all concerned. Staff, students, parents and the wider community are all affected and the process needs to be managed very carefully.

A major component of making this transition in Port Augusta Secondary School was the new site plan, developed through the beginning of 2009. The collocation of the two sites and this site plan need input from all concerned. Student input was particularly important in this new vision for the school. Therefore, as part of their ongoing input, a day was set aside to gather the students’ ideas. A cross section of students from all year levels met together, off site. The students were encouraged by staff members to consider the direction they wished their school to take and how they wanted their school to look. Students then worked in their year levels discussing these central questions. Ideas were recorded and collated to be discussed further.

Gavin Wanganeen, Youth Ambassador, was present to set the tone of the day, talking about his experiences and the importance of following dreams and having a vision. When the site plan was written, the ideas from the students became part of the focus for the future. The school belongs to many, including the students and, as such, it is vital they have active input into its future development.

This is the Vision Statement that they developed.

For more information, contact Charlotte Franz: cfranz@internode.on.net

When I walk around Port Augusta Secondary School in 2011, these are the things I will see, hear and feel:

“Like many others, I am visiting PASS to learn about the many improvements that have occurred in the school over the last few years. After parking in the new car park, the first thing I notice is the students all looking good in their uniforms and obviously enjoying themselves on the green and well cared for oval. Outside the Administration building, I am impressed by the quality of the signage, seeing the Australian and Aboriginal flags and the welcoming entrance. After being warmly welcomed, I notice the modern reception area, surrounded by images of school activities, student success and cultural identity.

While being escorted around the school yard, I note the many new developments created for students, including a range of colourful and interesting structures providing students with shade, seating, recreation and quality outside teaching spaces. I also note the impact of the landscaping and the general attractive outside environment free of litter and graffiti. The student artworks displayed certainly add to the impact and sense of ownership. The yard areas are busy with student activity – from students quietly socialising and eating during their recess, to students playing a range of games. All of this creates a feeling of calm and enjoyment. I sense that the students are proud of their impressive surroundings.

Moving into the middle school area, I am struck by the interesting contemporary design, the clever use of ICT resources and the flexible ways teachers are using the space to deliver the curriculum. Clearly the middle school teachers are working from an agreed and supported educational philosophy, which is meeting both the educational and well-being needs of the students. The atmosphere in this area is positive, with a sense of fun, identity, student engagement, purpose and order.

In the senior school areas, I am impressed with the quality of the facilities for students, including adult learning environments, study areas, recreational areas and excellent ICT access. I am also shown the very targeted curriculum available, which offers a range of carefully designed academic and vocational pathways for students, fully utilising the school, TAFE, FLO, community learning options, on-
line courses and the school’s new Trade Training Centre.

At the completion of my visit, the school Principal provides me with the 2011 Annual Report and the baseline data collected in 2008. It is clear that the changes implemented in the school are beginning to show improvements in enrolment, attendance, retention and achievement data (including NAPLAN). It is also pleasing to see the increase in SACE completion and retention by Aboriginal students. The data also includes staff survey information from which it is clear that morale and general work satisfaction is high and that the school is providing support structures and opportunities for staff, characteristic of a quality learning community.

Port Augusta Secondary School has undergone significant change over the last few years and it is clear through the on-going school improvement processes that the school is looking to build from what it has achieved and is now focusing on curriculum development and providing further support for all students to achieve their full potential.”

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Technology has been called “the great equaliser”; if information is power, technology has the capacity to level the playing field, providing students and educators with more and better information, and getting it to them faster. But technology can be expensive and difficult to use or understand. In practice, it is often distributed unevenly, which can exacerbate unequal access to powerful democratising tools.

This issue of Democracy & Education will explore the role for technology in schools, including how it empowers students and how it can challenge educators. We are seeking manuscripts that explore the benefits and barriers presented by technology, addressing themes captured in the following questions:

- How can technology be used to empower students to be active citizens - to give them confidence, access to information and new perspectives, and outlets to explore the world they live in?
- How have the technological advances of the last 20 years opened up our understanding of democracy, voice, and participation in schools? How can or should teachers use ‘connective’ media (such as Facebook/social networking/the Internet/digital storytelling) to promote student voices in the classroom? Can these tools be used to improve or broaden curricula?
- How can technology function as an equaliser in classrooms, and how does it sometimes perpetuate inequities?
- With many students spending so much time alone with their computers, televisions, or portable electronics, how will educators ensure these students are prepared with the essential collaborative skills necessary in a democracy? How might technology be part of that learning experience?
- What case studies from other countries show how technology can be efficiently incorporated into classrooms to promote democracy?
- Many students are ‘native’ users of technology and are significantly savvier than ‘non-native’ teacher-users. What difficulties might this present? What are ways that you as a teacher have overcome them? How can technology present opportunities for co-learning between native and non-native users?
- How are educators preparing students to find and use reliable information available through electronic sources? Why is it important to educate students to critically analyse their sources as they prepare to become engaged citizens?
- What are some of the dangers inherent in an over-reliance upon computers and the Internet? How does their use run the risk of perpetuating unexamined and potentially destructive ways of thinking and being? What are some of the downsides for literacy of screen-based reading?

We invite educators to explore these issues in theory (essay), to suggest pedagogical approaches (teacher file), or to share your own classroom experiences (reflection).

To learn more about the categories for article submissions, or to submit a paper, please visit our website and read our submission guidelines www.lclark.edu/graduate/publications/democracy_and_education Please feel free to forward this call for papers to any colleagues, students, or peers who might be interested in submitting an article for consideration.

Hanna Neuschwander
Editorial Director, Democracy & Education
email: journal@lclark.edu
The fourth annual Victorian Student Representative Council (VicSRC) Congress was held this year between Friday July 31st and Saturday August 1st 2009 at Oasis Youth Camp in Mt Evelyn. Sixty students attended Congress, representing 29 Victorian schools from metropolitan and country areas.

The VicSRC Congress provides opportunities for students to represent their peers and raise issues and concerns that are most important to them and debate these in a formal forum. Topics for workshops held during Congress are chosen by students who then nominate two workshops they wish to participate in. During the workshops each group decides on an action or ‘motion’ they think the VicSRC should be responsible for. Motions are tabled before a parliamentary style Congress and are discussed, amended and voted upon.

This year, 27 motions were put forward on topics ranging from cyber bullying and peer mentoring programs to creating a VicSRC constitution and undertaking a youth allowance research project. In the end, 16 resolutions were carried for the newly elected 2009-10 VicSRC Executive to work with in their forthcoming term.

Minister attends

The Victorian Education Minister, The Honourable Bronwyn Pike, attended the Congress to listen to students’ views and show support for the work of the VicSRC. Minister Pike spent time touring workshop groups and engaging with the students on the issues they had chosen. Minister Pike then spoke to all students and launched the new Environment Resource Kit produced by the VicSRC. This kit was the fulfilment of a resolution passed at the 2007 Congress. It is being sent to all SRCs throughout the state.

The VicSRC Congress was run by members of the 2008-09 VicSRC Executive. They did a fantastic job of organising everything including workshops, fun activities, general front of house tasks and hosting social activities on Friday evening.

New Executive elected

Congratulations to our 15 newly elected executive members for 2009-2010! I’m sure they are all eager to get to work on implementing many of the resolutions passed at Congress.

The VicSRC would like to thank all members of the crew who provided support throughout Congress and also thank outgoing coordinator James Tonson for equipping students to run the event and then getting out of the way.

A report with a full summary of resolutions is being produced and will be available from the VicSRC website: www.vicsrc.org.au

Hard copies will be sent to all participating schools and available upon request from the VicSRC office.

Kate Walsh
VicSRC Coordinator
**Congress Resolutions 2009**

**SRC Support**
That the VicSRC supports peer mentoring programs between SRCs in order to develop SRC-related skills through developing kits and facilitating local partnerships.

That the VicSRC provides an online website which lists details of grants available and their use for SRC and [this be] updated half-yearly.

That the VicSRC creates a guide book on SRCs using technology effectively and distributes the book throughout Victorian schools.

That the VicSRC organises social events for networking and connection purposes in local regions. (**priority**)  

**Recognition for the role of SRCs**
That the VicSRC writes to all schools in the state to have an elected SRC representative to have a position in the School Council and share in their decisions. (**priority**)  

That the VicSRC helps create awards or certificates of recognition to be given to SRCs for outstanding initiatives or achievements. (**priority**)  

**Consultation**
That the VicSRC encourage every SRC to run a consultation with their whole student body – such as a 2020 style Summit (Student Regulated).

**Bullying**
That the VicSRC should send an open letter to all schools/SRCs highlighting the consequences of cyber-bullying. (**priority**)  

**Youth Allowance**
The VicSRC to facilitate a state-wide research project regarding Youth Allowance then lobby for the changes within the system. (**priority**)  

That the VicSRC liaise with Centrelink to develop an in-school program providing information on the Youth Allowance and other relevant youth services.

**Voting**
That the VicSRC advocates for the voting age to be lowered to a voluntary 16 with 18 remaining compulsory. (**priority**)  

**Constitution**
That the VicSRC Executive establish a constitution for the VicSRC and further investigates the VicSRC becoming incorporated. (**priority**)  

**Drug & Alcohol**
That the VicSRC provides a list on the VicSRC website of suitable spokespeople with first-hand experience of alcohol and drug use for health education in schools.

**Disaster Management**
That the VicSRC utilises the Disaster Management resource produced by Maffra High and sends it to target schools.

That the VicSRC promotes for rural clusters to have guest speakers to talk about disaster management ie CFA, SES etc.

**Teacher Dress Code**
That the VicSRC investigate students’ opinions on the dress code in Victorian schools for teachers.

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**New VicSRC Coordinator**

The VicSRC is delighted to announce the appointment of Kate Walsh as the new VicSRC Coordinator. Kate brings a broad range of experience, having worked as a teacher and also with a student justice project in South Australia. Kate began her role by attending the VicSRC Congress and has now taken over the coordination role from James Tonson.

**Kate writes…**

Hello, my name’s Kate Walsh and I’m taking over the VicSRC Coordinator position from James Tonson from Monday the 24th of August. I’m excited about starting my new job, working for the VicSRC and getting to know the new Executive members elected at our recent Congress. My priority is to work for all students in Victoria and ensure that all students have a say about what matters most to them.

I just recently moved to Melbourne from Adelaide where I grew up. It’s great to be in a bigger city as there is a lot more going on and a whole bunch of new people to meet. I am quickly learning the geography of Melbourne and Victoria and am keen to visit new places to find out what’s going on in SRCs around the state.

I am a trained teacher and have worked mainly in two schools in Adelaide delivering a social justice program for student leaders and the wider school community. I have been extremely lucky to have worked with young people who are passionate about making a difference in the world and having their voices heard. I’m sure I will work with equally passionate students at the VicSRC!

Please feel free to get in touch with me at the office and introduce yourselves or ask any questions. I hope to meet many of you soon!

Kate Walsh

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**Farewell from outgoing co-ordinator**

James Tonson

Working for the VicSRC has been the best job I’ve ever had! It’s been a lifelong passion of mine to see an organisation like this exist to promote the voices of secondary students. However after three years with the VicSRC, it is time for me to move on to fresh challenges.

When I began in 2006, the VicSRC was little more than an idea, albeit a popular one. Now the VicSRC has a strong student executive, broad recognition within the school system and good support from the Education Department. There is still a lot to be done to translate the strength of the VicSRC into strong SRCs in schools around Victoria, but I feel proud of our achievements in the last three years. I also feel a sense of privilege for having been able to work with so many passionate students and supporters to establish what I believe to be an important organisation.

My thanks go to all the students who’ve contributed their vision and energy and to the many teachers, youth workers and other supporters who helped to make our success possible. I would encourage you all to continue to support and advocate for students who want to fulfil their potential as active partners in the shaping of their education system. It’s certainly a cause I will continue to support as I can.

Next for me is a trip to India where I plan to spend two or three months exploring the people, place and culture. Thanks again for all your support and keep up the good work.

James Tonson
FRENZY, featuring the 2nd Junior Student Council Congress is on again:

September 9th 2009: 9.30 am to 2.30 pm
at Kingston Town Hall, Moorabbin.

If your student council has been looking for new ideas and challenges, then this is where they will find them.

FRENZY is the expo of ideas for JSCs. It involves opportunities to attend training workshops, physically try out different ideas, games and activities, see new fundraising suggestions in action, and to discuss how Student Councils work with other students and professionals.

The whole atmosphere of FRENZY is exciting, vibrant and fast paced! Dozens of stalls will be available for students to sample, build, trial, debate, write and learn. But you'll have to be quick because those stalls will periodically shut down and then re-open as a new idea. Teachers will also be offered their own optional workshops during the day.

One of the key features of the day will be the 2nd Junior Student Council Congress. This is a parliamentary style forum where students will be moving and voting on motions representing primary school students across Victoria. The report will then be sent to State and Federal Parliament.

To qualify for a seat at Congress you must have students registered to attend FRENZY before it fills up completely and your students must agree to run some form of consultation with at least part of the school before the day. We will provide you with a survey to run with a minimum of 20 students on two key issues to be debated at the Congress. However, you can do more to find out what students are concerned about and what they think should be done. If you don't research it before the Congress, then it cannot be discussed during the Congress!

Once you've registered, we will provide you with posters to go up around your school encouraging students to come and talk to you, and all the information you will need to make it to the Kingston Town Hall. Refreshments will be available on the day, however students will need to provide their own lunch.

Costs: The cost of this event is normally $75 per head. We are able to temporarily offer the following discounted prices for schools who register fast. These prices will last until the discounted places are gone.

$35 plus GST per student (1 free teacher per 4 students)

$25 plus GST per student if your teacher is a registered member of VISTA (Victorian Institute of SRC Teacher Advisers) Want to join? We can send you a membership form!

Places will fill very fast so please register quickly to avoid missing out on having your school represented at this pinnacle event. If you need more information or have any questions please do not hesitate to contact us at any time.

Presented by:

Second Strike

115A High Street, Kew, Victoria 3101

Phone: (03) 9853 0600
Fax: (03) 9853 0661

www.second-strike.com
info@second-strike.com
Destination Democracy
Making it count in the classroom

A few years ago, the Australian Electoral Commission-sponsored Youth Electoral Study found that only 50% of the students surveyed would vote in a Federal Election at 18 years old if it wasn’t compulsory. It’s not surprising then that, when it comes to politics, young people are often described as being ‘apathetic’.

But is it apathy or antipathy?
Lots of young people volunteer, participate in demonstrations, sign petitions, join campaign groups and feel passionately about a range of issues – all things integral to the political process.

For many young people, the problem is not with politics itself, but with the formal political process which can often seem alien to our everyday lives.

Enter the Victorian Electoral Commission’s new Passport to Democracy program that takes politics out of Parliament and places it right in the hands of students.

Passport to Democracy sends students on a journey of their own creation, drawing on their concerns and issues, to make the connection between politics and the things that are important to them. It prompts students to consider how they can make an impact on issues they care about and ultimately how they can engage with the community to achieve positive change.

Throughout the course, students have the opportunity to:
• identify the issues they care about;
• look at how these issues manifest in their local communities;
• investigate which levels of government are responsible for these issues;
• research who their democratic representatives are;
• vote on which issue they should take action on as a group; and
• develop an action plan around their issue(s).

Passport to Democracy is aimed at Year 9 and 10 students and is mapped to VELS Levels 5 and 6. The course is also ideal for VCAL classes to use as a unit for Personal Development.

Participating schools are provided with free support and resources to deliver the program:

The Passport to Democracy suitcase
A class kit containing: a teacher guide; a class set of student materials; a DVD with case studies of young people ‘taking action’; voting screen, ballot box and other goodies.

In-class assistance from a VEC Outreach Officer
Subject to availability, the VEC can provide your school with the support of an Outreach Officer. While this officer will not deliver the program for you, they will meet with you beforehand to discuss the course, in addition to providing in-class assistance for Modules 1 and 4 (see Teacher Guide). This includes assistance with running the election component of the course.

On-site professional development session
Professional development sessions are available for teachers within your school or across a cluster of schools. The VEC will send a member of staff to the school to run the session (subject to availability). Schools can choose from whole or half-day sessions, or a 90-minute ‘express’ version. This is an excellent option if you plan to deliver the course across a whole year level.

Access to the Passport to Democracy Blog
Share your experiences of delivering Passport to Democracy on our Blog www.passporttodemocracy.edublogs.org
The site also contains downloads of course materials which you can adapt to your needs.

So you’d like to deliver Passport to Democracy in your school?
Visit www.passporttodemocracy.edublogs.org, request a sample pack by emailing education@vec.vic.gov.au or contact Alex Markham, Senior Education Officer, on (03) 9299 0599 for more information.
Passport to Democracy:

Modules

*Passport to Democracy* is divided into four modules (with an optional fifth module), which may be delivered over a period of four to six weeks in one or two classes per week.

**Module 1: What are the issues?**

What do young people care about? What would they want to change? Who in government makes decisions about these things and who are our democratic representatives?

**Module 2: Finding out the facts**

What's the real story behind the 'issues' students have identified? What is being done about it? What could be done in the future?

**Module 3: Taking ownership**

Students might not be able to vote yet, but they can still make an impact. Developing an action plan and class presentation on the issues students have identified.

**Module 4: Election time**

Now it’s time to present the action plans and vote on which one the class thinks is the best presented, well researched and most achievable.

**Module 5: Democracy in action**

Taking the elected action plan forward, fleshing it out and delegating tasks among students.

An Example

*Here's a report from one of the schools involved in the pilot program:*

*Passport to Democracy* gave participating students a better understanding of the democratic process, their role in shaping society and helped to demystify political processes and institutions. They were able to see how decisions that affected them were made.

Perhaps the most important part of the program was the group-based research and formulation of action plans, which were then shared with the rest of the class. This allowed students to pursue issues that were of interest to them, to formulate recommendations, then promote their strategies to the rest of the class. It made for some lively discussion and debate.

The resulting elections on the proposals were often hotly contested. Often the most effective action plans were those that focused on local issues such as the provision of recreation facilities or skateboard parks. Many students were then able to follow through and make a change, as the actions were within their grasp.

Other issues that grabbed the imagination of students were things like animal cruelty, where they could see that their actions in refusing to buy products that had been tested on animals may have an effect. The key to the success of the program seemed to be in making it manageable and directly linked to students’ own lives.

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PSP Student Equity Advisory Team (SEAT), NSW

The Priority Schools Program Student Equity Advisory Team (SEAT) was established in 2004 to provide an opportunity for student voices to be heard in relation to improving student learning in NSW Priority Schools. SEAT provides opportunities for students to have a say in developing and influencing the strategic directions for the PSP. The students liaise with the Director-General’s Advisory Group for PSP on a regular basis.

The foundation SEAT members ranged from Years 9 to 12 and represented the diverse cultures, languages, experiences and interests of students in PSP school communities across New South Wales. In 2006, SEAT expanded to ensure that the full range of students in Priority Schools is represented. At least two students from each of nine regions now represent all students in Priority Schools across NSW. In some cases there are two representatives from the same school, so that students can work on a peer support model to assist each other at meetings and organise projects in their school or region.

SEAT members retire when they reach the end of Year 11 so that they can concentrate on their Year 12 studies. When vacancies occur in the subcommittee, regions may invite Priority Schools to participate in a selection process where students from Year 9 to 11 complete an application form, supported by the principal, outlining why they would like to become a member of SEAT.

Each member of the team has a strong commitment to social justice and equity in public education. They are also keen to work towards closing the achievement gap for students from PSP schools.

The key responsibility of SEAT is to provide advice to the Director-General’s Advisory Group (DGAG) on issues particularly relevant to teaching and learning for students in Priority Schools. SEAT members also work to promote student voice initiatives in their regions and school communities.

What is Youth Voice and why support it?

The term ‘youth voice’ or ‘student voice’ describes “the many ways in which youth might have the opportunity to actively participate in school decisions that will shape their lives and the lives of their peers.”

Youth voice, in its authentic form, allows students to identify the issues and be the drivers of action to address those issues. The school community is where we expect young people to learn a range of academic skills as diverse as reading and writing to history and maths. Also, schools are where many other important skills are developed, such as working and living together.

The Importance of Youth Voice

The Australian Census 2001 states that over one quarter of the Australian population is under the age of 19 and it is these young people who will become the leaders of tomorrow. Often, it is youth who are the most disengaged members of the community. It is therefore important to nurture student voice and engage youth, providing them with the necessary skills to identify issues and put together strategies for dealing with and ultimately acting upon these issues. Otherwise, youth are only allowed to learn through a controlled set of activities, which encourages youth to become disconnected from their communities and denies them of the ability to learn to be an agent of community change. Youth should not only be viewed as the leaders of tomorrow; they can be the leaders of today!

Benefits of Youth Voice Groups

Youth voice can occur in many ways, including in the classroom, or through the creation of youth groups such as environmental committees or forums. Student involvement in authentic youth voice groups results in many benefits to the individual as well as the school and greater community. These can include:

Student Benefits

- Students can build **skills and knowledge**:
  - **Communication** - public speaking, writing, listening.
  - **Leadership qualities** - mentoring, motivating others, recruiting and promoting, problem solving.
  - **Team work** - working with a team and individually, roles and responsibilities.
  - **Decision making**

- Being part of an environmental group will expose students to new ideas, skills and ways of thinking as well as raising their awareness and understanding; which will be very useful in the classroom and later on in life.

- **Relationship Development** – Students will form new meaningful friendships with other students, staff and mentors by being part of a Youth Voice group. These students can become positive role models, which may in turn encourage other students to take action and view school life as a positive experience.

- **Identity Formation** – Students begin to form identities of self when they belong to a group where skills are developed and knowledge is built upon, friendships with like-minded people bloom where students can take positive action for the environment.

School and Community Benefits

- The community gains from the skills developed by today’s youth leaders. Skills learnt from an early age can be used not only to take action through school years, but as students move into the greater community and into their careers.

- Young people can give insight into local issues and can provide new and creative ideas for dealing with these.

- Society also gains responsible young people well equipped to deal with community challenges.
NRM Education and the Youth Voice Connection

The Adelaide and Mount Lofty Ranges Natural Resources Management Board’s NRM Education program has partnered with the Department of Education and Children’s Services (DECS) and the Department for Environment and Heritage to deliver the Australian Sustainable Schools Initiative South Australia (AuSSI-SA).

An underlying theme of both AuSSI and the Education for Sustainability (EFS) learning approach is to move away from awareness raising or ‘one off’ environmental actions, towards a more holistic community-based program. Encouraging students to work together and to actively participate in decision making processes is a key to their development as good environmental citizens and stewards. Finding their ‘voice’ empowers and prepares them for the environmental and social challenges that their generation will be responsible for now and in the future. NRM Education values Youth Voice as a key tool in facilitating young people to take action for the environment.

NRM Education supports Youth Voice through professional development for teachers, Youth Environment Forums, group networking and resources. Please contact NRM Education in your local area for further information about how we can support Youth Voice in your school.

NRM Education (Northern), City of Salisbury, PO Box 8, Salisbury SA 5108; phone: 08 8258 9761

NRM Education (Central), C/o KESAB, 214 Grange Road, Aldinga SA 5205; phone: 08 8234 7255

NRM Education (Southern), PO Box 86, Stirling SA 5152; phone: 08 8370 1298

Custodians of our future.

Our children will play a vital role in the future care of our valuable natural resources. And to help them learn the skills of natural resources management (NRM), the Adelaide and Mount Lofty Ranges NRM Board runs school-based programs to help equip them for the future. Each year more than 10,000 students across the region learn about a sustainable future through the Board’s popular Waterwatch and Weed Warriors programs. Activities expose young people to hands-on education including water monitoring, bird watching, wetlands exploration and general catchment care. Through education, the Board hopes to instil in young people the need to manage our natural resources in an integrated manner.

Taking a whole of school approach to sustainability.

Along with local and State governments, the Board is a partner in the Australian Sustainable Schools Initiative. This encourages schools to take a whole-of-school approach to exploring improvements in the school’s management of its resources and facilities including energy, waste, water, biodiversity, landscape design, products and materials.

To find out more about the Board’s school education programs call 8370 1298 or visit our website www.amlrnrm.sa.gov.au

Student Action Teams:

Implementing Productive Practices in Primary and Secondary School Classrooms

Student Action Teams - teams of students who, as part of their school curriculum, adopt a community issue that they care passionately about, research it, decide what needs to be changed or improved and take action to achieve that.

In this book (April 2006) primary and secondary schools in Melbourne’s northern suburbs tell how to establish and implement Student Action Teams. They describe their students’ work researching and acting around traffic safety and the environment and reflect on what they have learnt: the basic principles of Student Action Teams, their practical operation, and the stories of successful approaches and outcomes in two projects. The principles and approaches outlined here can be used to guide developments in any school - acting alone or in a cluster. Includes sample worksheets and proformas.

Order NOW from Connect: $33 or $27.50 for Connect subscribers.

ISBN: 978-0-9803133-2-1
Youth Fighting Poverty: Getting Involved

Kids Can Make A Difference (KIDS) is an innovative educational program for middle school and high school students. It helps them understand the root causes of hunger and poverty and how they as individuals can take action. KIDS has three major components: Teacher Guide: Finding Solutions to Hunger: Kids Can Make A Difference, a newsletter, and the KIDS web site.

Kids Can Make A Difference has provided over 5,000 classrooms, religious schools, after school programs and homeschoolers with tools to help young people to understand the causes of poverty and become informed and effective citizens, realising their own capacity to change the world. Students learn about the pain of hunger, the importance of food, the inequality of its distribution, and the links between poverty, hunger, joblessness, and homelessness. They are then given the skills to take what they have learned into their communities.

Website
The KIDS web site www.kidscanmakeadifference.org is rated one of the top 20 websites for educators by Educational World. The site provides news, a hunger quiz, hunger facts, suggested books, back issues of the newsletter, the table of contents, sample lessons, and program notes from the teacher guide.

Reaching High: A Program Promoting Positive Approaches to Learning Differences

Reaching High tells the story of 14 years’ work around literacy in north central Victoria. Student participatory approaches are central to a program that caters for students with learning differences, with an annual student-run three-day regional camp as the culmination of that program. This camp brings in adult role models who have, or have had, learning differences, to act as mentors for students. Past student participants now also act as leaders, adult role models and assistants.

This inspiring and exciting 120-page book documents the development and operation of the Reaching High Program. It outlines the theory and community links behind the program, and how it is built on the active and strength-based participation of students. Includes a DVD of practical ideas.

Order now: $33 each ($27.50 for Connect subscribers)
Involving Children and Young People in Research

A group of social researchers has put together a new resource to help break down barriers to involving children and young people in research about their lives. Involving Children and Young People in Research is a compendium of papers that seeks to define and address challenges facing researchers within the broader context of changing attitudes toward the right of children and young people to play an active role in the decisions and actions that shape their lives.

The Australian Research Alliance for Children and Youth and the NSW Commission for Children and Young People have partnered to bring together current thinking and evidence from Australian leaders in participatory research. The result is a valuable new resource that provides insight into the ethical and logistical issues faced by researchers who want to actively involve young people in research that impacts on their lives.


Democracy & Education Goes Online!

Beginning in Spring 2010, with our Technology and Democracy issue, we will become an online-only journal that will be available for free to everyone. Allowing full, open access to all of our content allows us to live out our mission to "celebrate, enhance and reflect upon the teaching and learning of democracy" and to open the conversation to as many people as possible. The online format will allow us to explore new features, including: PDF downloads of articles, an archive of past articles, a searchable backlist, and more frequent and flexible content like interviews, podcasts, videos, and book reviews.

In addition, all of our content will continue to be available through university libraries that subscribe to any of the following indexes: the Education Resources Information Center (ERIC) database, Ebsco’s Education Research index family and other Ebsco products, and H.W. Wilson’s Education Full Text database.

View our new website at www.lclark.edu/graduate/publications/democracy_and_education and check back with us periodically for updates on the transition.

About Democracy & Education

Democracy & Education is a journal celebrating, enhancing, and reflecting upon the teaching and learning of democracy. It is a community colloquium for k-12 professionals, those in higher education, and others who think deeply about the vital connection between democracy and education. It brings to light research, explores successes and struggles, and digs deeper into the practice that binds democratic educators to their students, communities, each other, and the world.

If you would like to receive calls for papers for future issues, please email Hanna Neuschwander using the contact information provided below.

Hanna Neuschwander
Editorial Director, Democracy & Education
e-mail: journal@lclark.edu
Lewis Clark Graduate School of Education and Counseling | 0615 SW Palatine Hill Road | Portland | OR | 97219 | USA

Student Councils and Beyond:

Students as Effective Participants in Decision-Making

The first Connect publication (from 2005) supports effective and relevant participation of students in decision-making in primary and secondary schools.

It brings together a collection of practical ideas and articles about how Student Councils can go beyond tokenism ... and make a difference. Case studies, ideas, worksheets!

Order NOW from Connect: $33 or $27.50 for Connect subscribers.

ISBN: 978-0-9803133-1-4

Connect 178:
Local and Overseas Publications Received

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

Australian:


Research Developments (ACER, Camberwell, Vic) No 21; Winter 2009

Shine (DEECD, Melbourne, Vic) July 2009

Unleash (Youth Action and Policy Association, Surry Hills, NSW) Issue 2; August-September 2009

VicSRC Environmental Resource Kit (VicSRC, Melbourne, Vic)

WYPIN Newz (Western Young People’s Independent Network, Footscray, Vic) Vol 1 No 1; August 2009

YAPA Annual Report (Youth Action and Policy Association, Surry Hills, NSW) 2008

YAPRap (Youth Action and Policy Association, Surry Hills, NSW) Vol 19 Nos 6; August-September 2009

Yikes (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 7 Edition 3; July 2009


International:

Education Revolution (AERA, Roslyn Heights, New York, USA) Vol 21 No 2 (Issue #57); Summer 2009

Personalised Education Now (Nottingham, UK) Issue No 10; Spring/Summer 2009

Documents

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

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

Code Description/Pages/Cost

618 Amplifying Student Voice (Dana L Mitra; Educational Leadership; November 2008) (6 pp; $1.30)

619 Are Secondary School Environmental Groups an Effective Vehicle for ‘Youth Voice’? (Sara Bray for NRM Education, SA) (20 pp; $2.00)

ASPRINworld: the new Connect website!

http://www.asprinworld.com/Connect

With the imminent demise of the free web host that Connect was using, we’ve now built a new website. ASPRIN is the Australian Student Participation Resource and Information Network (“a cure for your student participation headaches”) – a still-emerging concept. The Connect section of the website is slowly growing, with information about subscribing, some back issue contents and summaries of Student Councils and Beyond, Student Action Teams and Reaching High.

Have a look!

Connect soon available electronically:

http://www.informit.com.au

Current and recent issues of Connect will soon be available on-line through RMIT’s Informit site – containing databases of many Australian publications. You can access whole issues of Connect as well as individual articles. Costs apply, either by a library subscription to Informit’s databases, or through individual payments per view for articles.

Friends of Connect

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

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Bert Van Halen North Melbourne (Vic)

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• 2005 Student Councils & Beyond ($33; $27.50 for Connect subscribers) $ ...........
• 2006 Student Action Teams ($33; $27.50 for Connect subscribers) $ ...........
• 2006-7 Reaching High ($33; $27.50 for Connect subscribers) $ ...........
• 1996 Democracy Starts Here! Junior School Councils at Work Case studies of Primary School SRCs ($6.60 or $11 for two copies) $ ...........

Foxfire Publications:

• Sometimes a Shining Moment (Wigginton) ($22) $ ...........
• Foxfire: 25 Years (Doubleday) ($22) $ ...........

Documents

• Photocopies of the following documents: $ ...........
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