Ben’s thinking about student participation and engagement... are you?

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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.

Cover:

Based on initial ‘teaser’ poster from Penders Grove Primary School’s Engagement Project. See articles in Connect 168 and 172. Courtesy Jeff Jackson.

This Issue:

Term 3 seemed to be the time for student conferences across Australia; some of these are reported on in this issue of Connect. They were marked by enthusiasm and optimism – and by a commitment of students to not only having their ‘voices’ heard, but also to working out how they can play a more significant role in education decision-making.

As well as those reported on here, I was privileged to be at a gathering of over 150 primary school students in Melbourne under the title ‘Frenzy’. It was part expo (with displays and resources about improving the effectiveness of primary school SRCs/JSCs), part workshops (of varying formality) on skills that students and their groups need, and part formal ‘Congress’ for discussing and debating proposals around issues such as bullying and environment. (Contact the organisers: Second Strike: www.second-strike.com if you would like a more extensive report.)

I was struck by the seriousness and energy of the students, who were dealing with issues within their schools that were important to them, and asserting that they were active partners in decisions about their own learning, in the curriculum that shapes that learning, and in the resources and contexts that support their learning.

For a while, I played ‘the Scrouch’ at the Expo, challenging student groups to ‘impress me’ with descriptions of their initiatives. I was able to be properly grumpy and challenge them about whether they were really concerned and leading the initiatives, or whether they were just going along with what others (usually adults) were suggesting or expecting.

These are difficult questions. Within schools, we set up expectations of what students can and can’t do, what they should and shouldn’t be involved with. Some of the expectations are overt and stated - and at least then students know where they stand, and perhaps they can make decisions about whether to challenge those expectations. But more insidiously, many expectations arise from unstated ideas about the capacities of students and about the roles their organisations can play. Some of these hidden expectations are codified in the ‘tradition’ of the SRC/JSC – the ways things have always been done, the roles that the groups have always played.

So, returning to a theme I’ve pursued in this column for the last two issues, limitations on the role of an SRC or JSC – particularly to charity fundraising – can be passed from one group to the next. How does one break out from that, to look at the broader range of initiatives in which students can participate? One approach, which seems to have been adopted by the school in the lead article in this issue of Connect, is to accept that this has been the traditional and on-going role of the organisation, and then to establish other structures within the school to allow, encourage and support other forms of participation – so the limited JSC role becomes one amongst many opportunities. Student Action Team approaches can also integrate nicely with such strategies.

However, I continue to believe that these issues must be raised explicitly and constructively both with students and teachers in training opportunities. At the Regional Student Conferences in Victoria, we asked one group of students to define why SRCs existed, and another group of students to report on SRC activities – and then put these statements side by side for discussion. In another exercise, students allocated sticky dots to areas of SRC activity, against a grid of possibilities (this activity is in Student Councils and Beyond). Both sessions proved to be useful starting points for the discussions about what students can and should do – and why they do (and don’t do) certain things.

Roger Holdsworth

NEXT ISSUE: #174: December 2008

Deadline for material: end of November 2008

Connect 173:
I am a primary school teacher at Maldon in the Loddon Mallee region of Victoria. I studied Psychology at Melbourne University before completing my Masters of Educational Studies. I am really interested in human motivation and building independent learners and people. I have been awarded TPL (Teacher Professional Leave) this year and have devoted it to starting five student leadership groups for the senior students at the school. My focus question is: **How to engage senior students through leadership opportunities related to their interests.** After listening to students (and through my knowledge of them as individuals) I have established five leadership groups under the title COIL - **Challenging Opportunities and Inclusive Leadership.** These include the JSC, an Animal Club, a Green Action Group, Values Promoters and, after a mid-year review, a group called the Energisers which will focus on exercise and healthy eating.

I try to ensure students have a say in school policies and the curriculum. Being a small school (under 100) we have been afforded opportunities that would otherwise not have occurred unless arranged by the students. The students have many ideas that have already reached fruition, and will continue to do so.

My aims have been to motivate and empower students and build their skills so that we can address their concerns and realise their goals, which will have practical and visible impacts that we can celebrate. **I want them to know they can change their world.**

**Jenine Threlfall**

At Maldon Primary School, our student leadership groups offer senior students opportunities to make a real difference within the school and our community. They are encouraged to make decisions, initiate and take actions to produce positive outcomes. Along the way, they are learning valuable life skills such as collaborative group work, meeting protocols, how to communicate via email, phone and in person, and how to persevere to reach their desired goals.

This year I am formalising our processes, roles and responsibilities. Accessing TPL (Teacher Professional Leave) has been an absolute bonus, and allowed me to expand the leadership opportunities offered – based on the students’ interests – and to see the fruition of some plans for the leadership groups. Debbie O’Byrne assists with the running of COIL and we have great yet realistic goals for the coming year.

Each of the groups is a co-committee of COIL and has equal responsibility, yet different roles. The following information is in alphabetical order, so this does not reflect the importance of the groups. They are equally significant, with different purposes and goals.

**Introducing ...**

**Animal Club**

The goals of the Animal Club include educating people about the fair treatment of animals and their rights. Animal Club started in 2007 and was initiated by two passionate Year 6 students in 2006 (Erin and Anna). The students have organised the Birds of Prey and Righteous Pups incursions. Soon they are hosting a Lort Smith Animal Hospital party to raise funds for Lort Smith and our school chooks.

**Green Action Group**

This is the Green Action Group. They will be busy this year working on making our school more sustainable and improving our environment. They will be working with Wendy French, the Mt Alexander Sustainability Group (MASG) and Coliban Water.
**Junior School Council**

The JSC has been running for many years at Maldon and I took over as support teacher from Gordon Tonkin in 2004. The JSC is the student fundraising body and distributes funds raised to benefit students, local community groups, state, national and international organisations. This involves decision making and prioritising. The JSC is very proud of the continued sponsorship of an Indonesian girls named Aisyah. The JSC also represents the student body by making speeches on occasions and running our weekly assemblies.

**Values Promoters**

The Values Promoters will provide input on activities and lessons to reinforce our Values Education Program, be role models, look out for desired behaviours and reward students displaying them. They are responsible for printing and handing out the weekly Values Certificates and explaining each value at our assemblies.

**Australia Day Display**

We had a guest speaker from the local Australia Day Committee talk to COIL and then COIL presented their ideas on what work the students and families could complete. Students then worked on their entries at home with their families and COIL evaluated their pieces and forwarded them to the Committee.

**COIL processes ...**

Above: COIL meetings in progress;  
Left: trays kept in the staff room, which is where all incoming mail and paperwork relating to COIL activities is kept – each group has its own tray which they access throughout the week and bring to meetings.
COIL achievements to date ...

**Animal Club**

The Club successfully secured ten Conservation Australia volunteers to work with the group for two days to complete the yard plan. They have also worked with the local Australia Day Committee (see left) and discussed the future of Australia’s fauna, our environment and values; they arranged homework tasks and assessed which work will be displayed at next year’s Australia Day event. As well as organising the Righteous Pups incursion, the group is also finalising details for a Birds of Prey incursion and a Pet party to raise funds for our school chickens and the Lort Smith Animal Home.

**Green Action Group**

There has been a guest speaker from Coliban Water about the ‘Shower Challenge’ and this became a student-administered curriculum and homework tasks. With the Mt Alexander Sustainability Group (MASG), students worked on the Challenge to Change program and monitored energy use in the school. They presented this to the school community and submitted a report of suggested recommendations to the Principal about how the school could further improve our energy efficiency.

The group also invited a local resident to help draw up plans for and assist with the construction of no-dig vegetable gardens in the school. They arranged for whole school involvement in a Schools Tree Planting Day and submitted a collage of photos on ‘how we got growing’. They have now sourced recycling bins for the school.

**Junior School Council**

The JSC has run weekly fund-raisers and involved parents in these - including an end-of-term casual clothes day. They visited a local store and purchased games for student use. As well as raising funds, they have been assessing who to donate to; and money has subsequently been sent to Oxfam, Epilepsy Challenge and the continued sponsorship of Aisyah, a child in Indonesia.

As well, the JSC hosts the weekly assembly, makes speeches at special events (eg the Japanese cultural visit), writes letters of appreciation to guests, and corresponds with Aisyah.

**Values Promoters**

This group has reviewed the values we celebrate and has altered their wording so they reflect the language that students use and can relate to. They introduce the Value of the Week at assemblies, writing a summary of positive behaviours to display. They make up Values Certificates and hand these out and have initiated Values Cards to acknowledge students ‘caught being good’.

Values Promoters and students they ‘caught being good’; certificates recognising positive behaviours witnessed by students in the playground are presented at weekly assemblies, and the reason they are chosen is mentioned.
COIL & Challenge to Change

COIL's Green Action Group has been working with the Challenge to Change (C2C) group to monitor energy use in the school.

Our goal during GO WEEK was to reduce the amount of energy we use. The Daily Environment Tracking System is now updating our Meter Readings.

When we compared our usage for SET WEEK and GO WEEK we discovered we had reduced our usage by half on Tuesday, Wednesday and Friday. Our usage peaked a little on Thursday due to the maximum temperature being 12.8°C.

Our journey began with the filming of a promotional DVD. Then we held a screening for the whole school and visitors at Assembly.

It was a great opportunity to participate and hopefully the school has improved. (Matt)

I enjoyed using the energy monitoring tools. (Zac)

I have learnt a lot from Wendy French about watts and how to use the tools. (Brodie)

It was a lot of responsibility to read the power meter. You had to make sure you were there at the right time. (Kelsie)

Now I know that a power meter has peak and off-peak time. (Selby)

Having discovered that a computer still uses 22 watts when the power point is left on, it really made me think about the need for all of us to switch off. Turn off your TV, video and other appliances when you are not using them. (Sage)

Mez Woodward, C2C Coordinator, and Wendy French, from MASG, made a special presentation to the Green Action Members at Monday’s Assembly. Mez was very impressed with the school’s participation in the Challenge to Change Program. She congratulated Selby, Brodie, Zac, Kelsie, Matt and Sage on the initiatives they have introduced to make the school environment more sustainable. Each student received a certificate and a copy of the Educational DVD which they featured in. We are continuing to monitor our power meter, as part of the on-going Schools Environment Tracking System.
Feedback received:

Here are some samples of feedback I have received regarding COIL:

“I have never been to such an interesting assembly in any school. The experience was exciting and totally energising, because the children ran the assembly with such confident panache. I was there because I had been invited to talk about plans for Australia Day 2009.

What I enjoyed most, apart from receiving these precious projects for display on Australia Day next year, was the warm and supportive atmosphere in the assembly as various children made presentations about water saving devices, tidy lockers and the classroom cup.

Finally two children, who were mediators for the week, invited anyone with problems in the playground to come to them and they would help them sort them out. The school is certainly ensuring we have some very responsible citizens in the making.”

Nancy Whittaker
Australia Day Committee

“I would like to commend Kelsie and James in their professionalism and excellent phone manner when enquiring about the recycling collection for their school.”

Cleanaway Administrator
Recycling Company

“I really enjoyed the session at Maldon yesterday. The concept of the COIL group is great and the students demonstrated a level of maturity and responsibility above their age.”

Rob Krober
Coliban Water

Parents have provided the following feedback on their children’s involvement in COIL:

“Being responsible and involved in all of the COIL aspects can only make the children more aware and sensitive to all of these important issues.” (Debbie Thurston, parent)
“COIL is a fantastic opportunity for children of this age. They become more outgoing, more experienced in making decisions, organisational skills and working as a team while still putting forward their individual skills and thoughts.” (Liz Butterworth, parent)

“My daughter and I have discussed her involvement in the COIL group and she has conveyed that she particularly enjoyed being part of a group with a common goal. She feels that some of the skills she has worked on by being part of COIL are her confidence, persistence to work on a complex task and she has enjoyed working with her peers.” (Tammy Harford, parent)

“It has been great to see the children setting their own goals and following them through. COIL enables the children to try new and meaningful things within their areas of interest.” (Natalie Greenwood, parent)

“The COIL program gives the children responsibility on issues other than classroom subjects and knowing they change situations for a better outcome gives them great pride.” (Jill Humphrey, parent)

Finally, here are a couple of student comments about their participation in COIL:

“I feel the objective of our Green Action Group is to get the whole school to be aware of such things as recycling and energy conservation and to inspire young children to live an environmentally friendly life.” (Kelsie Harford)

“Participating in Animal Club is a great experience; I like hearing everyone’s ideas and opinions.” (Lauren O’Brien, student)

For more information about COIL, contact:

Jenine Threlfall
Maldon Primary School
threlfall.jenine.m@edumail.vic.gov.au

The students of St Joseph’s Boronia are trying to make a difference to the environment and also to their own attitudes and behaviour. St Joseph’s Boronia is considered to be one of the few Catholic ‘Kids Go for Your Life’ Primary Schools in Victoria and is environmentally friendly along the way.

Every grade in the school has studied the topic of sustainability and, as a result, we knew that we needed to do something to help the environment in the future. ‘Dig It Day’ was already an annual event at our school. Everybody loves these particular days, for what could be better than getting down and dirty with nature? Our frog pond was created on one of these occasions.

But now that we had further knowledge, it was a whole school decision to build a kitchen garden. All the students got busy designing their ideal gardens and eventually plans were put together and the students voted on their favourite garden design. We all also got involved in the clearing, soil preparation and planting. Boys from the local secondary college helped us in building the garden beds and filling them with soil.

The Kitchen Garden was opened in a formal ceremony attended by the whole school. We were all very proud.

But the SRC knew that this was only the beginning. The garden needed to be sustained if it was to be successful. We knew that we needed to help organise composting, watering and recycling on a regular basis. We requested that bins be purchased for each class and organised rosters, making sure bigger kids could help the younger ones.

Our kitchen garden helps us to keep up our healthy habits. It includes fresh products such as lettuce and tomatoes. In our garden, we also have eight well fed chickens that stay in their warm and cosy chicken coop and we make a profit by selling their eggs too! Our worms are happy in their wonderful worm farms with excessive amounts of food, and we collect the worm juice to sell and buy more food for the chickens. You can’t walk into our clean playground without noticing two big water tanks, filled with water. These are used to water the garden and refill the fish pond.

At our 2008 ‘Dig It Day’, a labyrinth was planted for everyone’s enjoyment. This was designed by a Grade 3 boy, who was delighted that his design was chosen. There was great excitement as everyone weaved their way to the centre where, in the future, there will be a sun-dial. We have so many ideas for our next ‘Dig It Day’, we can’t wait for it to happen.

We all hope to sustain these healthy habits, for it is excellent for the environment and all the children of St. Joseph’s.

Daniel, Joel, Tehana and Rosemary

St Joseph’s Primary School, Boronia, Vic
The ‘Dreaming’ Exercise

During the second or ‘hinge’ Student Forum in the Values Education projects using Student Action Team approaches, we led the students through a ‘guided visualisation’ or ‘dreaming’ about the world that was, and the world they wanted. This proved an effective introduction to the action planning stage.

This exercise grew out of our experiences with an earlier Student Action Team, as explained in this reflection that I wrote soon after one of the events:

The reason that we started doing such a ‘dreaming’ or guided visualisation was as a response to experiences in an earlier Student Action Team project – on the environment. Here, students presented their research results at the second Student Forum, and showed a high awareness of the information about environmental issues: they could talk intelligently about global warming (global issues), and the pollution of the creek (local issues) etc. But when we then asked them what made them angry from their research, or what upset them, or whether they thought things should be better, they tended to shrug, or there was silence. It seemed that there was a disconnect between intellectually learning about these issues (and researching them) and having a sense of urgency or anger – and hence of commitment to change. Maybe they had grown up so much with the thought that this was the way things were, that they didn’t have a sense of anything other being possible. Maybe.

So we decided to address this specifically by getting students to visualise possible and desirable futures. We also wanted to move beyond the individual (the individual’s private future) into some sense of shared vision and, hopefully, of shared commitment.

We did three ‘dreamings’, with students invited to capture their reflections on paper after each one (we spread paper, pens etc around the room). The first took students back to a time when they tried to do something and were successful in achieving it. It was about being powerful and making a change – it laid the foundation for the next ones. The second was a straight visualisation of current reality – we took students out into the existing world/school and asked them to visualise the operation of the values they had been studying there. To some extent, we were asking similar questions to those they had been dealing with: what did it look like, feel like, sound like? I guess we were asking them to ‘embody’ what could have been ‘dry’ research results.

The third, and probably most significant vision, took them to a future world that they then changed, reaching down to make it the way they wanted it, remembering their first experience of being powerful, and also continuing to focus on that values. They then went into that world, wandered round, and again observed, felt, listened. They were invited to capture this on paper. We then brought them ‘home’.

The third vision was the only one we then asked them to share in school groups. We asked them questions about whether they shared a vision for the way things could be – and by implication, asked them how general or specific those visions were. We hoped that schools would then build on this to develop a formal shared vision statement from the group about the school, community or world they wanted.

I remember Neil Haakes talking about how these forms of ‘meditation’ take practice, and that he regularly builds them into assemblies. One of the consequences within one cluster, interestingly, is that some of the schools talked about building on this exercise, with students starting to run short medication periods at their assemblies, gradually extending the time and familiarity; and another teacher talked of building ‘Quiet Time’ into her Prep grade.

I think it’s important that we keep pushing this as an approach, and keep reflecting on what happens and what we learn from it. I think we need to keep pushing students to talk together about what vision they have of possible worlds and possible futures, because these seem to be at the core of what Student Action Teams could achieve.

Roger Holdsworth

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.

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NSW State Student Representative Council (SRC)

Student leaders come of age

This year’s NSW Student Representative Council (SRC) conference marked the 21st anniversary of the conference.

The State SRC Conference is the major student leadership conference supported by the education department. The three-and-a-half-day event, held last term, was a great success and was attended by 130 students from across NSW.

Each student participant shared a similar passion to explore ways for SRCs to improve their school community.

The theme of this year’s conference was: Let’s Improve - Make the Move!

It encouraged students and SRCs to:

- raise their awareness about issues related to social justice;
- get more involved in improving their school environments;
- improve student connections so that SRCs are more inclusive; actively engage in real issues through student leadership; and
- collaborate with the school community to formalise processes associated with the inclusion of a student voice in schools.

The improvement theme encouraged SRC student leaders to get out there and identify ways to benefit the school community and urged them to take action.

To help participants ‘make the move’, theme-related workshops were held on topics such as peer mediation, anti-homophobia strategies, drug and alcohol awareness, indigenous connections and anti-bullying.

My personal favourite was the anti-bullying workshop. It was great to hear about effective anti-bullying strategies.

A popular workshop was run by a former NSW SRC member Dean Dudley. Mr Dudley was a member of the NSW SRC in the 80s and is now lecturer in health and physical education at Charles Sturt University, Bathurst. His workshop showed students how to deal with conflict in a fun and practical way. We played tug-of-war and then analysed the strategies we used in our attempts to win.

Keynote speaker Jonathan Nicholas, director of the Inspire Foundation, was a personal highlight. He gave an important message about the need to think big but take action on small and tangible goals first.

Mr Nicholas’ presentation taught me that we can’t all change the world in a minute, but if we break down our goals into little steps, then soon enough we may be able to get others onboard and together we may then be able to change the world.

The state conference wouldn’t be complete without the student forum. At the forum, every regional SRC team presents a recommendation for debate. Each recommendation or ‘big idea’ should benefit students in secondary schools. All recommendations passed will be given to the incoming NSW State SRC for action. This year, seven out of 10 recommendations were passed.

So what comes next? I have already shared all the conference information with students at my school and I am planning to share my resources with my regional SRC team as well.

This conference has given me the determination to help my SRC make improvements in my own school. I want to especially spread the message that SRCs should not just be a fundraising group but should try to tackle “real” issues.

- Six three-hour plane trips and 56 hours in planning meetings: tiring.
- Countless emails to other students in the working party: pretty fun actually.
- One inspiring State SRC Conference: priceless!

Courtney Howe
Year 11 student at Broken Hill’s Willyama High School and a member of the 2008 State SRC Conference working party
2008 NSW SRC Annual Report

The 2008 NSW SRC is the Department of Education and Training’s peak student leadership consultative and decision-making forum and represents secondary students in government secondary schools. It consists of twenty two (22) members elected from regions across NSW and includes two Aboriginal student leaders.

The group’s term of office commenced in November 2007 with two days of training followed by the inaugural meeting at NSW Parliament House, Sydney on 23 November, 2007. Subsequent meetings were held on 13 and 14 March and 19 June 2008. The last meeting was on 2 September, 2008 and the NSW SRC completes its term of office on 19 November, 2008.

The 2008 NSW SRC has worked primarily on resolutions passed at the Student Forum at the 2007 State SRC Conference and also ran Enviro Inspiro! the student-led school environment competition (see a report in Connect 172, August 2008). Below is the interim NSW SRC report.

Part A:
Action Taken on Resolutions from the 2007 NSW State SRC Conference: Get Connected-Take Action!

Resolution 1
It is moved that the 2008 NSW SRC:
• establish a link from the student portal homepage to the student leadership website;
• establish an SRC e-forum which will include all regions.

What ACTION has taken place so far?
The NSW SRC has successfully established a link on the student portal homepage which links directly to the student leadership website. This task has been completed.

The NSW SRC met with the Manager, Online Communications (DET) to discuss the proposal for an SRC e-forum and wrote to the Deputy Director-General (Schools) to request that the Department trial an SRC e-forum on the Department’s website. The NSW SRC is happy to report that the Department was supportive and that the preliminary stage of a trial e-forum is under way. The trial will inform further use of e-forums for SRCs. The NSW SRC will explore whether an SRC e-forum might be able to link with the annual State SRC Conference theme and be used by students in all regions.

Resolution 2
It is moved that the 2008 NSW SRC:
• promote the implementation of peer mediation in schools;
• trial the new NSW SRC/MindMatters resource, Creating Connections: Student to Student.

What ACTION has taken place so far?
The 2008 NSW SRC has:
• liaised with the Coordinator, Student Behaviour Initiatives (DET) to draft an email to be used to encourage schools to engage in peer mediation programs. It is intended that the email be sent to regional student welfare consultants with an accompanying peer mediation brochure that has been developed by the Department.
• liaised with the State SRC Conference Working Party so that the 2008 State SRC Conference included a workshop on Peer Mediation.

1,000 copies of Creating Connections: Student to Student were printed in December 2007. A single copy has been sent to all:
• 2007 and 2008 state SRC student leaders;
• Student Equity Advisory team (SEAT) members;
• student welfare consultants.

At the beginning of 2008, the resource was made available on the DET intranet at: https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/stuwellbeing/connections/index.htm The resource has also been advertised in all regions via InPrincipal in the 7 March and 13 June 2008 editions. Schools can email to: student.leadership@det.nsw.edu.au to request a copy. Over 100 secondary schools have already been sent a copy.
The resource has been trialled at several Regional SRC Conferences including:

- Western NSW Regional SRC Conference, 27 and 28 May 2008: Student leaders ran activities from the resource with all participants. Copies of the resource were given to all schools at the conference.
- South Western Sydney Region: Seven secondary schools participated in a ‘wellbeing day’ held at Prairiewood High School on 23 June 2008.
- Every student at the 2008 State SRC Conference was given a copy.

Resolution 3
It is moved that the 2008 NSW SRC encourage all public schools to reduce their energy bills and greenhouse gas emissions by at least 5% per year for three years.

What ACTION has taken place so far?
The 2008 NSW SRC has consulted with the Coordinator, Sustainable Schools (DET) to find out about existing ideas and resources already listed on the Sustainable Schools website at http://www.sustainableschools.nsw.edu.au/Default.aspx?tabid=36

The NSW SRC has prepared a draft brochure to provide information to secondary students on how schools can reduce their energy bills and greenhouse gas emissions. This brochure is still in the developmental stage.

Resolution 4
It is moved that the 2008 NSW SRC works with the NSW DET to educate all schools to be less discriminatory towards the many different minority groups that exist within the school community. They are to develop resources and educational programs to increase the acceptance of minority groups and promote equity.

What ACTION has taken place so far?
The 2008 NSW SRC consulted with staff from the Multicultural Programs Unit and reviewed existing anti-racism resources already available online, such as the RacismNoWay website at www.Racismnoway.com.au.

The NSW SRC has plans to create a new webpage to link with the Department’s student leadership webpage at http://www.schools.nsw.edu.au/studentsupport/studleadsrc/getinvolved/index.php

At this stage, the NSW SRC has created draft text and images for the proposed new webpage.

Resolution 5
It is moved that the 2008 NSW SRC, in conjunction with the DET, develop a pro-forma to be given to all students in NSW secondary schools which lists national and state support services that would be expanded to include local support services.

What ACTION has taken place so far?
The 2008 NSW SRC researched the sorts of support services that should be listed on a ‘support card’ and liaised with the Drug Education Unit about possible content for inclusion in the card. The NSW SRC has now developed a card and finalised the design. It is hoped that the card may be printed and distributed to secondary students at regional SRC conferences.

Resolution 6
It is moved that the 2008 NSW SRC:

- improve and promote the SRC website;
- ensure that all SRCs are connected and the community is actively involved.

What ACTION has taken place so far?
The 2008 NSW SRC wrote to the Deputy Director-General (Schools) requesting that the NSW SRC be involved in any future development of the student leadership website and the group received a positive response. The SRC website has been provided with a simple address: www.schools.nsw.edu.au/src

The second part of the resolution should be achieved through the trial SRC e-forum as mentioned earlier in this report.

Part B:
Consultations with 2008 NSW SRC:
Forum of students with senior officers of the Department of Education and Training

In November 2007, the incoming 2008 NSW SRC met with senior officers of the Department. The guests worked with the student leaders to determine suitable actions that might be taken on resolutions passed at the 2007 State SRC Conference. The following senior officers from the Department participated:

- Ms Elizabeth Callister, Manager, Student Wellbeing Unit, representing the Director, Student Welfare;
- Mr Stuart Hearne, Leader, Values and Student Leadership;
- Ms Daisy Kokkalis, NSW Secondary Principals Council.

Two forums per year will continue to be held between the NSW SRC and senior officers of the Department - one at the commencement of the NSW SRC term of office, the other at the completion of the term of office.

Other consultations with 2008 NSW SRC

Representatives from the NSW Commission for Children and Young People, the NSW Youth Advisory Council YAC, the Youth Action and Policy Association YAPA and the Student Equity Advisory Team consulted with the NSW SRC about the aims and purposes of the groups. All groups aim to work more closely together.

Other consultations were held with:

- The Centre for Health Advancement, NSW Department of Health consulted on an anti-smoking initiative, Protecting Children from Tobacco;
- Connected Classrooms and its potential for improving communication for SRC networks;
- Aboriginal Education and Training Directorate about the importance of providing student leadership opportunities for Aboriginal students;
- Mr John Atkins, Principal, Botany Bay Environmental Education Centre about ways for schools to reduce school energy bills and reduce greenhouse gas emissions.
Part C:

2008 NSW SRC Liaison Roles

Each NSW SRC member liaises with a nominated government, non-government or community agency. Liaison roles include:

**State SRC Conference Working Party**

The NSW SRC member attended 2008 State SRC Conference Working Party planning meetings and shared information between the NSW SRC and the Working Party.

**NSW Youth Advisory Council**

There are two members from the NSW SRC who liaise with the NSW Youth Advisory Council.

**Director-General’s Advisory Group for Gender Equity in Education**

The 2008 NSW SRC gender equity liaison persons link with the Equity Programs and Coordination Unit (DET). Members attended meetings where issues discussed included boys and girls career planning and the Boys and Girls Education Strategy.

**UNICEF Day for Change**

The UNICEF Day for Change liaison person corresponded with UNICEF to help promote UNICEF Day for Change to help raise awareness about the event in school SRCs.

**NSW Parliament House**

The NSW SRC Parliament House contact person liaised with Mr Graham Spindler, Education Officer, NSW Parliament House. The NSW SRC member was invited to attend the Women’s Leadership Day.

**Healthy School Canteens**

Two members participate in meetings of the NSW Healthy Canteens Advisory Group to provide a student point of view in this initiative.

**NSW Commission for Children and Young People**

The NSW SRC liaison person communicates regularly with the NSW Commission for Children and Young People (CCYP) and has visited their offices.

**Environment**

The NSW SRC liaison member communicated with the NSW Department of Environment and Climate Change (DECC) to provide updates about Enviro Inspiro!

**Special Initiatives**

NSW SRC members participated in:

- The Student Volunteering Reference Group. This group provides advice about the Premier’s Volunteering Program for Year 9 and 10 students.
- The Australia Day Luncheon on 25 January, 2008 at the Sydney Convention Centre.
- The International Women’s Day Luncheon at the Sydney Convention Centre.

The 2008 NSW SRC thanks the NSW Department of Education and Training for the opportunity to provide a student voice in educational decision-making processes.

All members wish to send a message of good luck to the incoming members of the 2009 NSW SRC.

www.schools.nsw.edu/src
MindMatters Youth Empowerment

First MindMatters Youth Congress

MindMatters, the national mental health and wellbeing initiative for secondary schools is committed to supporting young people’s participation as active shapers in school based mental health promotion.

As part of that commitment, an inaugural gathering of young people across Australia was held on the 9 September in Melbourne. Young people from the MindMatters Youth Empowerment presenter team facilitated the entire multimedia day, where they and 68 of their peers discussed and explored mental health and the role that young people can play in promoting it in schools.

The day was divided into five parts starting with ‘creating connections’ within the group and developing a supportive space for people’s participation. This was followed by a process of using multimedia to explore the group’s perceptions and understandings of mental health. The process involved setting up six stations (photography, visual arts, IT, filming, drama and the writer’s corner). Participants were able to choose which station to use in recording their thoughts. This led to engaging the group to reflect on what their school was doing in the area of mental health and wellbeing particularly from a student-led perspective. Each school or organisation group developed a poster that highlighted what was happening in their school community.

Groups were then allocated into small discussion groups to further explore what was happening across different schools in different states and territories. It was at this point it felt safe to ask the groups to consider what they believed were the helpers and blockers of student leadership in mental health promotion.

Examples of group responses were:

**Helpers**
- Support from the whole school community including supportive systems;
- Opportunities to build relationships between staff and students.

**Blockers**
- Stigma regarding the ability of young people to lead mental health and wellbeing;
- Young people not having the confidence to assume leadership roles.

**Ideas and Solutions**
- Initiatives like the MindMatters Youth Empowerment Process in schools;
- Review election process for student leaders to ensure proper cross-section of student community;
- Profiles of student leaders and what they do.

The day finished with participants developing a series of statements in response to the following questions.
- Why should students lead mental health and wellbeing?
- In what areas can students lead?
- Which students should be involved? How can we encourage their involvement?
- What support is needed for this to happen? What can schools/supporting adults do?

The group started out by writing their individual thoughts on sticky notes and posting them around the room under the relevant questions. Participants then chose the question they wanted to construct a response to. The Youth Empowerment presenters assisted to keep the process of sifting, sorting and responding on track. As a result, each group produced a statement. The statements were professionally presented at the end of the day to the school principals and will be used to inform future education policy.

If you are interested in viewing the draft statements or would like to know about MindMatters’ work in the area of student empowerment, please contact the MindMatters Youth Empowerment Officer Vanessa Houlty on 0882459821 or alternatively email vanessa.houlty@pa.edu.au
The 3rd Annual VicSRC Statewide Congress was held over two days in mid-August. It involved over 70 student delegates from schools across Victoria. The delegates voted this a highly successful Congress, with much intense debate, valuable discussion, essential networking and many resolutions decided upon. The Congress elected an enthusiastic group of students as the new VicSRC Executive and set them a clear direction for 2008-9.

Meg Atley, a new member of the VicSRC Executive, reports on the event:

On Friday, 15 August, I attended the Congress of the VicSRC. This was a camp specifically for Student Representative Councils in secondary schools around Victoria. The program over the two days included activities such as:

- information on the VicSRC;
- guided thinking exercises;
- information about the Congress process;
- workshops on school and community issues (defined by SRCs);
- a practice of the Congress session; and
- the main decision-making Congress.

The guided thinking exercise was really relaxing and valuable. It let me open my mind up to re-imagining education in the near future – thinking what can be done by students to improve the community and environment in secondary schools.

There were then several workshops in place. One involved us in thinking about ways students could lead in decreasing bullying. My tactics were:

- anti-bullying wristbands, slogans, posters and stickers;
- an anti-bullying policy;
- counselling for bullies and victims;
- implementing an anti-bullying campaign;
- a bullying awareness day; and
- a state-wide diversity day.

Another workshop I participated in was on the recognition of SRC members. SRCs in secondary schools should be recognised as important assets of the local community, considering we are the voice in general, of young people in society about our school’s concerns and problems.

The formal Congress sitting is a long process. It consists firstly of considering proposals made by parts of the VicSRC (from students in their schools), then developing a motion that is moved by a member of the Congress. Any amendments to the motion are considered, disagreements heard and, finally, a vote leads to a decision by the VicSRC about whether the motion is accepted or denied.

Successful motions become resolutions of the VicSRC and it is the responsibility of the Student Executive that governs the VicSRC to implement them. I was fortunate to be elected at Congress as one of the new executive members of this thriving group. I am excited to be part of the Executive and to now start planning to implement all the great decisions that we made.

Overall, the Congress was a very enjoyable and educational experience. I met a lot of helpful people there, and I hope I’ve also learnt enough to improve my school!

Meg Atley
Resolutions Passed by the VicSRC Congress 2008

The following resolutions were passed by the VicSRC Congress in August. Similar resolutions have been grouped here, and the VicSRC Executive is currently considering and prioritising action on these. Information about outcomes will be included in future issues of this newsletter.

Recognition for the role of SRCs

- The VicSRC should lobby for each School Council to provide a budget for its respective SRC.
- The VicSRC should negotiate with the Education Department and with school administrations to incorporate a minimum required support from teaching staff at SRC or student run events.
- The VicSRC should lobby the Government to fund a specialised training program for Student Representative Councils of Victoria to help Victorian SRCs to be effectively student run.
- The VicSRC should lobby Government that at least two students be on School Councils.
- The VicSRC should lobby schools to make sure that the SRC is consulted about all new rules, before they come into place.
- The VicSRC should lobby for all Victorian schools to have a Uniform Committee including at least one student representative, if such a committee is necessary.

Environment

- The VicSRC should lobby the government to enforce compulsory water saving programs in all schools.
- The VicSRC should lobby that paper used in Victorian schools contain at least 30% recycled content.

Rural Affairs

- The VicSRC help to create a student exchange program between students from rural and metropolitan schools – ‘Student Sea Change’ – by forming a partnership with the government, and circulating an information pack between school SRCs.
- The VicSRC create a statement of principle about rural disadvantage for young people. This statement should be sent to relevant institutions and employers with the suggestion for them to take this into consideration in their actions.

 SRC Support

- The VicSRC should create a ‘How To’ Guide in book/let format to assist Victorian Student Representative Councils to organise and run successful events.
- The VicSRC produce an information pack to assist SRCs in becoming recognised as the voice of young people in the school’s community.

Welcome the new VicSRC Executive!

The following students were elected at the 2008 VicSRC Congress as the incoming Executive for 2008-9:

- Ashlee Frye, Year 10, Eaglehawk SC
- Caitlyn Thorne, Year 11, Pakenham SC
- Casey Lorraine, Year 8, Marshfield College
- David Chadzynski, Year 8, Marshfield College
- Doug Flakemore, Year 11, Frankston HS
- Emma Lewis, Year 10, Eaglehawk SC
- Georgia Kennedy, Year 10, University HS
- Holly Burn, Year 11, Wodonga Senior SC
- Jeffrey Sun, Year 11, Wodonga Senior SC
- Jenesse Cruz, Year 9, Caroline Chisholm CC
- Meg Atley, Year 10, Hampton Park SC
- Michael Kurtanjek, Year 10, University HS
- Monique Hemman, Year 11, Templestowe College
- Nathan McManus, Year 11, Salesian College Rupertswood
- Ryan Lim, Year 9, Tylaon Lakes SC
- Stacey Dight, Year 11, Epping SC
- Taylor Gundry, Year 11, Belmont HS

Voting in progress at the VicSRC formal Congress session

It wasn’t all hard work! Hard partying too - and some great dance floor moves ... involving more voting apparently!
The VicSRC Congress 2008 was held at the Oasis Campsite in Mt Evelyn. This was the first time the VicSRC had run a two-day event, including a Saturday, and it attracted a very committed bunch of over 70 students. Both delegates and student organisers took seriously their responsibility to make the most of the Congress and the opportunity to make student voices heard. Students nominated the topics to be discussed during workshops on both days and used these to develop proposals which were then debated parliamentary style in the formal Congress.

The issues were many and varied and demonstrated the range of values held firmly by many students. Resolutions about global poverty, disaster management and support for rural schools demonstrated students’ sense of compassion for those less fortunate than themselves. On the other hand, a range of motions about the support and recognition needed for SRCs, represented students calling for a fair go for themselves and their peers and seeking greater freedom within the school environment. Delegates didn’t necessarily agree on everything but conducted the debates with integrity and respect for each other’s viewpoints. They then elected a new Student Executive charged with implementing the Congress Resolutions.

The two day nature of the event, made possible by the grant from the Values Education Program, really enabled the students to get to know each other better, think deeply about the issues that concern them and develop a fuller sense of ownership of their organisation. These all contributed to the overall success of the Congress and the development of a strong agenda for the next 12 months.

James Tonson
VicSRC Project Officer

Clusters
- The VicSRC will assist the development of regional clusters for those schools/groups that wish to participate.

Healthy Food
- The VicSRC should lobby the Government to provide easy to read nutrition charts at all school canteens eg 150g meat pie = 1400m jog; 150g salad roll = 200m jog etc

Curriculum
- The VicSRC propose to the Department of Education additional courses on disaster management and first aid – such as flood, fires, storms etc.
- The VicSRC should lobby for compulsory education about Indigenous History, issues and poverty in Australian/Victorian school.

Overseas Aid
- The VicSRC supports the promised 0.7% of the Australian GDP donated to effective aid.

Mobile Phones
- The VicSRC should approach the State Government to tell schools that mobile phones cannot be kept from students outside school times.

Congress
- The VicSRC should enforce a rule in regards to quorum at Congress; a quorum exists where at least two-thirds of the original registrants are present and where at least two rural and two metropolitan schools are represented.

Full reports on Congress will be sent to participating schools and to VicSRC members. Other schools wanting a copy should contact the VicSRC Office.
We continue re-publication of the series of training pamphlets for Student Representative Councils, first published in 1988 by the Youth Affairs Council of Victoria (YACVic). This one, about ‘getting ideas and reporting back’, was written by Roger Holdsworth and Sally Warhaft, with illustrations by Mark Ryan.

We’re reprinting these pamphlets to celebrate their production, but also to ask the question: If we were to revise and reissue them, what changes would be needed?

If you’re a good representative, you work closely with the group you represent. You get ideas from them to take to the SRC. They will then want to know what happened, so it’s important that you report back and let them know what went on.

You might feel nervous about standing up in front of a group. It isn’t always easy. You might be afraid that:

• students would listen to you;
• students won’t give any ideas;
• students won’t be sensible;
• the issues are too complicated; or
• you have nothing interesting to report.

But it doesn’t have to be scary or boring! This article will give you some ideas on how to make reporting to a group easier and, believe it or not, interesting.
Prepare

The key to a successful discussion with your class group is to be well prepared. You can’t just walk in and hope it goes well. You have to know:

- what you want to say;
- what sort of ideas or reactions you want; and
- how you are going to present your report or get ideas.

If you are organised and know what you are saying, you will be confident to say it. The class will be more at ease and interested in your report.

You will need a copy of the SRC agenda, minutes from the meeting and your own notes of what went on. Make up your own agenda for the class discussion.

Make Time

You’re going to need time to report back and get ideas. It can’t be rushed. When? Do you have a class assembly or pastoral care time? If the class is together for a subject (say, English or Maths), can you use some of that time? After all, skills involved in reporting and discussion are the sorts of skills many classes are on about too.

Plan this beforehand. Talk with your class or subject teacher to work out a time for a class discussion to happen. Make sure everyone knows what is happening – don’t spring it on the class or some might resent it.

Talk with Them Individually

You don’t have to use class meetings or assemblies as the only way to report and to gather ideas. You can meet with individual members of the class before and after meetings and get their ideas. You can also get their help for when you do get up in class to talk about it – they’ll take it seriously and contribute ideas. While it is useful to build support for your job, don’t just talk to friends. You represent all students in the group.

In Your Report ...

Make It Clear

Remember that the class might be hearing about the things you report for the first time. Keep it simple. What are the main points you need to tell the group about? Don’t get off the point and confuse them with little details that don’t matter. You can bring these out later.

Don’t use jargon (special language) that others won’t understand. You can get confused in meetings, so you know how easily it can happen to others.

Explain what the SRC was trying to do. What was the main argument? What were the points against? What happened to the suggestions from the class? What was decided? What action is now being taken? Remember that you are representing the whole class. How will you try to be sure that everyone understands your report?

Make It Interesting and Relate It to Their Interests

You don’t have to stand up and drone on. Don’t just read out the minutes – talk about them, make up a poster, put up catchy words on the board, hand out a summary, draw a cartoon, or sing your report (not recommended for those who sing off-key).

Keep thinking about different ways of giving a report and of getting their interest. Be creative. (There are some creative ideas suggested later in this article.)

By presenting your report in a different way, by linking how you give your report to what it says and by relating your report to their interests, you could get them involved too.

Maybe tell a story about a decision that they’ll recognise. Ask them what they think before you tell them about a decision. For example, if the SRC has been discussing the school’s sports program, start by asking them about their sports interests – how many play sport already? what sports? when?

Use Other People

You might be able to get someone else from the SRC to come into your class to share your report. A different person can sometimes be taken more seriously. Have a Year 7 student report to the Year 12s and vice versa. It’s always better to have a student report to a class then to get a teacher to come in and report for you.
Getting Ideas ...

By Listening to the Group

Other students will give ideas openly if they understand that you’re listening to them and taking them seriously. That doesn’t mean you have to agree with everything they say – arguing with them honestly is an indication that you are taking them seriously.

And it doesn’t mean that you can’t provide ideas – but make sure others are encouraged to speak first. It is important that you are able to listen as well as speak.

The most important thing is to accept ideas in a positive way and not put them down. If you make fun of ideas, if you behave as if other students don’t know what they’re talking about, or if you let them know that you think you know better than them, then they won’t contribute any more ideas.

By Getting Others Involved

If you have others in the class active and working on an issue, you don’t have to work alone. Can you set up a small group (2-3 people) to plan how the class will get involved? The whole thing will just snowball. Use every opportunity you can to find to get others involved.

Brainstorming

Brainstorming is one easy way of getting ideas. It is particularly useful when a group is stuck for ideas. The aim is to collect as many ideas you can about a topic. You can do this as a whole class, but it is better to divide into smaller groups (to get more voices and ideas).

Write the question up clearly and simply in front of the group, eg: “What’s the major task for the SRC this term?” Appoint a recorder and a chairperson for each group (or the groups can appoint their own).

The rules of brainstorming are simple. Every idea put forward is written down. There is no discussion about whether an idea is good or bad – no judgements are made – and you don’t have to explain yourself.

At the end, you can collect all the ideas together (perhaps on the board), group the ones that are the same or similar, and then ask the group to decide on each or to put them in order of importance. A simple vote (“vote for the three best ideas”) or the ADU approach (in the Making Decisions article - Connect 170, April 2008) are ways of doing this.

1:2:4

You can also get ideas using the 1:2:4 approach – individuals write their ideas, then pair up to discuss them. See the article on Making Decisions (in Connect 170, April 2008) for more details.
Be Creative

Here are some creative ways students have worked out for getting ideas and reporting back. Try:

- **making a poster:**
  Put the major things that happened at the most recent SRC meeting on a poster and stick it on the board in front of the class for a few days. Use cut-outs from magazines. Make it colourful. Make it leap out and grab them, Make a new poster after every meeting.

- **writing a newsletter:**
  The class could have a small class newsletter with a column about what’s happening on the SRC. Or the SRC might publish a student newsletter for the whole school. Or you could get a page in a weekly bulletin that goes home to parents.

- **setting up a suggestion box:**
  A simple box in front of the class means that students can put their ideas in at any time without being embarrassed. But be prepared for some pretty strange suggestions too. Do you take them seriously or do you throw them out? (The occasional weird idea might just work – or suggest something useful.)

- **using the black/whiteboard:**
  A few words or a crazy cartoon on the board before you start, can get students’ attention and make them wonder what you’re on about. If they start to wonder, they start to want to know what is happening. It makes getting their interest easier.

- **making T-shirts:**
  Wear your report or wear the question you want answered. Wear it around for a day without explaining it, before you have the class discussion.

- **doing a survey:**
  Put out a simple survey to the class. You could make up a ‘rate yourself’ quiz. While it is better to talk with the group, if all else fails, even a serious questionnaire could produce some useful opinions.

- **organising a role play:**
  Acting out a situation can help people understand what’s involved and try out their own approaches. It can create ideas, suggest answers, get people involved. You need to make time at the end of the role play to discuss it: how would that situation work in real life?

- **setting up a formal debate:**
  Ask several people to take sides for an against something that the SRC is discussing. They could research the topic, prepare their arguments and present it to the class.

- **say something outrageous:**
  Are they awake? Will they notice that the SRC has just agreed to a six-day school week? You have got creative ideas that others haven’t even thought about. Try them out. Tell others about them. If they work (or even if they don’t), write them down. (Send them to Connect for publication!)

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*ACTIVITIES*

- 1. **Talk with other people in your class about what makes your reports to them boring or interesting.**
  What ideas do they have?
- 2. **How do other representatives get ideas and report back?**
  Talk with parents and teachers who are on committees and ask them for ideas you can use.
- 3. **Make a class book or journal about your class meetings.**
  This could collect items of discussion, funny times, phrases or quotes, the great disaster of the year, photos, pictures and so on.
- 4. **Develop a ‘credit policy’ for your school.**
  This is a statement about why students on the SRC (and similar bodies) should get credit for their work, and how this could happen. Discuss it with people who support you; put it to the SRC for approval; take it to the School Council to become school policy.

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The final article from this series of SRC Pamphlets coming up in the next issue of Connect: Making It Happen

Other titles from previous issues of Connect have been:

- Why Have an SRC?; Making Decisions; Meeting Procedures; and A Good Representative

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October 2008
Bullying. No way! is a website created by Australia's educational communities: State, Territory and Commonwealth government education departments, and Catholic and independent education sectors; students, staff, parents, agencies, education officers and community members from schools around the country.

We are working together to create learning environments where every student and school community member is safe, supported, respected, valued — and free from bullying, violence, harassment and discrimination.

Recently, the project's focus has been on student voice.

The site contains a collection of information, profiles and activities. Here are some extracts to introduce you to it:

**Spotlight on Student Voice**
Student leadership and participation are important features of an effective whole school approach to building safer communities where bullying is reduced. This Bullying. No way! Spotlight looks at student voice, how it works, and ideas for getting actively involved in the important decisions in school and life:


**Activity to encourage student voice on bystander behaviour**
A student survey and classroom discussion guide to encourage reflective discussion and the sharing of feelings about bullying and bystander behaviour — without the pressure of having to look tough. Contributed by Professor Ken Rigby and based on recent research, this process has been found to be effective in encouraging better bystander behaviour:


**Kids Congress**
Paul Davis shares his experience and enthusiasm for building student participation and social action through a process called Kids Congress. It involved Year 5 students across 36 Catholic schools in NSW taking on leadership roles to organise and run a Kids Congress; a major project that involved students collaboratively discussing and acting on significant issues of the 21st century:


**More resources on student voice**
A summary of local and international literature on the concept of ‘student voice’ and an exploration of the links between student voice and student learning and engagement. Includes case studies of schools that actively support student voice. From Victoria’s Department of Education and Early Childhood Development:


Taking Action, Keeping Safe: A resource for student leaders to counter bullying (2005)
Strategies and support materials for student leaders and teachers to increase students’ knowledge and understanding of bullying. From the NSW Department of Education and Training:


Voices of Australia: Education module for Australian secondary school teachers (2007)
Teaching and learning activities that enable students to share ideas about each other and to explore their own family history and their experiences of diversity, discrimination, race relations, friendships and signs of respect. From Australia’s Human Rights and Equal Opportunity Commission (HREOC):


A concise introduction to the theory, models, research, and resources needed to advocate for student voice. A US resource from SoundOut.org in partnership with HumanLinks Foundation:

[www.soundout.org/MSIGuide.pdf](http://www.soundout.org/MSIGuide.pdf) (Pdf, 1.02mb)

Exploring BNW - the Strategies map
For an overview of all the different ways your school can create a safer, more inclusive environment, print out the Strategies map. It’s a handy summary of key points and ideas from Ideas box in the BNW website’s Things that work and Roles and Contributions sections.


Distributed on behalf of Bullying. No way! and the national Safe and Supportive School Communities (SSSC) project, jointly provided by Australia’s Government, Catholic and Independent education authorities.
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:

Creating Connections: Student to Student (Mindmatters/NSW SRC) November 2007

Education Connect (Hunter Institute of Mental Health, Newcastle, NSW) Issue 12; August 2008

Education Times (DEECD, Melbourne, Vic) Vols 16 No 11; July 2008

Kids Matter (APAPDC, Hindmarsh, SA) Overview: framework, components and implementation details

Learning Matters: Taking the Lead (Catholic Education Office, Melbourne, Vic) Vol 12 No 2, 2007

TLN Journal (Teacher Learning Network, Abbotsford, Vic) Vol 15 No 3, Spring 2008

YAPRap (Youth Action and Policy Association, Surry Hills, NSW) Vol 18 Nos 9; September 2008

Youth Studies Australia (ACYS, Hobart, Tas) Vol 27 No 3; September 2008

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

1 Was a Teenage Governor: Project report Phase 1: Pupil Governorship: initial thoughts and possibilities (Joe Hallgarten, Tony Breslin, Derry Hannam; Citizenship Foundation/IPPR/Phoenix Education Trust; March 2004) (28 pp; $2.80)

Action Makes Psychology More Useful and More Fun (Serdar M Degirmenciglu, Istanbul Bilgi University; in The Community Psychologist Vol 36 No 4, Fall 2003) (3 pp; $0.70)

Interrogating Student Voice: Pre-Occupations, Purposes and Possibilities (Michael Fielding, 2007) (19 pp; $1.90)

Young People Imagining a New Democracy: Literature Review (Philippa Collin, for the Whitlam Institute, University of Western Sydney; August 2008) (28 pp; $2.80)

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Connect has a website:
http://www.geocities.com/rogermhold/Connect

Slowly growing with information about subscribing, some back issue contents and summaries of Student Councils and Beyond, Student Action Teams and Reaching High.

Check in occasionally!
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Back issues of Connect ($4 single; $6 double issue). Circle issue/s required:


- Cross-referenced index to contents of Connect back issues ($3) *** SPECIAL OFFER: Any calendar year of Connect back issues (6 issues) ($12) **

Connect Publications:

- 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: $........
- Cross-referenced Index to photocopies of documents ($3) $........

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