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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:
1988 sketch by Mark Ryan for the YACVic SRC Pamphlet Series

This Issue:
A mini-kit of resources in this issue of Connect. We’re planning some sharing and training sessions with Student Councils as we go to press, so we thought we’d share some of the resources that we’re putting together. This then led to contacts with other groups presenting similar ‘tools’.

If you’re in Victoria and in a secondary school, can we draw particular attention to the planned VicSRC Regional Student Conferences for SRCs that will take place during May and June around the state (see page 15)? As well as sharing and training activities for students, there will be teacher discussion groups at many of these events, with personnel from the VicSRC, Education Foundation Australia and Second Strike attending to lead these groups. Teachers who support Student Councils are not well supported; this might be one small step in one state towards provision of some professional development.

Also in this issue: stories from schools that are “Making a Difference”, using the ruMAD? resources (see pages 10-12).

Next Issue
We’ll continue some of these stories in the June issue of Connect. Hopefully we’ll also be able to present some information here about the development of Student Action Teams in New South Wales, and about the Public Achievement approach in schools in Turkey and elsewhere (see: www.publicachievement.com and www.turkishpolicy.com/index.php?option=com_content&view=article&id=395&Itemid=193). Without knowing of each others’ existence, the models of Student Action Teams and Public Achievement are using very similar approaches and language.

It has been encouraging to note the growth in interest about such approaches. Part of the reason for this has been a concern that the demonstrated outcomes of active student participation in education – including Student Councils – must be extended to all students. As we documented in the book Student Councils and Beyond, there can be substantial criticisms of traditional Student Councils (SRCs etc) for involving only a small number of students – and mainly those students who are already experiencing success at school. In looking for ways to go ‘beyond’ these limitations, many schools are looking at action-based models. These can supplement existing Student Councils – or can replace them.

Some schools have started to look at a model in which all students are supported to be members of advocacy and action groups around issues that they are passionate about. These groups can be about school-based issues (including curriculum and school structures) or about wider community issues. They can be on-going or temporary; they can occur in primary or secondary schools; they are best when part of the school’s curriculum. Student representatives can then be drawn from these action groups to form some sort of Coordinating Committee – which replaces and takes on many of the roles of the traditional Student Council/SRC/JSC. It can even cater for groups of students who wish to undertake fund-raising or organising socials as their action-focus.

We need to clearly document such approaches and their outcomes and impact. Most importantly, we need to ask: do these approaches, in practice, lead to increased participation and engagement for otherwise excluded students?

Roger Holdsworth

NEXT ISSUE: #171: June 2008
Deadline for material: end of May 2008

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When it comes to taking action – either about something we want to do, or about something we’ve been asked to do by others – we need to plan our approach. We shouldn’t just leap into action without thinking about it, or working out what is the most effective thing to do. We might find that the situation is different to what we expect or that some action is already happening – or that our action would make things worse!

What do we need to think about when we’re planning action? How do we start?

These two forms might help. They approach planning in two similar but different ways. The first one is about Tackling an Issue. It’s a plan for what to do when we’re approached for some action or for an opinion. This approach might come from a group of students who approach the SRC with an issue; it might be a group of students who want to do something about an issue themselves; or it might be the school, the Principal or the Department of Education that approaches students (through the SRC for example) for a response to some proposal.

This form suggests ways to start: getting information, researching the topic, discussing what ‘should or could be,’ and then deciding on the action that needs to be taken. There’s a flow chart here, and also a recording form to keep notes. The important steps are:

**Clarify: Research: Set Objectives: Act**

But that’s just part of the picture. We need to keep in mind the ‘big picture’ of what we’re doing. So the second form is a Big Plan. This is taken from the Connect book on Student Action Teams and comes from the work around SATs over the last few years. It’s been used in other areas, and students and teachers tell us that it’s been useful.

It starts in a similar way, but when it comes to Taking Action, it then asks important questions about how we’ll know what the impact of that action has been: how do we know we are making a difference?

If we’re serious about wanting to make changes, then we need to take our action planning seriously – and take responsibility for making sure that what we do is effective. This goes beyond whinging or expecting others to ‘make things better’ – it’s being serious about taking action ourselves.

So this Big Plan suggests we need to plan to collect information about what has changed. This is one small part of an action-research cycle, where we look at what is currently happening (collecting information so we know what is happening), set goals for changes, act, then collect information on which we reflect and see what has changed. In this way, we learn about how effective our action has been so we can more effective next time. This then means we set further goals - and so the action-research cycle rolls on.

We hope these forms are useful to you. Please let us know how you’ve used them and how your planning went - and what changes you’ve made to these forms.

Roger Holdsworth
The SRC is approached to take action on some topic. What do you do? How do you plan your response?

What is the topic? Define it.

Find out what the topic means - is it clear?

Who is raising the topic? What is their concern?

What do we know about the topic?

What are our experiences of the topic? How does it affect us?

What is already happening (e.g. in the school) on this topic?
If we don’t know, who do we ask? What do we want to find out?

What should the world or school be like?

What’s our goal? “A world/school where ...”

What needs to change to bring this about?

Our action: Develop an action plan.

Action by others: Send off requests - to whom? for what? why? (what reasons)

What action can/should we take?
TACKLING AN ISSUE:  
Flowchart and Worksheet

Topic Name and Description:

Understand what is meant and why

1. What do we know? (what is the current situation?)

Brainstorm: our experiences

What is already happening about this topic?

Who could we ask? What research is needed

2. What should be? Our GOALS

Brainstorm: this can be broad

What needs to change?

Time to identify specific areas for change

3. What ACTION can we take?

Develop a specific Action Plan for this

What action do we want OTHERS to take?

Who? What? Why?

Send off request with REASONS
The Big Plan: The Tasks Before Us!

1. What concerns or worries us?
   Why?

2. What is our MAIN concern?

3. What OUTCOME do we want?
   A world where ...

4. What ACTIONS would achieve this?

5. What is the current situation?

6. TAKING ACTION
   What has changed?

7. What is it like now?

1a. The evidence for this:

3a. Vision:
   What would it look/sound/feel like?

5a. Evidence:
   How do we know?

7a. Evidence:
   How do we know?
We continue republication 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 approaches to making decisions, 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?

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**Making Decisions**

We’re making decisions all the time – what to do, which one to pick, when we’ll stop and so on. Sometimes we making decisions by ourselves, but more usually other people are involved – we have to reach and agreement that we’re all happy with.

This pamphlet is about different ways of making decisions with a group – an SRC, a subcommittee, a class group and so on. The group might have to make a decision on:

- ideas for things to do;
- whether to take some action;
- how to get something done;
- an answer to a request;
- how to ask a representative to vote.

Often we think that to make a decision, we have to have a formal meeting. But that’s only one way. If it’s a small group or if people aren’t used to a formal meeting, it might not be the best way.
Here are some ways in which decisions can be made:

**One-Person Decision**

Someone takes charge and just makes the decision. Maybe some people are asked about their ideas, but maybe not. People who have different views are ignored.

This means that decisions can be made quickly but it also means that others might be unhappy with the decisions, unwilling to go along with them, and don't learn anything about the topic.

**Majority Vote**

A decision is made if more than half the people agree. Some people might have strong objections but are ignored.

Often decisions have to be made like this in a formal meeting because of the size of the meeting or the time available. But for every ‘winner’ in a vote, remember that there’s also a ‘loser’ who will be unhappy and who could work against the decision.

**Compromise**

A decision is reached where some people give in or change their view. Reaching a compromise can be a way of getting agreement to go ahead with some action. This might take a bit of time to talk about the issue.

All agree to accept the decision, but may do so just to avoid further argument.

**Consensus**

Everyone’s views are sought and considered. The group tries to understand all the points of view and take them into account. After discussion, everyone agrees that this is the best possible group decision at this time. No-one is ‘right’ or ‘wrong’; no-one feels ignored or over-looked.

But this might take a lot of time, talk and patience, especially if some people have strong views. People who are quiet, shy, slow to speak up or not really understanding what’s happening can be easily overlooked. Or they might give in because they just don’t want to rock the boat. And there is always the danger than an individual, creative idea could be lost.

It may not be necessary to vote except perhaps to confirm a decision.

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**Steps to a Decision**

To make a good decision, we need to know:

1. **What the purpose of the decision is:**

We need to be clear what we’re making a decision about. Is our purpose to plan some action we can take? Is it to put a proposal to another group? Are we asking someone (eg the Principal) to do something? Are we telling a representative which way to vote at School Council?

2. **Who should be involved in the decision:**

In general, the people who will be affected by a decision should be involved in making a decision. So, for example, we shouldn’t decide how we want someone to vote without including them in the discussion. Who is involved also determines the sort of meeting – perhaps only a few people need to get together to make the decision.

3. **What information and knowledge we require:**

We should know as much as possible about the issue before we make the decision. That might mean taking a survey to find out how other people affected by the decision feel about it. For example, if we are going to decide to ask the school to buy some sporting equipment, do we know how many people will actually use it?

The less information we have, the more we have to take risks and assume things – and that might mean that the decision we make is not the best possible one for that time.

4. **What options and limits we have:**

We are never free to make any decision we like. There are always limits on what is possible and what choices we have. We have to know what these limits are. People also have different values and they will differ about what choices to make. We might be able to find common ground, but we might also reach agreement to accept and include widely different views.

5. **The best way to make the decision:**

Do we need a meeting to make a decision? If yes, should it be with a group or with individuals? Our answers to the above steps will help us decide this. Do we want to reach consensus or do we only want to collect information? *(Another pamphlet in this series has ideas about getting information.)*

6. **The steps in deciding on a proposal:**

Actually making the decision involves getting a range of ideas, putting together a proposal, checking this with others (either casually or in a motion at a meeting), changing the proposal to include other ideas and suggestions, and then checking it again with those involved. Everyone needs to be clear about how the decision is being made.
What Affects Decision Making?

Space:
The actual space where a meeting is held is important and affects the ability to make a good decision. Meet in an appropriate space to the sort of meeting – it should be large enough and comfortable; it doesn’t need to be formal (e.g., you can meet over lunch). A formal meeting is best held in a ‘neutral’ place. It helps to set that space up before the meeting.

Size:
The group size is important – if it’s too small, you may not get enough ideas or comments; if it’s too large, people may find it hard to take part or reach decisions.

Clear goals:
Goals for the group should be decided by the group. Keep the group’s goals in mind. The aim is to increase the participation of everyone, not exclude them or have fancy rules that stop them participating. Neither is it to ‘get’ people or to force people to take sides. Increasing the tension isn’t useful to making good decisions.

The roles of people in the group:
When we work in groups, we can notice that people have different roles. These roles are affected by their previous experience, by the sort of people they are, by how they feel about the group and the topics etc.

We can often see someone who is the:
- leader – suggests things, takes control;
- clown – makes jokes, eases tension;
- harmoniser – gets people working together;
- facilitator – helps people make a decision;
- blocker – stops the group from reaching agreement;
- side-tracker – takes the group off the subject;
- follower – follows what others say;
and so on. It is important to recognise that these roles exist and how they fit into good decision making.

The fears of people in the group:
Some people may be reluctant to contribute their ideas and opinions because of personal fears. They may feel people will not listen to them, or that they will be put down or made fun of. Shyness may stop a worthwhile opinion being shared with the group. It is important to recognise these fears and plan to overcome them. Perhaps the group should organise some activities to build the confidence of all members.

There are lots of ways of reaching decisions in a group. Here are a couple of suggestions that are useful when a large group has lots of ideas on what to do and has to reach an agreement on action:

1:2:4
Put the question up in front of the group – clearly written on the board, for example. Ask each person to write down (privately) their three top suggestions. Then pair people up to swap their lists. Each pair has to reach agreement on (say) four suggestions. Then double up the groups into fours – and each four has to reach agreement on (say) six suggestions. Keep going until the whole group reaches agreement. The numbers aren’t important (you can go 1:3:9 or take four suggestions for example) but the idea is to make each small group reach a consensus.

ADU
Every person writes down three ideas. Each idea is written in large writing on a separate piece of paper. The ideas are all pinned on the wall in front of the group under the heading ‘AGREE’. Two other headings – ‘DISAGREE’ and ‘UNCLEAR’ – are also put on the wall. Anyone can shift a piece of paper along the wall, but no one can move them back again.

After everyone has had a chance to shift the ideas or proposals, the ones under ‘UNCLEAR’ are sorted out: what isn’t clear? how could it be written to make it clear? Once it is clear, it is shifted to either ‘AGREE’ or ‘DISAGREE’. The ones under ‘DISAGREE’ can then be argued about, but perhaps it is better to concentrate first on the ones under ‘AGREE’ and work out how to do them.

Activities:
1. Visit other groups (parents, teachers) to see how they make decisions.
   Watch for the type of decision making, who is involved, how problems are overcome and so on. Bring a report back to the SRC.

2. Check which people are involved in making decisions in your group.
   For example, who is on your SRC? You could check the SRC for:
   - male/female membership
   - different ethnic groups;
   - older/younger students; and so on.
   Does the membership of the SRC ‘represent’ the school? If not, why not?
   Who speaks up most? Who is listened to? Who is interrupted? Check these in the same way.
   (Don’t just guess these – test your guesses by getting someone to collect information or monitor your SRC meetings.)

Coming up in future issues of Connect:
Meeting Procedures; A Good Representative; Getting Ideas and Reporting Back; Making It Happen
ARE YOU MAKING A DIFFERENCE?

The ruMAD? (Are You Making A Difference?) Framework enables young people to lead change in their community by becoming active citizens. It is about making a difference to student learning, to schools, and to communities.

The ruMAD? Program is a pedagogical framework recently developed for Australian primary and secondary school students. It originated in the philanthropic sector and was initiated in the late 1990s by the Stegley Foundation as a way to engage students in philanthropic and community projects. In 2001 the Education Foundation Australia took over the financial and administrative responsibility of the program.

Through the inquiry-based ruMAD? framework, students are immersed in a unique program of experiential, authentic and innovative learning. The process begins by identifying and establishing shared and important values as a group, then moves to identify community issues that are inconsistent or in conflict with those shared values and identifies which issues students are most passionate about.

Students explore possibilities for action through various levels of involvement in social change projects, and lead the planning and implementation of their chosen projects. At its very core, ruMAD? is about Change not Charity.

In recent times national and state government policies in education have emphasised the need to teach for greater and deeper understanding and for the incorporation of active values education into the curriculum.

ruMAD?’s innovative approach to teaching and learning is a bold example of how these two important curriculum directions can successfully be addressed within one program. ruMAD? activities are based upon student identified values and interests. Within ruMAD?, students take responsibility for their learning and come to a deeper understanding of the community issues they tackle. The ruMAD? process is an example of ‘thinking curriculum in action’.

ruMAD? makes a difference:

- For students: by engaging them actively in issues of social justice, environmental sustainability, responsibility and cultural diversity; by challenging and empowering them to take action; by developing leadership, life and critical thinking skills; and by giving them a new roles as change agents in their community.
- For teachers: by providing a guiding framework for ease of implementation; by modelling a new approach to effective teaching and quality learning; and by providing an innovative approach to addressing the Frameworks for Values Education at both the State and National levels.
- For schools: by setting the scene for new community partnerships and sustainable community networks.
- For communities: by building greater social capital through active citizenship; and by modelling community change not charity.

Get Involved

There are four ways that schools and community groups can get involved in ruMAD:

MAD Day (Make A Difference Day)

MAD Day is a one-day activity where students identify a topic for action that they want to make a difference to in their school, local or global community. The MAD Day topic may be developed by the students or work with the Education Foundation for a theme for the day. Schools already involved with the ruMAD? program can use MAD Day to raise community awareness of their chosen projects and celebrate their achievements.

ruMAD? Projects

A Make A Difference Project is an on-going social change project developed by the students to effect change in their school, local or global community. The project may be developed and implemented over a subject unit, year long or on an ongoing basis at year level curriculum.

ruMAD? Student Foundations

With an ruMAD? Student Foundation, students follow a framework to establish themselves as a philanthropic foundation. Students identify issues of importance to them rather than focus on generic school fundraisers. The students commit to raising funds and granting monies to worthy community organisations within their local communities. They not only learn what it is to raise the money but how they can grant money to make change in their world. It gives students an active role in shaping the world they want to grow up in.

ruMAD? Youth Ambassadors

Once students have participated in a MAD Day, ruMAD? Project or a MAD Student Foundation they can qualify to become a Youth Ambassador.
The students become advocates for the program and share stories within their school and community and with other schools about ruMAD?. The Youth Ambassador role provides opportunities for students to develop and gain confidence in presentations, role models for leadership, and to develop self-confidence. The National Youth Ambassadors Conference is held once a year to celebrate and acknowledge students’ achievements. The aim of the day is to encourage students to share ideas and learn collectively from each other’s experiences.

What Students and Teachers Have Said About ruMAD

“ruMAD? was an essential element of the NALS program because it set us up to plan our change project and were able to realise it can happen!”

Year 10 Aspiring Leader, Outward Bound (National Aspiring Leaders Summit)

“...the good thing about all this is that each classroom got to work on projects that they thought were important in the schools. For instance my kids were concerned about playground safety so they researched and monitored what was happening in the playground and they really wanted to improve it. If children are interested in doing it and believe in what they are doing, it becomes more meaningful to them.”

Year 9 student
Dromana Secondary College

“It was amazing to see students mature and grow though their leadership skills in the classroom. Their group work, teamwork is inspiring and amazing. It is not so much about the end product as the process that they have gone through that is important.”

Teacher, Princes Hill Primary School

Kylie Pritchard, SOSE Coordinator, Dromana Secondary College

National Case Studies:

Jessie’s Creek: Whitfield District Primary School, Victoria

Whitfield is an agricultural township in the King River valley 170 km northeast of Melbourne. The primary school has around 20 students from Prep to Grade 6.

Jessie’s Creek runs through the town and behind the school. Over the years there had been a lot of dumping of green waste (weeds, grass clippings, etc) as well as miscellaneous rubbish. The adults in the town decided to have a meeting to clean up the creek but after three hours no decision could be reached. The students at the Primary School took on an ruMAD? project to carry out a biodiversity study of the creek and to clean it up.

After carrying out the biodiversity study, and only one afternoon of attempting to clean up the creek, the students decided that there must be a better approach to making a difference. They looked at how they could influence other people and organisations to come on board and partner them in making a difference to Jessie’s Creek.

The students wrote to the Wilderness Society, Greening Australia, and the Rural City of Wangaratta and shared their findings. They developed a survey for the local community, produced a brochure to publicise their ideas, and prepared presentations so they could speak to groups like Landcare, the North East Catchment Management Authority, and the Principals of the Goulburn North East Region.

From their presentations and letters the students attracted funding of $26,000 from the Commonwealth Environmental Fund and from Australian Geographic and rejuvenated the entire creek. Adults were stunned by what the students caused. The students and the town now ensure that the creek is kept clean.

“You have to believe in what you are doing and make a fuss to get things moving. People were surprised that kids could do this stuff.”

Grade 6 girls, Whitfield District Primary

Plastic Bags: Myrrhee Primary School, Victoria

Myrrhee is also an agricultural township near the King River 180 km northeast of Melbourne. The enrolments at the school vary from 16 to 30 students in Prep to Grade 6.

When the students decided to create an ruMAD project they examined a range of topics from making a difference to families, to collecting stamps off envelopes and sending them to a program that would use them to raise money to help starving kids, through to creating worm farms and so on.

The topic of plastic bags arose from two directions. Firstly, when the students were involved in cleaning up the town they found that the most common piece of litter was plastic bags. Secondly, the students decided to survey the community to discover what environmental issue the community was most ignorant about – and plastic bags came out on top.

The students began to research plastic bags and their impact on the environment. They found out information such as:

§ In any one year, we throw away over 6 billion plastic shopping bags – that’s 12,000 bags every minute of every day;
§ Just 8.7 checkout bags contain enough embodied petroleum energy to drive a car one kilometre;
§ There are approximately 46,000 pieces of plastic floating in each square mile of our coastal waters;
§ It only takes four grocery trips for an average Australian family to accumulate 60 plastic shopping bags; and
§ What passed for recycling of plastic in 2001 was to compress all the bags into a huge cube of plastic and then put it in landfill.
The students began by making calico bags with slogans on the side (“Save Our Whales!” etc). They originally only could get the calico bags from China but eventually found a supplier in Tasmania who provided IGA and Foodworks with the bags. The students then went to Wangaratta (the nearest big town) and visited three supermarkets to survey the usage of plastic bags (10000 bags were used each week) and to educate the people who used the supermarket in the damage the bags caused.

The students got on to Win News (Channel 9) and into all the local papers and raised the entire community’s understanding of the impact of plastic bags. By the end of the project they had reduced the usage of plastic bags in the area by 55 % and had sent the information out to other schools around Victoria and asked them to take it on in their communities. This was in 2001. Myrrhee was one of the first schools, if not the first, in Victoria to identify this as an issue. By 2009 the Victorian Government is banning free plastic bags.

“Ask any of the kids ‘what MAD projects have you done?’ and they could tell you every one (even the kids who were in prep back in 2001). The kids have enormous pride for what they have achieved and they will remember it for the rest of their lives.”

Geoff Lacey, Principal, Myrrhee Primary School

Environment: Exmouth District High School, Western Australia

Exmouth, with a population of around 2500 people, is situated 1200kms north of Perth and is regarded as the gateway to Ningaloo Reef – a fringing coral reef approximately 260kms long and about 1/10th the size of the Great Barrier Reef.

Exmouth District High School is the only school in Exmouth. The school has 86 high school students and 265 primary school students. The majority of high school students are in Years 8-10. Most students go to schools in Geraldton or Perth after Year 10 to complete Years 11 and 12.

In 2005 the students decided to run ruMAD with the big possibility of ‘everyone doing their bit to make a difference’. They began on March 24th by linking Harmony Day with a MAD Day.

The staff and students began arriving at school in various shades of orange, a multitude of cultural dress as well as some quite MAD outfits. Students dressed in their interpretations of what it is to be MAD and even had a MAD cow (a message to the beef industry), the MAD professor, MAD hair dos and MAD outfits.

The Water Corporation kindly donated 400 bottles of water and these were distributed to every student (K-10) in the school. The aim was to encourage the MAD aspect of the day and get everyone to recycle their bottles once they were empty.

Periods 3 to 5 were abuzz with multi-aged groups of students from years 1-7 and 8-10 rotating through activities including music around the world, harmony masks, weaving, harmony flags, building a harmony hands tree, making friendship bands and family activity murals. A keen group of year 9-10 students under the leadership of Ms Hakkinen put together an International taster luncheon for all staff and students in the secondary section of the school. This was the result of a research assignment in “Food” where students studied the eating and cooking habits of another country and then created a dish for that country based on the information they found.

The spirit across the school was positive, proud and productive and raised $129.75 for “Yane” our World Vision sponsor child.

After MAD Day the students decided to start an enterprise to recycle plastic bottles (as there was no recycling in the town) and make things of use out of the plastic. The idea was to raise enough money to buy a plastic shredder to begin a plastic recycling program at the school.

The students applied for a BP grant and won one for their project called “there’s a message in a bottle”. They then applied to the council for bins to recycle the plastic bottles at school into. Each week the enterprise students counted the bottles from the primary and secondary area of the school, cut some up to be transported to Perth and kept some to make things out of. They have made paint stations, chalk boards, door stops and money boxes from the bottles. They then sold them to make some money to go back into their enterprise and towards buying a shredding machine for the school.

Josh Levy, Education Foundation Australia

Get Involved:

To get involved with ruMAD?, please contact the Education Foundation Australia (www.rumad.org.au)

The Education Foundation Australia has a team of facilitators who provide Professional Development for teachers on the ruMAD? Framework and provide on-going follow up and support. The ruMAD? team are also available to conduct direct facilitation in the classroom.

Contact:

Josh Levy
ruMAD? National Facilitator
Education Foundation Australia
www.rumad.org.au
www.educationfoundation.org.au
(03) 9665 5904
2008 NSW State SRC Conference: Let’s Improve-Make the Move!
Tuesday 5th to Friday 8th August 2008

The NSW State SRC Conference is the peak student leadership conference supported by the NSW Department of Education. Up to 130 secondary student leaders, elected by their peers at inter-school and regional SRC meetings, including ten targeted Aboriginal student leaders, will participate in 2008.

Each day of the conference will be filled with fun and motivational activities, such as student leadership skill development workshops, theme-related activities, a dance and the famous Student Forum.

Any interested SRC student leader in Years 9, 10 or 11 can download: Information for Regional SRC Teams; Regional Nomination form; and Attendance Faxback form, from the website:


Enviro Inspiro!

A Competition for Secondary Students - Terms 1 & 2, 2008

The NSW Student Representative Council (NSW SRC) invites any team of students (or Student Action Team) from a NSW government secondary school to enter and be in the running to win great prizes.

Enviro Inspiro Competition Guidelines are available (see site below). Entrants create a video or DVD to showcase their successful student-led school environment projects. The media should demonstrate how students have:

- researched the need for improvements to the school environment;
- successfully implemented a school environment project; and
- enhanced the school environment.

All entries must include a cover sheet and a written report, using a proforma available on-line.

Entries close: 5.00 pm Friday, 27 June 2008

Don’t know how to make a film documentary?

Staff and students in NSW public schools can find out how to make a documentary from the Teaching and Learning Exchange (TALE) intranet site.

For more information about environmental education:


Have a look at the NSW Department of Environment and Climate Change website at www.epa.nsw.gov.au/index.htm

Previous Winners

2007: 1st Place - Moree Secondary College; 2nd Place - Shepherds Park School; 3rd Place - Billabong High School

2006: 1st Place - Great Lakes College Junior Campus; 2nd Place - Chifley College, Dunheved Campus; 3rd Place - Bankstown Girls High School

More information:

The VicSRC has organised a series of Regional Student Conferences that will be held across Victoria in Term 2, 2008. These provide an opportunity for students on SRCs to meet with other students, to share common concerns, to learn about the VicSRC and to speak out about issues in their school and community. Through these conferences, students will be able to hear about what each other are doing and, through their own organisation, tell the Department of Education and other groups about what’s important to them.

As we go to press, there have been 17 conferences organised from Mildura to Bairnsdale, Wodonga to Hamilton and across the Melbourne metropolitan area, from April 29 to June 26. Invitations have been sent to all secondary schools to send a group of students to one of these. The list of dates and locations is opposite. For up-to-date information, check the VicSRC website (below) or call the VicSRC for a Registration Form.

Students’ discussions at these Regional Conferences will also feed into discussions and decisions at the VicSRC Annual Congress later in the year, where students from across the state will decide on action on behalf of all students. So it’s important that schools are represented at one of the Regional Conferences, to make their voices heard.

The Regional Conferences will also provide some introductory ideas and training about what SRCs can do, some ideas to make SRCs more effective and will include sessions to discuss the issues that students raise.

There will be opportunities for teachers to meet during these sessions to share resources and ideas. In some cases, facilitators from the Education Foundation Australia or from Second Strike will be present to work with teachers.

Some funding support is available to assist schools with attendance at these Regional Student Conferences. The invitations sent to schools contain details of where and how applications should be directed.

For more information regarding times, dates and locations – as well as lunch arrangements – refer to the formal invitation that has been sent out by the VicSRC, or check the list opposite.

The VicSRC receives funding support from the Victorian Department of Education and Early Childhood Development and is auspiced by and based at the Youth Affairs Council of Victoria (YACVic). It can be reached there on 03 9267 3744 or at the cost of a local call from outside Melbourne on 1300 727 176 or by e-mail: vicsrc@yacvic.org.au
Student Conferences Across Victoria
10.00 am - 2.00 pm – at the following dates and locations:

**Tuesday April 29: MILDURA:**
Flexible Learning Centre, Chaffey Secondary College, Deakin Avenue, Mildura; lunch available for $6 per head

**Friday May 2: HAMILTON**
Murray Hall, The Hamilton and Alexandra College, 1 Chaucer Street, Hamilton; lunch from College canteen (various prices)

**Tuesday May 6: COLLINGWOOD**
Multi-Purpose Room, Collingwood College, cnr Cromwell Street and McCutcheon Way, Collingwood; lunch available for $3-$5 per head

**Thursday May 8: TRARALGON**
Senior Campus Hall, Traralgon College, Grey Street, Traralgon; lunch available for $4 per head

**Friday May 9: BAIRNSDALE**
Senior Campus Library, Bairnsdale Secondary College, McKeen Street, Bairnsdale; lunch provided FREE

**Tuesday May 20: DANDENONG NTH**
The Hall, Lyndale Secondary College, Gladstone Road, Dandenong North; lunch available for $5 per head

**Thursday May 22: ELWOOD**
School Library, Elwood College, 101 Glenhuntly Road, Elwood; lunch available for $5 per head

**Friday May 23: BROADMEADOWS**
Assembly Sports Hall, Penola Catholic College, 29 Gibson Street, Broadmeadows; lunch for $5 per head

**Wednesday May 28: BENDIGO**
James King Hall, Bendigo Senior Secondary College, Rosalind Park, Bendigo; lunch available for purchase from the College Café (various prices)

**Monday June 2: NORTH GEELONG**
Open Learning Centre Complex, North Geelong Secondary College, Separation Street, North Geelong; lunch available from Catering Club for $6 per head

**Tuesday June 3: MACLEOD**
Macleod College, Carwarp Street, Macleod; lunch and morning tea supplied FREE (courtesy Macleod SRC)

**Wednesday June 18: BENALLA**
The Performing Arts Centre, Benalla College, Faithful Street, Benalla; lunch available - various prices $3-$5

**Thursday June 19: WODONGA**
Lake Hume Resort, Riverina Highway, Albury; lunch and morning tea supplied FREE (courtesy City of Wodonga)

**Friday June 20: WEST SUNSHINE**
Auditorium, Marian College, 196 Glengala Road, West Sunshine; bring your own lunch

**Tuesday June 24: BALLARAT**
The Robinson Centre, Ballarat High School, Sturt Street West, Ballarat; lunch not available: bring your own

**Wednesday June 25: FRANKSTON**
Study Centre, VCE Campus, Frankston High School, Towerhill Road, Frankston; lunch available, details TBA

**Thursday June 26: GLEN WAVERLEY**
School Hall, Brentwood Secondary College, Watson’s Road, Glen Waverley; lunch available for purchase from canteen approx. $5

**Coming up later in the year:**
VicSRC Student Conference in Horsham

**VicSRC Website:** www.yacvic.org.au/vicsrc

Want more information about the VicSRC?
Then hop onto www.yacvic.org.au/vicsrc There is information on what’s in the Newsletter, about Congress, updates about the Regional Conferences and Cluster news.

If you would like a say about students’ opinions, then hop onto the VicSRC Forum where you register for free and you can give your opinion or those of your students. Please note, we will be changing our Forum over to a new style, so keep an eye on the website for the new address. To access the Forum visit: www.yacvic.org.au/vicsrc/phpBB2/

If you prefer Myspace than websites or forums, the VicSRC has its very own Myspace page. To add yourself as a friend, go to: www.myspace.com/vicsrc

The VicSRC online resources (eg. Website, Forum and Myspace) are valuable tools that all schools’ SRCs should bookmark or know as they provide information for students and their organisations.

Andrew Lomax
School Aid is an Australian non profit organisation whose mission is enabling kids to help other kids. It has just launched an innovative new on-line student-led philanthropy initiative for Australian schools:

www.schoolaid.org.au

This website provides Australian school students with the opportunity to reach out to, and support, their peers with limited education or learning opportunities - in Australia and around the world.

School Aid has conducted focus groups and surveys with school students and principals in Australia to find out about their experiences in school-based giving projects. Some key findings emerged from this research, including that:

- Projects that schools were involved in covered a diversity of issues and varied dramatically in scope, from focusing on the local school community to large global issues;
- The level of understanding of students about what cause or issue they were supporting, why they were doing it and about the impact of their support, was often very low; and
- The projects rarely provided adequate feedback or information, in an appropriate ‘child friendly’ form back to students, about the impact that their support had made.

Therefore, a major conclusion by School Aid was that students were missing out on important learning and developmental opportunities in the way in their involvement in school-based giving projects.

School Aid has developed its website by placing emphasis on ‘learning about giving’ as well as on ‘giving’ itself; on ensuring students develop a proper understanding, as well as experience, of ‘giving’, because this provides a foundation for not only the development of values (such as compassion and empathy), but also practical lifelong giving skills.

The website is also a place for creativity and peer support, with student groups able to create their own profiles to share their ideas and achievements with other school groups around Australia. The website aims to benefit Australian students in a number of key ways:

- Increasing their awareness of challenges facing kids who lack educational opportunities in Australia and around the world;
- Fostering and nurturing a sense of compassion and empathy with their peers; and
- Accessing practical tools and resources to take action, and being able to see the results of their actions.

School Aid’s projects support children whose educational or learning opportunities are limited. These children – whether they be girls in Papua New Guinea whose schools do not adequately provide for them, or Indigenous children in Moree, NSW, who grow up in a culture of fear and mistrust about education - not only receive tangible benefits resulting from the efforts of Australian students, but they also know that they are supported and cared for by the students.

School Aid invites you to check out the new website that empowers kids to help other kids in need at www.schoolaid.org.au and to register a group of students to participate now.

Daniel Bolotin
National Program Manager
E: daniel@schoolaid.org.au
P: 0422 671 632
W: www.schoolaid.org.au

The following three pages present some extracts from the School Aid resources available on their website. They are reprinted here with permission from School Aid.
### 4.2 Team Work

All teams go through stages, so don’t worry if things don’t seem to be perfect – it’s normal! There are, however, things you can do to make it easier on yourselves...

<table>
<thead>
<tr>
<th>Simple ways to work together</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Create guidelines on how you want your team to operate</td>
</tr>
<tr>
<td><strong>2</strong> Have clear roles and responsibilities (see 4.5 Team Roles). Keep checking that everyone is comfortable with their role and swap if needed</td>
</tr>
<tr>
<td><strong>3</strong> Make sure the work is spread evenly between all of you and that everybody is making an effort</td>
</tr>
<tr>
<td><strong>4</strong> Follow through on what you say you are going to do. Let the team know if you can’t</td>
</tr>
<tr>
<td><strong>5</strong> Hold regular meetings to check in with each other (see 4.6 How to run a team meeting). Let the team know if you cannot make it</td>
</tr>
<tr>
<td><strong>6</strong> Why not have a Team Coordinator? Their job is to make sure the team is working well</td>
</tr>
<tr>
<td><strong>7</strong> Remember why you are involved. You are making a difference in the lives of other kids!</td>
</tr>
<tr>
<td><strong>8</strong> If you have any problems, talk about them with your team (see 2.4 If things don’t go as planned...)</td>
</tr>
<tr>
<td><strong>9</strong> Support each other through the difficult times</td>
</tr>
<tr>
<td><strong>10</strong> Celebrate your achievements and give each other pats on the back for doing a good job</td>
</tr>
</tbody>
</table>
There are so many ways in which we can put ourselves in other kids’ shoes in order to imagine their everyday lives. Real life situations facing kids your age include having to walk four kilometres to reach the nearest school; going hungry all day because their family is too poor to buy enough food; not being allowed to attend school because you are a girl; and not having any learning materials, classrooms or even teachers! The following scenarios are examples of actions you can take in your school to replicate situations that effect kids everyday – kids just like the ones in SAT Projects.

<table>
<thead>
<tr>
<th>Food or no food?</th>
<th>Real life issue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The only meal each day may be provided and eaten at school. This may be a small</td>
</tr>
<tr>
<td></td>
<td>portion of rice or soup. Some kids might not have access to any food and be</td>
</tr>
<tr>
<td></td>
<td>hungry during class.</td>
</tr>
<tr>
<td></td>
<td>Your scenario</td>
</tr>
<tr>
<td></td>
<td>What do the kids in your chosen SAT Project eat for lunch? Your class could</td>
</tr>
<tr>
<td></td>
<td>make a typical communal lunch that other kids your age eat every day. How does</td>
</tr>
<tr>
<td></td>
<td>this make you feel? How nutritious is it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Going without</th>
<th>Real life issue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technology and personal belongings are expensive luxuries enjoyed by people</td>
</tr>
<tr>
<td></td>
<td>who can afford them. This is not possible for most of the 8 billion people who</td>
</tr>
<tr>
<td></td>
<td>live on our planet.</td>
</tr>
<tr>
<td></td>
<td>Your scenario</td>
</tr>
<tr>
<td></td>
<td>Select a prized possession you feel you could never go without, and pack it</td>
</tr>
<tr>
<td></td>
<td>away for a day, or a week! Think about other great ideas of having fun or</td>
</tr>
<tr>
<td></td>
<td>communicating that don’t involve technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not enough time to learn</th>
<th>Real life issue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In many households it is the children’s responsibility to do all the jobs</td>
</tr>
<tr>
<td></td>
<td>around the house as both parents must work long hours, cook and look after</td>
</tr>
<tr>
<td></td>
<td>younger siblings. Sometimes the children must also work during the day to help</td>
</tr>
<tr>
<td></td>
<td>the parents earn enough money to pay for food.</td>
</tr>
<tr>
<td></td>
<td>Your scenario</td>
</tr>
<tr>
<td></td>
<td>On top of your normal duties at home you could take on a number of extra jobs</td>
</tr>
<tr>
<td></td>
<td>over a week period. In order to do this you may have to sacrifice your leisure</td>
</tr>
<tr>
<td></td>
<td>or computer time. Perhaps you could even negotiate with your parents a small</td>
</tr>
<tr>
<td></td>
<td>fee (10 cents per job) that you can earn that you can then donate or buy goods</td>
</tr>
<tr>
<td></td>
<td>at your school fundraising action. [10 cents is about 5 times what a child would</td>
</tr>
<tr>
<td></td>
<td>earn polishing a shoe for someone in Africa]</td>
</tr>
</tbody>
</table>
| **A lesson in distances** | **Real life issue**
Some kids must walk up to 3 or 4 kilometres (3000m) everyday just to get to the closest school. This is a long way!

**Your scenario**
To properly get an idea of the distance travelled, measure out a 500m course on your oval or nearby your school. Have everybody walk the track 6 or 8 times one lunch time. How long does it take you?

Alternatively you could organise for everyone to walk to school on a particular day. Buddy up with a group of your friends, ask a parent to walk with you and think about how far some kids have to walk to get to their school.

| **Back to the basics** | **Real life issue**
Some schools do not have money to pay for materials or resources for their students. This means no sporting equipment to play with, no pencils or pens to write with, no books to read and no paper to write on.

**Your scenario**
Arrange a lesson with your teacher to go without these items. How does your learning environment change? What other games can you play at sport or in the playground without bats or balls?

| **Someone turn the light on!** | **Real life issue**
In some areas there is no electricity in school classrooms. This means students in class must deal with hot or cold weather, and rely on natural light to see.

**Your scenario**
Turn off the lights, the air conditioner or the heater and try to concentrate on the lesson!

| **No such thing as school** | **Real life issue**
You want to learn but there is no school in your town. An adult becomes a teacher for the kids who live around you but there is no classroom.

**Your scenario**
Take a lesson outside in a shady spot and think about how some kids like you learn every day.

| **Learning more** | Your local library may score documentary dvds. Enquire to seek out a relevant story reflecting the issues kids are facing in your chosen SAT Project. |
What is a constitution?
A constitution is a very formal document that sets out the rules and guidelines of an organisation. If an SRC doesn’t have a constitution, all the rules and procedures are left up to the best memory of a few students or a teacher! What happens when these people leave? A constitution is a reference document to record the rules so that the student organisation can’t be pushed around.

What’s in a constitution?
Student organisations vary greatly, so there is rarely a concrete structure and purpose. That’s why there isn’t a simple draft constitution that any student group can copy and simply fill in the blanks. Whilst that seems so much easier, it would mean that less thought goes into putting it together and you end up with a poorer document that won’t last past the year.

Having to write a constitution from scratch will give you the opportunity to think seriously about what your SRC is.

This resource is not designed to hold your hand every step of the way. You will have to answer your own questions. The best we can do here is start you off and provide you with some assistance and some sample constitutions. The rest is up to you.

The next thing to remember is that writing a constitution is only a part of the job. You will have to answer your own questions. The best we can do here is start you off and provide you with some assistance and some sample constitutions. The rest is up to you.

The last important consideration is that this document is supposed to last for quite a few years, so it needs to be flexible and a bit general (not to be confused with vague). Most importantly it needs to be simple.

Important: A constitution is a legal document. Once an organisation democratically accepts a constitution, it becomes a legal document and is therefore a serious thing. This doesn’t mean you’ll be in court for forgetting to follow the rules you set down. No-one pays any legal attention to the SRC constitution, but it is something you can tell the Principal, as it is a great lesson in democracy. If you don’t take the constitution seriously as a legal document, then don’t expect anyone else to see it as anything more than toilet paper.

You Do Include:
• Election procedures;
• The structure of the organisation ie How many representatives, who they represent;
• Consequences for breaking the constitution; and
• A way to change the constitution, including a regular period of review.

You Don’t Need to Include:
• Role Statements
  These are great to have written out, you could attach them to the constitution, but making them part of the constitution makes them too hard to change
• Meeting Procedure
  These are good to know but they including them in the constitution makes them too rigid. For more on Meeting Procedure, see the Second Strike SRC Resource Kit ‘Meeting Procedure’ (order form in further resources)
• School Rules

Structure of a Constitution
Constitutions are composed of clauses. Each clause needs to be complete in itself; an entire sentence that makes sense. All clauses are numbered for quick reference, with clauses of similar content group together. Some clauses will be directly related to the one preceding, like a sub-category. For instance:

7. Meetings must be convened at least twice a month.
  7.1 Meetings must not be held within three days of each other.

And the numbering continues as such, with as many sub-categories as appropriate.

7.2
7.3
  7.3.1
  7.3.2
  7.3.2.1

Of course, it does start to look ridiculous after a while. If in doubt, make it a totally new clause.

Adapted, with permission, from the Second Strike Resource Kit for SRCs on Constitutions. Check Second Strike at: www.second-strike.com
News & Reviews

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.

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.

Public Achievement

We’ve been interested to come across an account of a school-based approach that has been operating in Turkey, in which primary and secondary school students develop active citizenship projects to address community issues. It’s called Public Achievement (and also operates in many other countries under this name). Sounds similar to Student Action Teams? You can read more at: www.turkishpolicy.com/index.php?option=com_content&task=view&id=395&Itemid=193

We hope to carry more information in future issues of Connect.

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.

First published by Connect in December 2006;
ISBN: 978-0-9803133-0-7

Order now: $33 each
($27.50 for Connect subscribers)
Student work invited for iNet online conference:
‘Do you live in a global village?’

Students at your school are invited to take part in the 2008 iNet student online conferences: ‘Whose world is it anyway?’

Four online events for primary and secondary students provide a chance to discuss big global issues with young people from around the world. Students can also share creative work exploring the issues. The final (third and fourth) themes for 2008 are:

Do you live in a ‘global village’?
Online message boards are active 28 April - 2 May

If you could change the world to create a better future, what would you do?
Online message boards active 16 - 20 June; deadline for sending in creative work: 12 May

For more information, visit www.ssat-inet.net/haveyoursay

Register to take part

To make sure you are kept updated, register to participate in this series of student conferences at: www.cybertext.net.au/studentreg3.htm

Students may register online individually. Teachers can also register themselves and then pass information on to all their students.

If you have already registered for this series of student conferences, there is no need to register again in order to receive updates on the third and fourth student online conferences.

Students are invited to submit creative work for possible publication on the student conference website.

- written work: essays, stories, poems, newspaper articles ...
- videos
- audio recordings
- presentations
- websites

If a large number of contributions are received, not all entries will be published, but we will try to ensure every class/school is represented. Teachers can also optionally arrange for their class to indicate (via a vote, competition or similar) which of their submitted resources should be given priority.

For more detailed information, please visit: www.ssat-inet.net/haveyoursay

All contributions, with students’ age, name, school and country, must be sent to Ms Debra Brydon at:

brydon@cybertext.net.au

by the deadlines specified above.

Students who aren’t able to submit any creative work by the deadline are still welcome to join in the discussion on the message boards.

If you have any questions about the conferences, please contact Debra Brydon: brydon@cybertext.net.au

Democracy & Education
Call for manuscripts:
“Creating Safe Communities for Learning”
Deadline: May 15, 2008

We are seeking manuscripts that explore avenues for creating safe classroom communities, as well as causes and consequences of contemporary violence in K-12 schools.

We invite educators to explore these issues in theory (essay), to suggest pedagogical approaches (teacher file), or to share your own classroom experiences (reflection). From the local to the international, the abstract to the practical, we hope to address the many layers of what it takes to create communities that are safe for learning.

Manuscripts might address themes captured in the following questions:

- What would a ‘safe learning community’ or ‘hate-free’ school ideally look like? How do schools or wider communities measure up to this ideal?
- Beyond threats to physical safety, what is a definition of ‘safe’ as it relates to learning?
- How does peer pressure relate to safe learning communities?
- How can educators address complicated emotional and social factors – like alienation and the absence of kindness – that might be preconditions for social disintegration?
- How do experiences of war impact on students and adults in school communities?
- What are strategies for students, teachers and administrators that build resiliency and encourage kindness?
- What steps have you taken in your own classroom to prevent or mitigate violence?
- What can educators learn about conflict resolution from other disciplines?
- What are cultural factors that might impact on preconditions for safe learning spaces, such as tolerance, empathy and relational skills?
- What value might theoretical violence (such as in play or narrative) have for students?
- What factors contribute to the escalation of misunderstandings into conflicts? What strategies have you used to diffuse conflicts?
- What other kinds of community involvement – beyond schools – facilitate building safe communities of learning?

Content Types
Submitted manuscripts should be:

- Essay: 10-12 pages (2500-3000 words)
- Teacher File: 6-10 pages (1500-2500 words)
- Reflection: 4-8 pages (1000-2000 words)

They should be sent electronically to:

Democracy and Education
Graduate School of Education and Counseling
Lewis and Clark College
0615 SW Palatine Hill Road, MSC 93
Portland, OR 97219 USA

Email: journal@lclark.edu
Editor: Nancy Nagel
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

Australain:

Agora (History Teachers Association of Victoria) Civics and Citizenship issue: Vol 43 No 1; 2008
Bush Voices (Country Education Project, Wangaratta, Vic) Volume 1; February 2008
EasyGrants Newsletter (Our Community P/L, Melbourne, Vic) January-February 2008
Education Times (Department of Education, Vic) Vol 16 No 1; February 2008
Learn: Lead: Succeed (APAPDC, Hindmarsh, SA) A resource to support the building of leadership in Australian schools; revised 2007
Modanville Memories (Modanville Public School, NSW) 2007
National Survey of Young Australians 2007 (Mission Australia, Sydney, NSW)
“What Do I Do When...?” (Youthlaw, Melbourne, Vic) A practical guide to the law for people who work with young people; 2007
YAPRap (Youth Action and Policy Association, Surry Hills, NSW) Vol 18 Nos 3, 4, 5; March, April, May 2008
Yikes (YACVic, Melbourne, Vic) Vol 6 Edition 1; March 2008
Youth Studies Australia (ACYS, Hobart, Tas) Vol 27 No 1; March 2008

International:

Democracy and Education (Lewis and Clark Graduate School of Education and Counseling, Portland, OR, USA) Vol 17 No 2; March 2008: “Indigenous Ways of Knowing”
Education Revolution (AERA, New York, USA) Vol 20 No 1 (Issue #52); Spring 2008
Life Learning (Toronto, Canada) January /February 2008
Students of Today, Leaders of Tomorrow (NCSL and CSV Education, UK) Student Leadership programme

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description/Pages/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>603</td>
<td>Beyond ‘Voice’: New roles, relations and contexts in researching with young people (Michael Fielding, UK) Paper in Discourse: Studies in the Cultural Politics of Education: 28:3, September 2007 (11 pp; $1.00)</td>
</tr>
<tr>
<td>604</td>
<td>Recasting the role of youth in the MENA Region and beyond: Civic engagement as a tool for learning, empowerment and social change (Serdar M Degirmencioğlu, Beykent University, Turkey) (14 pp; $1.40)</td>
</tr>
<tr>
<td>605</td>
<td>Engaging Young People with the Public Achievement Model (Serdar M Degirmencioğlu, Beykent University, Turkey) Paper in Turkish Policy Quarterly, Vol 5 No 1 (11 pp; $1.10)</td>
</tr>
</tbody>
</table>

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

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!

April 2008
Copy or use this form to subscribe to Connect and to order materials from Connect:

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Address: ...................................................................................................................
.......................................................................................................................... Postcode: ............

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

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