1987.... NEW YEAR GREETINGS

New Year greetings and best wishes to all our readers and subscribers. Especially warm wishes to Connect's overseas supporters including Marie Brennan in Madison, Wisconsin (USA), Rebecca Coyle in London (UK) and Rita Chiodo in Kagoshima (Japan). When we're tardy answering letters, maybe a copy of Connect will suffice!

PHOTO CREDITS

Photographs on pages 4 and 5 from Moira Burke and the Young Women's Photographic Collective. Photos on pages 1, 6 and 7 from Martin Peake. Thanks.

STUDENTS & LEGAL ISSUES

The 'Students and Legal Issues' Forum held on Thursday, November 27th, was attended by approximately 50 students plus teachers, parents, consultants and administrators. After brainstorming a list of legal issues seen by students at the forum, the participants broke into five groups to look at major issues - teacher supervision, access to information/censorship, curriculum negotiation, harassment/equal opportunity, and learning about rights. Each group made a presentation to a 'panel' and this final session was videotaped as a submission to the Ministerial Working Party on Student Participation and the Victorian Government's Legal and Constitutional Committee (which is looking at the need for a Victorian Bill of Rights). In the evening, a seminar looked at similar issues from an adult perspective.

Copies of a report of the day may be obtained from the Youth Affairs Council of Victoria, 14-16 Gertrude St., Fitzroy 3065. Copies of the videotape are held by YACVic, the Victorian Youth Advocacy Network and the Victorian Council of School Organisations.

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NEXT ISSUE

Next issue is due in February 1987. We will start work almost immediately! Copy - articles, photos etc - welcomed! Connect is edited and published by Roger Holdsworth, 12 Brooke Street, Northcote 3070. Phone: (03) 489.9052.
MORE COMPUTER IDEAS

ELECTRONIC NEWSPAPER

During 1985, fifty schools throughout Australia received funding from the National Computer Project to purchase modems. MacKillop College (Werribee, Vic) was one of these schools. Ljiljana Jankovic went to investigate:

Of these fifty schools, only five appeared to be interested in an Electronic Newspaper Project. These schools were St Patricks College (Ballarat), Our Lady of Mercy College (Heidelberg), Ave Maria College (Essendon), MacKillop College (Werribee) and St Pauls College (Warragul).

At MacKillop, an editorial committee of year 10 and year 11 students was created. The students were given a three-week deadline in which to select, edit and compile material.

The students used an Apple IIe computer. The software consisted of Newsroom, Clip Art and a data disc on which articles could be saved. All the graphics were created by interchanging the discs as the students only used a computer with a single disc drive.

Once the articles had been proof-read and a basic layout established, the stories were then sent to the four other schools via the modem. The next stage was a meeting between the three editorial representatives from each of the schools. No new material was presented at this meeting, so discussion could be focused on layout rather than content.

Each school is entitled to four of the twenty pages that constitute the newspaper. The first issue of the publication was reproduced via a photocopier which proved to be very expensive. MacKillop College has since negotiated to have its printing done commercially and is attempting to further minimise costs by attracting advertising.

For further information, contact Fred Muraca at MacKillop College, Russell Street, Werribee 3030.

from Media 3, No 28, November 1986
Rusden Media, Vic

COMPUTER CONFERENCING

Computers have many uses and one way of putting them to work is by computer conferencing.

To conduct a conference through a computer, a modem is also required. This enables the computer to receive and send information along a phone line. Each member taking part in the conference would need a computer and modem, along with special software to enable the computer to use the modem.

The conference would work by each of the people taking part to either 'talk' to each other or send information - similar to the way a normal conference works. Information sent out by one terminal would either be received by all other terminals, or just directed at one certain terminal.

There are two minor drawbacks with this system: the first is that if two people are conversing over one line, a third cannot interrupt until one has stopped, but this will not be long in most cases; the second problem is that of money - but this would probably be outweighed by time and money saved by no travelling.

There are ample advantages though. Sheets of data do not have to be sent to each person separately, but can be sent to each computer, so saving paper. If someone could not attend the conference, all the communication between the terminals could be stored by way of a disc drive, and could be later viewed by that person. Access to outside information would also be much easier as BBSs (Bulletin Board Services) could supply you with almost any information required, with services such as Viatel.

Computer Conferences are an excellent idea and would make life much easier, as conferences would be much more convenient and quicker.

Michael Bane
Strathalbyn High School, SA
The Breaking Chains - Making Links Youth Peace Conference in Melbourne on December 6th and 7th 1986 was recorded for radio by two students. Chris White, who worked with the students, describes the process and outcomes:

The aims of the 3CR project to cover the 'Breaking Chains - Making Links' Youth Peace Conference were:

1. To use the public broadcasting network to promote and broadcast the conference;
2. To document the conference as a significant event and make recordings available to the general public;
3. In accordance with the philosophy of youth participation, to provide young participants with the skills to carry out this work at this and future conferences;
4. To provide the participants with not only significant practical skills but also with an understanding of the nature and use of the broadcasting media.

In accordance with these aims, I worked with Andrea Gregson and Nicole Curtis, two young women who have just completed STC (year 12) at Williamstown High School, to prepare pre-conference publicity material in the form of short 'advertisements' on cartridge, and lead-up interviews. The publicity material was sent to other public radio stations.

In the weeks before the conference, Nicki and Andrea spent a great deal of time in studios 3 and 4 at 3CR learning such skills as panel operating, cartridge production, scripting for radio and editing. They also learnt the use of portable equipment in doing lead-up interviews. We also had a number of planning sessions where we decided how we would cover the conference.

We decided to have a round-up session on the Saturday morning of the conference. This would be pre-recorded and go to air on the Teachers' Show. There would also be an evening show on which we would present material from the conference and invite some conference participants into 3CR studios. On the Sunday afternoon, we would have three hours on the air in which we could present more material from the conference and have 'live' crosses using 3CR's talk-back facilities. Lots of people had to be contacted: people from 3CR who gave up their program time, people who would come into 3CR on the Saturday night and be interviewed, and people who agreed to ring us at prescribed times from the conference site on Sunday afternoon. We are eternally grateful to all these people.

The actual recording of material at
the conference went reasonably smoothly apart from some technical problems on the Sunday morning. Our Saturday evening show was nerve-wracking for Nicki and Andrea but generally went very smoothly. We recorded the overseas speakers' session at the conference on Sunday morning and then rushed back to 3CR for our three-hours on the air. During this time, we 'crossed' to people at the conference, played material we had recorded (eg John Harding's speech from the opening session, Michele O'Neil in the 'Definitions of Peace' session talking about housing as an issue for peace, material from the workshops and vox pops etc). We also featured some of the lead-up material which we had recorded at 3CR e.g. an interview with the band Top Secret who launched their single at the conference.

On the Monday and Tuesday following the conference, Nicki, Andrea and I prepared an hour's documentary on our coverage of the conference. This features lead-up material, material from the conference and material that went 'live-to-air' on 3CR. This documentary was distributed to other radio stations. It is also available from 3CR's 'Real Issues' (tape sales service) - 21 Smith Street, Fitzroy 3065. I hope you enjoy listening to it. I think it is very good.

Chris White
Moreland HS, The Avenue, Coburg 3058

PEACE INSTITUTE

Peace: How Can It Affect Our Future?

The first Peace Institute for students was established on Thursday 2nd October in Melbourne and activities extended through to the 3rd October. All organisation was by Martin Peake from the Peace Education Unit of the Ministry and approximately ten schools, private and public, attended. There were 44 students in all, from schools such as Kingswood, Mitcham High, Vermont High, Mitcham Tech, Nunawading High, St Leo's and Our Lady of Sion.

The Institute began very hesitantly with the introduction games that everyone was reluctant to do. However, they had the desired effect - we ended up sitting in groups with people we didn't know, chatting amiably. The aim of the exercise, apart from familiarising each person with their neighbour, was to promote listening, a skill vital to assist peace. Next, we were told to write down our personal definition of peace and what we hoped to achieve from our two-day Institute.

What is peace? What position will it hold in a future world? To answer this question, we had to use our own initiative - these answers would come to us readily after the next two days.

Next, we had to do a very emotional task: we had to mentally imagine ourselves 20 years into the future and draw the scenes that we saw. Many people felt emotionally drained and disturbed by their visions, yet others had a
slightly more positive view. Most of the scenes people drew fell into two categories – scenes of the future that were devoid of people (domed, cruel and metallic) or scenes of destruction and mutilation. So, most of the images were very negative. However, there was often something positive in these pictures – a flower symbolising hope, green or yellow – for life. Martin then explained to us how we would have a more positive future if we had more positive images of the future – otherwise, destruction would be inevitable.

We then went on to discuss peace on a global level – and we decided that the only way that global peace could be achieved was through, firstly, individual peace leading through to peace in our schools and in our community, and eventually this could mean global peace. However, for this to happen, we need a majority, not a minority, for peace. We also talked about how we couldn't understand why people associate communism and the hippie movement with peace, and thus as a complete write-off. Peace to us is a common cause – it brought us together as a group and brought to us a sense of satisfaction and assurance and safety for our future.

The exercise we went on to required us to split up into smaller groups of about eight, where we were given the situation where we were an old person talking to our grandchild about how we achieved peace in our generation. This brought up many fresh ideas about how we 'achieved' peace, amongst which suggestions were included writing to our PM, forming a Peace Institute and bringing in Peace Education at High Schools.

We then broke for lunch and had a chance to talk to other people about their ideas and schools' attempts at achieving peace.

The Museum was next on the schedule, and there we saw the Peace Exhibition. It was very interesting – a mixture of the past and the contemporary – war and images of peace. There was a lot of writing, many emotive pictures, badges, a tile from Nagasaki and a collection of peace rock videos of well-known artists, aimed at our generation. At the end of this tunnel of a mixture of war and peace, there was an activities area where children could come to create either the paper cranes (for the girl who died as a result of nuclear warfare) of which there are now over 1000, or dove mobiles, among other things. Overall, we agreed that although the exhibition was very well done, there was too much writing. This is unattractive to younger children and the exhibition was more negative than positive. War featured more prominently than peace did. However, considering the topic, we could understand these results, and overall, the exhibition was quite emotive. This ended Thursday, and we all left on a much surer note than we had come in on. Many of us now were beginning to formulate ideas about peace and be more positive about our future.

We began Friday in a similar way to Thursday with more introduction games. Then we broke up into small groups, each guided by an adult, to discuss and take down points about our role as students, as well as peace makers, and what we can do to bring peace to our schools. Many ideas emerged – school peace committees, telling other students about peace and why it is essential to our future, having peace activities at school.

Next we moved on to problems we might encounter, as well as our concepts of the ideal Student Representative Council and School Council – as an active part of our school community and a reliable source of communication to the students.

Students felt very determined and enthusiastic about our future after these discussions. From there, we went on to our next exercise: 'conflict resolution skills'. This involved taking
one of the problems about peace — on any level — and acting it out. The way in which this was to benefit us is in that we also had to act out a solution. It also gave us confidence in speaking out, which Martin pointed out to us as being invaluable. We then had to report back to the main group where we spent a very interesting and entertaining hour discussing our ideas about peace within the schools, then acting out the conflict resolution skills with the aid of Martin ‘Peter Garrett’ Peake! The attending teachers even managed to come up with a conflict to act out.

Lunch followed and we all talked easily and freely among ourselves — everyone was very positive and enthusiastic.

We continued with resolution skills after lunch, when Helen, a person who has had contact with social work constantly, came in to talk to us about conflicts and how to solve them peacefully. We had many discussions on all types of conflict, from conflict within your family, to racism at school. We felt very satisfied after this discussion, as everybody had been frank and open about their conflicts, as had been the case for the two days.

Ian Paulin, a creative composer/singer rounded off the day with some rather rousing songs which allowed for group participation. We ended off the day with a few very relaxed group photographs, then all departed feeling considerably more confident about our future and ourselves and, perhaps, more peaceful individually.

I can only say that my account of these two days is probably unable to capture the spirit of peace, warmth, togetherness and almost relaxed participation that the Peace Institute had to offer.

What we gained from the Institute was the ability to think about conflict before reacting, many listening skills, and a sense of belonging and participation in our future — many people left feeling more confident and cheerful about themselves and their future. We have now established the Peace Institute by which we plan to meet monthly and we all aim to bring in some form of peace communication throughout our schools — by word of mouth, forming of a peace committee or peace activities and so on.

We, as the youth of today, have realised that our future and the futures of the following generations, depend on us. If we are prepared to begin a reaction today, then surely we will be able to assure ourselves a safer future. We all are positive, yet determined to make our world — and it will be ours in time — a peaceful and safer place to be.

Anna Parkinson
Nunawading High School
Canterbury Rd., Forest Hill 3131
YOUTH MEDIA CONFERENCE

The Youth Media Conference was sponsored by the Office of Youth Affairs, organised by the Youth Affairs Council of Australia and held in Sydney from the 13th to the 15th October. Catie Gilbert and Brendan O'Keefe represented Express Australia.

There were twelve young people there, from diverse backgrounds in media all over Australia, all interested in a range of different issues. On the first day, we discussed the problems we have faced working with media. These are a lack of funding, not enough access or facilities, the problem of reaching a wide enough audience and, most important, the isolation of rural and remote areas.

We had speakers who talked about ownership of media in Australia and the effect of satellites on TV, media and politics. One spoke on issues concerning the ABC and its lack of popularity with young people, and we made suggestions about advertising their programs and running shows more in tune with young people.

We discussed the establishment of a national youth radio station which would be run through Sydney's JJJ. It would start from Sydney to Melbourne and, if successful, go to the rest of the country. This brought out the problem that if it wasn't successful, the rest of the country would miss out and may not even know things like this were happening.

We have established a network between all of us at the conference and hope to make some changes in the way things happen.

Catie Gilbert, Express Australia from Express Australia Newsletter, Sept/Oct 1986
18 St Andrews Place, East Melbourne 3002

ASCOLTA RADIO

The Ascolta Radio Group is funded from the Disadvantaged Schools Program. Moreland High School is funded under the PEP Schools Resource Program: Education and the Arts and these funding sources work together on the Ascolta Radio program.

The Ascolta Radio Show can be heard on 3CR (855 AM in Melbourne) on Thursday evenings at 6.30 pm and on the Student Access Breakfast Show on 3PBS-FM (107.7 FM, Melbourne) at 7.00 am on Sundays.

I really didn’t know what Ascolta Radio was about when I joined the class in year 7. After a term of it, I enjoyed it and was really interested in continuing Ascolta Radio. So I stayed involved up until now that I’m in year 10. It's a small group of students, run by two teachers. We work mainly on making programs for 3CR, which are broadcast every Thursday at 6.30 pm (and repeated on 3PBS-FM at 7 am on Sundays). Sometimes we make lunchtime programs for school.

Doing a radio program (show) is a lot of work. You have to write up a script of what to say, organise an interview with someone you would like to talk to about their profession. You’ll need to get records to play in the show. The songs will have to have something to do with the subject of the interview. And that’s about all that’s involved in making a radio program.

I really enjoy making programs – they are a great experience. We were very lucky to have the opportunity to be involved in working with 3CR during school – it's great fun too. Meeting celebrities and interviewing them. You feel very responsible, carrying equipment and looking after it.

PEP, I think, is a good project. If it wasn't for PEP, we would not be able to continue with our radio program. A program cannot be made in two periods and we cannot wait till the week after. It would take too long. So because of PEP we have the opportunity to take other classes off to be able to work on our programs.

Stella Scutisios
Year 10, Moreland HS
from Pepper
CONSULTANTS' WORK:

SUPPORTING STUDENT PARTICIPATION

Having a Say in School Industry Activities

"We get to work with other people. It develops initiative and organising skills. It is a more relaxed approach and we can relate better to the teacher and talk about things - we don't get talked at," says Toni, a year 11 student at Reservoir High School. She was reflecting on a unit about new technology in which the students had undertaken some of their research work at Kodak, which has a Project School Industry link with the school.

What is Project School Industry?
The Project is all of these things:
* students learn about the world of work;
* schools link with their local workplaces such as factories, small business, hospitals, local government offices, voluntary organisations, the home - anywhere that people work, paid or unpaid;
* students learn worker as well as management viewpoints of work;
* learning is active, relevant and can be interesting as well as enjoyable;
* the project encourages student, parent and community/industry participation;
* community understanding of education is promoted;
* it's an opportunity for teachers to update specialist knowledge;
* the project has been developed by schools;
* Project School Industry is not a new idea, but it does give more focus to an effective teaching/learning approach.

Talking about what we do
The Project promotes an active approach to learning. Students could be involved in visiting workplaces, conducting surveys or interviewing people, in order to collect information to be processed in the classroom. For these activities to be successful, teachers and students talk - they talk about what they wish to do and how it is to be done.

Having a say in planning, doing and evaluating activities enables students to:

* develop activities in areas that interest them and that they see as relevant;
* select some of the ways in which they will learn and some of the media they will use;
* become increasingly responsible for their own learning.

Shaping the future

Having students involved in the regional and school committees that make decisions about Project School Industry is valuable and desirable - it can be a good experience for the students concerned. However, it is students having a say in the classroom that is an integral part of School Industry programs.

While improving students' understanding of work, the project encourages students to make decisions about their own learning - thus promoting confidence in their own judgements. It is through having increased responsibility for learning the skills and knowledge necessary to participate and contribute to society that students are equipped to help shape the future.

Anne Clarke and Michael Grout
Project School Industry

Getting the SRC's Act Together

The Northern Region Student Network has generated a lot of interest and work encouraging students to participate both formally on committees and in their classrooms. Students who come to the Network enjoy listening to other students talking about their SRCs, sharing concerns and getting lots of ideas for action. But when they go back to school stimulated to take action, they often come up against brick walls. How do you tell the rest of the SRC what you've learned and how do you make it happen?

A lot of our work as PEP consultants has been in supporting individual schools in 'getting their act together'. After a Network meeting a group at a school may initiate a 'day out' for their SRC to get together and really look at what is happening, perhaps elect office-bearers and discuss roles and
make plans for action. We visit the school and meet with a small group of students and the SRC support teacher. We might sit in on an SRC meeting and try to draw out the issues of concern in the school. These are listed on a white-board and then we try to plan a day's session. We look at venue: this is important. It is better to be away from the school in pleasant surroundings as this encourages students to see this day differently. We also plan transport arrangements, participants' lists, catering, permission forms etc. We plan the agenda (see sample). It's usually a good idea to start with an ice-breaker or game, as even a group from one school do not always know students from other year levels. Then we move into small mixed groups listing five good/bad things about their school and what the SRC can do about these. We usually have a whole group session to put together these shared ideas and concerns. This session often sets up an 'agenda for action' for the SRC.

Then students might need input into how to put their ideas into action. How are decisions made at their school? If you want to do something about the uniform, what processes do you have to go through? We often get a speaker from the school to 'map' on a white-board how decisions are made, at this point. We have seen two Principals do this very successfully. They take a problem that has arisen and show what's happened before the final decision was made. This session can work well, as it shows both groups that the other is serious about students making decisions. The video Seen and Heard has also been useful in showing in an entertaining way how much work goes into effective decision making. Sometimes, we organise specific workshops to take up issues raised eg Publicity - a group might actually design a poster, badge, T-shirt to publicise the SRC. Or action plans can be made, eg:

1. This issue, concern, problem is .......
2. What needs to be done is .......... 
3. Who might help: ....................
4. Where we will begin is ..........

Another strategy that has worked well is for the SRC to actually conduct a meeting with pauses for observations from the consultants, eg too much of the meeting time being taken up with discussion without enough information. Either a small group or an individual to report back to the next meeting with more information.

Often students from other schools come as resource people and other regional consultants are also available. It is important, though, to have at least the SRC support teacher from the school there, because they will be crucial in the follow-up stages.

A catered lunch gives the students a great chance to get to know one another informally. Some school councils allocate funds for this purpose.

The schools we have worked with have agreed that a day like this gives the SRC a great start. But support is essential if plans are to be acted on back at the school.

Meryl Hyde
PEP Consultant, Northern Region
Junior School Councils

At the Northern Region Student Network Conference, Sue Tait (consultant in the Region) and Heather Littlejohn (a teacher in the Region) assisted the operation of a Primary School Workshop on 'Junior School Councils':

For the Primary School Workshop, we invited seven primary schools, all of which have Junior School Councils.

We started the workshop with an introductory 'mix-up' game to get children from different schools talking to each other.

We then listened to Mr Ian Haldon, Principal of Preston North-East Primary School who talked about how important it is for students to take an active role in decision making at the school. He felt students now have a greater opportunity to participate in the organisation of the school.

Each school then presented their Junior School Council members and outlined how their Junior School Council operates and their responsibilities in the school. We were delighted by the range of activities and ideas presented by these students and the very confident way in which they shared their ideas. The brief outline from each school serves a useful base for any school en-deavouring to establish a Junior School Council.

After the presentations, we divided into small groups and discussed two main questions:
1. What's good about being on Junior School Council?
2. Why are Junior School Councils important?

The groups recorded their responses on charts and shared them with the whole group. These ideas demonstrate both keen interest and the high levels of involvement which Junior School Councils are able to achieve. We have listed many of the ideas which the students felt would be useful for other schools.

The involvement of Primary School students in this Student Network Conference was an important initiative and shows that primary students can also make a real contribution to decision making in their schools. When students are encouraged to take responsibility and put their worthwhile ideas into practice the whole school community will benefit. The students who attended our workshop certainly proved this to be the case.

We look forward to primary schools' involvement at future student network meetings. Heather Littlejohn and Sue Tait

Equal Opportunity

At the Northern Region Student Network Conference on 17th September, one of the most popular workshops of the day was 'Equal Opportunity for All'. It attracted a total of 75 students, some of whom attended both morning and afternoon sessions. Anne Clarke and Helen Deans, consultants in the Region, said, "This was a case of youth determining their own structures, because we had limited numbers to 30 - however, how can you turn away from such enthusiasm?"

Each session began with a brief discussion about the understandings people had of Equal Opportunity. This discussion raised a wide spectrum of discrimination issues of concern to young people: racism, sexism, ageism ('dissiminated against because we're not adults').

From this point, we participated in a word association game to get clues as to what social messages we are given about men and women.

The participants had two outlines of flowers and had to write 'man' in the centre of one and 'woman' in the centre of the other. In the petals, they had to write the words that came to their minds when thinking on these words.

We then discussed the roles that these words indicated for women and men. For women, the roles centred on family, home, the importance of being attractive to men. For men, the social pressure to be macho, powerful and successful were clearly identified.

From this point, we moved into smaller discussion groups to explore how much stereotypes are directly involved in the issues of Equal Opportunity - such as double standards in sexual behaviour, language (swearing), clothing (jewellery), domestic labour, education expectations, planning for future lives, peer group pressure, violence, sport, work, contraception, family.

The overall view at the end of this brief beginning was that young people want more opportunities to exchange their concerns regarding areas of sexuality and discrimination. They were also keen, generally speaking, to exchange within mixed gender groups. However desirable this is, the participation rates within the group indicates that it is still important for each gender to have an opportunity to work through specific issues separately.

Anne Clarke and Helen Deans
STUDENT PARTICIPATION IN DECISION-MAKING STRUCTURES

SOME PERSPECTIVES:

BALTARA SCHOOL

Located in Parkville, Baltara school is responsible for the education of boys who live in the Baltara Reception Centre. The boys are between 9 and 15 years of age and are either wards of the state or on remand to the Children's Court. The Reception Centre is run by the Department of Community Services, Victoria.

The school attempts to provide a formative education process (i.e., using the individual's situation as a learning experience to change his social/personal situation) rather than a reformative process such as 'treatment' or 'remediation'.

PEP funds have been used to provide emergency teachers for staff release to help:

1. coordinate and conduct a review of the school's curriculum, with participation by the total school community.

2. the school participate in a joint Task Force made up of school, institution and regional personnel which was established to discuss disputation between Community Services and Ministry of Education staff over curriculum and management of the students.

3. the formation of an SRC.

4. coordinate and produce a student directed review of the school and institution via a video project.

We talked to Neil Barker, a teacher at Baltara, who has worked with the students in the SRC.

Do you think it is important to have an SRC at Baltara?

Student participation is an important process for Baltara students, not just in what they learn from their involvement, but in terms of giving them some sense of power over their own lives.

What are some of the difficulties involved in establishing an SRC?

A problem is that the students come and go too regularly, so it's difficult for the SRC to join in debates that are going on amongst staff.

Another problem is that the SRC does not always meet. It's not a problem for the students, but I'd like it to be more consistent and organised.

Student representation on School Council is very difficult, once again because most students don't stay at Baltara for long. SRC work is not leading into School Council work.

What is your role with the SRC?

I think it's important that I as a teacher don't have voting rights - I never interfere in issues that are raised. By staying out of the discussion and stopping myself from jumping in; allowing students to be more creative and they could see themselves as creative and intelligent. My job is to make things work efficiently.

What are some of the issues that the SRC has worked on?

Food. They organised a petition to get the food improved. Personal space and privacy: the SRC had two big wins - they got locks on toilet doors and shower screens; they also got new furniture for the TV room.

The SRC provided a formal means of getting these ideas up and discussed. The above areas have been a problem for a long time. The Deputy Superintendent appreciated the students taking the initiative.

The SRC has been reasonably effective with the students being able to effect some changes in the centre. Approximately 50 students have been directly involved in the Student Council during the last year. The PEP SRC network has been important for the development of
the Student Council; individual students have also gained confidence and valuable experience from meeting other students representing their schools.

The original aim of the student produced video was to provide another avenue for students to have a say about their experiences at Baltara; a way of involving many students as they moved through the institution throughout the year. How is it developing?

PEP has provided for the time to coordinate and produce a student directed review of the institution. PEP time release has allowed for the raising of $10,000 to hire the necessary equipment and personnel with technical expertise to produce a program of reasonable quality. The video should be available in February 1987.

However, the video has become more. It might be able to give to the community more knowledge about this institution. Trainee child care officers are interested in seeing the video and perhaps the teacher training institutions. This ties into the PEP goals of linking with the community, trying to achieve a public profile for PEP through publicity and aiming for systemic change.

SOS: STUDENTS OF SHEPPARTON

Students of Shepparton (SOS) has had a very successful first year and has achieved a lot for local students.

We have run a successful Student Leadership Inservice, held a 42 hour Student Basketball-a-thon, published two District Student Newsletters, have helped to establish other Student Networks and have tried to improve social interaction between schools.

SOS was the first network in the Goulburn North-Eastern Region to be established; there is now SNOW (Student Network of Wodonga), SNOOK (Student Network of Ovens/King), SNOB (Student Network of Benalla) and the beginnings of a network in the Wanganarra area.

Our Region is now leading the state in Regional Networking.

SOS has not always been running smoothly and has faced a few problems over the past year. Representation has had its ups and downs, with students having to resign because of other commitments. Student input of ideas and problems could be better. Missing classes and accreditation have also been troubling our group.

SOS has been going strong despite these difficulties, and next year aims to get more student input into the types of issues being discussed. Issues on the agenda for 1987 include accreditation, an inter-school camp, senior school complex, a Girls Speak Up Conference and Computer Modem in-servicing.

One major issue that SOS wants to tackle is getting the other post-primary schools in our district that aren't in the immediate Shepparton area involved in SOS. We hope to hold a District Meeting involving these schools in the near future.

SOS would like to thank schools, teachers, students and district and regional personnel for all the support and assistance that they have given us through 1986 and would like to wish everyone a Merry Christmas and Happy New Year!

Dianne Organ
President of SOS, Mooroomna HS

SYDNEY ROAD COMMUNITY SCHOOL

At Sydney Road Community School (in Brunswick, Melbourne) a school meeting is held every Wednesday, but prior to the whole school participating in the meeting, another meeting is held on Tuesday. This includes all staff and any student wishing to participate and is called the Admin Meeting. It is where issues are brought up to be discussed and then brought to the major meeting. They are then discussed and voted on.

Anything can be brought up to the school meeting, from bullying to vandalism. Several times, the stop-smoking rule has been brought to the school meeting to try and stop the students from smoking up in the smoking room within the school building. Smoking is allowed at Sydney Road but until this year nothing has been done about changing the location of the room. As a result of our meeting, outside shelter is now provided for those who smoke.

Sydney Road is a small school with about ninety students and eleven teachers. It is very similar to your average high school but a much smaller version. The school building itself was once a church until the school took it over. The building has been
YALLOURN TECHNICAL SCHOOL

The following proposal for a Student Government subject at Yallourn Technical School (Victoria) was put forward in September 1986 by M Francis, C Hogben, P Lee and T Minten. While this proposal was not agreed to by School Council, the issue is still under consideration at the school.

We propose that a Student Government subject be run for years 9, 10 and 11 concurrently. A teacher who participates in the school community, relates well to students and is prepared to assist rather than direct, and is aware of the PEP Guidelines is sought. It would probably be best for this subject to be run during Wednesday mornings (1986 timetable) when all year levels have electives. Outside 'experts' will be encouraged to work with the students eg City Council officers, Parliamentary Member etc. We also recommend that this elective run for two periods per week.

Current Situation

Some teachers use their 'preparation' time to prepare for meetings. Parents do their preparation for meetings at home. Students have homework to do and don't get any time to do other work involving committees and councils. They have no preparation time at school. Lunch and recess would normally be occupied by meetings, eating lunch and recreational activities. A sample of lunch-time commitments for Student Task Force members is:

Monday: Executive meeting, planning for Student Task Force Meeting;
Tuesday: Student Task Force Meeting.
Wednesday: Sub-committees meet.
Thursday: Continued Student Task Force Meeting.
Friday: Time for work, library and other Student Task Force affairs and liaising.

Because of this heavy load, some students have not got time for compe-
Force, which at the moment is very busy doing what is expected of it. A form of accreditation could well be what is needed to encourage participation among students and be of great benefit to the school and local community.

2. The Teacher Task Force in 1985 recommended that pastoral teachers write reports covering the Student Task Force.

3. We think it would be better for the teacher/s working with the Student Task Force to write this report which would probably be better for an employer to view. A descriptive report would be necessary.

THE PRESIDENT'S REPORT

As the sands of time slowly run by, a nerve-wrecked figure is seen emerging from the corridors, walking daze-like towards a noise-filled room. As she enters, the excitement heightens: she no longer sees her surroundings as just another classroom full of kids, but pictures herself with a job as immense as that of a lion-tamer. As she reaches for the whip and chair, she is jolted back into reality by that too-familiar voice of John Crossland.

"Danielle, are you going to chair this meeting?" Another SRC meeting is about to commence.

As I heave a sigh of anticipation, I feel my optimism rising - maybe, just maybe, this meeting will be different.

A dream, a dream! A meeting where I don't have to raise my voice, a meeting where people actually pay attention. No, it could only be a dream.

Seriously speaking, SRC meetings aren't quite that bad, but I can assure you there were times when the thought of throwing in the towel seemed like an escape - you know, like Clint Eastwood escaping from Alcatraz? But, all in all, I've enjoyed being on the SRC.

It has been, if nothing else, an experience I'll never forget. It will also be an experience my psychiatrist will never cease to explain as 'an oversensitive imagination' on my behalf.

In a 'normal' everyday run-of-the-mill SRC meeting, you do achieve a lot: high blood-pressure, laryngitis and a nervous breakdown once a week is some achievement! Most people wouldn't encounter all three in the same year.

I often wonder what driving force turns an average student into an atrocious, disgusting, ill-mannered, rowdy and bad-tempered student? (essential pre-requisites for any member of the SRC.)

Then, one day, I decided to try a different approach. Losing my cool, I decided, was to become a thing of the past - so I let it be known that I was no longer doing my best. If they had wanted more than that, chances are I would've dropped a bomb on them.

I wasn't going to stand out the front losing my cool while a room full of students watched my eyes bulge and my veins pop, making bets as to whether or not I was going to explode or merely burst a couple of corpuscles - and, lo and behold, an instant change. The minute I said, "I'm not going to blow up any more - quite frankly, my nerves can't stand it. Anyone who is no longer interested can leave" there was a complete metamorphosis before my very eyes. The vicious lions suddenly turned into gentle, well-mannered pussycats. Obviously, I'd been using the wrong approach.

To who-ever takes my crown next year, take note: Don't take the SRC too seriously. In other words, firstly don't put it before your studies, regardless how dedicated you may be. You may find, like I did, your dedication isn't going to be matched, nor does it go towards your final marks at the end of the year.

Furthermore, don't take things to heart: everytime I blew up during a meeting, I took it to heart as a personal failure - that's one of the main reasons I almost handed in my resignation. But I realised that you can only do your best and I felt that I was auditioning for the 'Scanners' sequel.

Lastly, if you're doing your HSC next year and find yourself on School Council and the President of the SRC, then I'd like to leave you with the words of John Crossland, someone whom I must thank greatly and whom I respect deeply, for without his help and support throughout the year, the SRC would have put me in a straight-jacket and had me shipped out to Kew: "Don't forget, it's the year of your HSC not the year of the Student Council."

Danielle Nikolic
"In the afternoon, we got to speak with the other JSCs. We talked about what we already do for our schools and we also talked about new ideas and how to improve our schools.

"Some of the ideas were:
* it lets other students know what's going on;
* JSCs can discuss problems and try to solve them;
* JSCs already do a lot for our schools - awards, buy things for the school, fund-raising, finding out what the children want.

"That day was very informative and I'm sure all JSCs benefitted from it."

Jenny Allen, Preston North East Primary

"One at a time, the schools got up in front of everyone and introduced the JSC members from their school and then told us a little bit about what they do for their schools. When that had finished, we all formed into groups of four and had another discussion about why we think JSCs are important. I liked an idea from another school which was they had built a dam and they were making it into a place to catch tadpoles. Then the day was over. Our school packed up and went home."

Brett Potter, Preston North East PS

"I felt a little scared before we left because I did not know who I was going to meet. I was nervous about talking to teachers and children.

"After lunch, the workshops started. We had to get into smaller groups where children talked about their Junior School Council. Sue introduced Mr Ian Haldon, Principal of Preston North East Primary School. He told us a story about when he was young and said we were important to the school because we could have a child's say about the school.

"Here are some of the ideas that I would like to use from the other Junior School Councils:
* a lake with a jetty;
* a walk-through garden;
* frozen Primas;
* a special play area for different activities.

"I think I learned that exchanging ideas can be fun and knowledgeable."

Ray Brewer, Preston North East Primary

Here are some of the Junior School Council Reports:

<table>
<thead>
<tr>
<th>YARRAMBAT PRIMARY</th>
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<tbody>
<tr>
<td>The Junior School Council:</td>
</tr>
<tr>
<td>- is made up of 16 children, four elected from each grade 3-6;</td>
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<tr>
<td>- members are elected by each grade on a six-monthly basis;</td>
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<tr>
<td>- meets every Thursday during school time;</td>
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<tr>
<td>- has two presidents from grade 6 who take turns at running the meeting and taking the minutes.</td>
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</table>

The JSC is responsible for:
* talking about things which the school needs and ideas for other things which might happen;
* jetty for the dam;
* fitness track;
* a Junior School Council book, to explain to other people what happens on the Junior School Council.

We really enjoyed the Wednesday meeting at La Trobe University because:
1. It gives us ideas about what Junior Councils in other schools do. (Shaun)
2. Hearing about other Junior Councils helps us to compare what we do with the other schools. (Odette)
3. The play helped us to understand more about peace. They were always fighting or disagreeing but in the end they were all dancing and singing. (Kate)
4. Listening to the other Junior Councils speak gave me a good idea of how other schools plan their meetings and the ideas that they have. (Cameron)

The above comments are from the Grade 6 representatives of Yarrambat primary School Junior Council.
Preston Primary

The Junior School Council:
- has been going for two years;
- asks grades for suggestions about what they would like to see changed or improved;
- discusses these suggestions and organises lists of things to be done;
- discusses with the Principal which things are able to be done (some things cost too much);
- reports to School Council.

Notes of meetings are duplicated to aid members' reports to their grades and to be sure someone sees decisions are carried out.

The JSC has been responsible for:
- welcoming visitors and showing them around the school;
- surveying students to find out what people want (eg computers);
- fundraising ('obstathlon', lapathon);
- making submissions to outside groups for Improvement.
- State Garden Awards.

Briar Hill Primary

The Junior School Council has:
- elected members from each grade 2-6;
- two chairpersons (school captains) who take turns running the meetings and taking the minutes;
- meetings every Thursday during school time.

The JSC has been responsible for:
- designing a walk-through garden;
- painting a mural on the timber fence;
- preparing a fitness track;
- fundraising (spellathon, walkathon, frozen Primas, campa);
- helped purchase computers.

Lower Plenty Primary

The Junior School Council:
- has been established for three years;
- has two representatives from each grade 3-6, who are elected for six months;
- has two presidents who take turns with the minutes;
- has weekly meetings during school time either in the library, or in classrooms so other children can observe what happens;
- prepares report sheets after meetings and reports to assembly;
- grade 5/6 members report to the infant school children.

The JSC has been responsible for:
- asking questions about school programs eg the literature program;
- fire drill;
- looking at the school rules at the beginning of each year;
- fund-raising (discos, poster competition, money in jar);
- helped with computers, library games, sports equipment;
- other improvements around the school.

Gowrie Primary

The Junior School Council members are elected when:
- the names of all children in the school are put in a hat and drawn out to form four large groups;
- children are elected from these groups to be part of the JSC.

The JSC is responsible for:
- getting new taps in the toilets;
- goal posts on the oval;
- rebound walls;
- lines on the asphalt;
- fund-raising (count the lollies in the jar).

The school is divided into houses: red, yellow, green and blue. The grade 5/6 children from each house elect a boy and a girl to go on JSC. Each JSC member is given a grade to represent. The representative goes to the grade regularly to know what the other children want in the school and to report back to the JSC. Some children have visited the School Council to make reports.

Some other things the JSC has achieved:
- basketball rings;
- blackboard walls;
- runathon - we raised over $1000 and we bought sports equipment.

The JSC has been working together for three years, but there are new children every year.

Bells Primary

The Junior School Council:
- has elected members who stay on the Council all year;
- has four sub-committees: fund-raising, fete, graphics, publicity;
- has four different sorts of meetings:
  * major meetings for making decisions;
  * sub-committees;
  * fete meetings (making things for it);
  * working bee (eg levelling the cricket pitch).
The Junior School Council:
- has been established for seven years;
- has been responsible for some major changes within the school;
- represents children in grades 4 to 6;
- meets regularly with a group of teachers;
- reports at school assemblies.

The JSC is responsible for:
- pupil of the week;
- fund-raising (discos, 50% vouchers);
- looking at plans for ground improvements;
- rubbish patrol;
- painting murals on school buildings.

WHY ARE JUNIOR SCHOOL COUNCILS IMPORTANT

* You can help other people in your school;
* Everyone has a say in it;
* You can get more things to improve the school;
* It lets you know how to run meetings;
* If you didn't have a Junior School Council, the teachers would have to guess what things we want;
* When a matter is discussed, the discussion is made and fired up, and some action is to be followed up;
* It lets other students know what's going on;
* You can do more interesting things eg rubbish patrol, equipment;
* Giving children responsibility;
* Letting children know they are needed;
* Children have rights;
* The students are the main body in the school, so it should be what they want;
* You can be active in the school;
* Getting satisfaction;
* It's a good education and it builds your confidence;
* You help the School Council;
* Without the Junior School Council, you wouldn't have a lot of the things you have now;
* Children can pass the messages to the Junior School Council and they go to the big Council;
* They discuss problems in the school;
* Children can learn from other people's suggestions;
* The whole school gets involved, not just one or two grades.

WHAT'S GOOD ABOUT BEING ON JSC?

* You get a chance to say what you think should be done in the school;
* It gives you something 'important';
* It makes you more interested in the school;
* Everything;
* You get to meet new people;
* Getting out of work;
* Feeling part of a team;
* Kids getting a say and coming up with ideas;
* To help and improve the school;
* You get to find out what other people think;
* You can give your ideas about things to be done;
* You are treated like an adult;
* You are given a sense of responsibility;
* You get to know the teachers and other children;
* You get privileges, you feel special and you get opportunities;
* You get an opportunity to talk about your ideas and to change the school;
* You get the chance to represent your grade and your school;
* You learn about things happening in the school;
* The people from your grade can share their own ideas with the school;
* Children have a chance to say what they would like to do;
* Children can do what they want and not just what the teachers want;
* It's good to have suggestions introduced to the JSC.
DISADVANTAGED SCHOOLS PROGRAM

STUDENTS ON AREA COMMITTEES

Since 1984, the policy of the Disadvantaged Schools Program in Victoria has provided for student representation on school-based proposal committees and the State Committee of the Program.

In 1985, Program policy on student participation was extended to provide for representation of up to three students on Area Committees. This extension of policy was implemented at the start of 1986.

While the major part of this report is concerned with student representation on Area Committees, the issues raised do relate to other levels of student participation in the Program.

Statewide Patterns of Representation on Area Committees

As of June 1986, 17 of the 23 Area Committees across the state have student representatives. Those Area Committees that do not yet have student representatives, have experienced difficulties in obtaining nominations from schools and, in some instances, have indicated that student representation on Area Committees is not seen as a high Area Committee priority (see below).

Of the 17 Area Committees with student representatives, 10 have 3 student representatives, the maximum allowable under current policy. Of the 41 student representatives on Area Committees, 16 are male and 25 are female.

Primary and Post-Primary Representation

Of the 41 students on Area Committees, 5 come from Primary schools. Three of the 23 Area Committees have primary student representation.

Comments from the two Regions which have primary student representation differ. While Bendigo comments positively, Westernport expresses concern regarding the ability of primary age students to participate effectively at the Area Committee level.

In the majority of the Regions where there are no primary student representatives, the participation of primary age students is seen as neither viable nor appropriate.

Accreditation

Currently, 23 of the 41 students on Area Committees are being provided with some form of formal accreditation for participation by their schools. While the issue of accreditation is recognised by Program staff and most Area Committees as a matter of high priority, it would appear that not all schools with whom the Area Committees are required to negotiate share this view.

Representation

While most students appear to have some representative base at the school level through Student Representative Councils and Student Councils, few students are supported by formal regional student networks. Consequently, student representatives on Area Committees are to a large extent representative of their schools rather than being representative of a broader student view in the region.

Informal networks and regional student forums have provided some linkages and the beginning of student networks in those regions where they do not currently exist.

In reporting on the issue of representation, two Regions have noted that the students who currently participate in committees are not representative of the group of students targeted by the Disadvantaged Schools Program i.e. the active participants tend to be articulate students from middle class backgrounds.

Aspects of Student Participation and Program Response

The policy extension of student representation on Area Committees has sharpened Program awareness of three aspects of student participation: first, student participation in classroom decisions about course content, course management and assessment procedures; second, student participation in formal school-based decision-making forums; third, student participation in formal regional and state decision-making forums.

The recognition of three aspects of student participation poses a question of priority or emphasis for the Program. The question of emphasis is reflected in the different views between Regions as to the approach Area Committees should be adopting in supporting student participation i.e. some regions expressed the view that priority should
be given to supporting student participation at the school level and, in particular, participation in the classroom.

Legal Liability and Student Rights

Generally, Program consultants expressed concern and uncertainty over the question of their legal liability as non-school based personnel accepting responsibility for students who participate in meetings and in-service activities at out-of-school venues.

Where consultants have been required to accept responsibility for students, the issue of student rights has posed something of a dilemma. That is, to what extent is it appropriate on these occasions for adults to control the actions of students, particularly those over the age of sixteen years?

Participation in Area Committee Meetings

Generally, Regions have commented favourably on the quality of student contributions and participation in Area Committee meetings. However, active participation has sometimes been inhibited by the formality of meeting procedure and the use of jargon.

Participation by elected student representatives has, in some instances, been adversely affected where these students are also actively involved in other committees at the school and regional level.

FUTURE DIRECTIONS AND CONSIDERATIONS

In reviewing student participation on Area Committees over the past six months, Program staff identified possible strategies and future directions the Program might adopt in further supporting student participation. These discussions focused in the main on the issues of representation and accreditation.

Representation

The notion and practice of representation clearly need strengthening. Strategies to be pursued could include:

- in-service education activities for school SRCs towards the end of the 1986 school year;
- funding for students to carry out student action research projects;
- provision of emergency teacher funding for student participation support staff in schools;
- funding of student forums in regions;
- utilising and disseminating existing materials and publications on student networking eg Connect;
- a statewide analysis of student networks and support structures in Regions to identify existing networks, Regional Board student support structures and Program networks;
- investigation of the feasibility of the provision of a meeting room/area for students in each region.

Accreditation

Provision of accreditation for student representatives should be a matter of negotiation between schools and the Program:

- negotiations need to emphasise the work, skills and learning outcomes that derive from students participating on Area Committees;
- negotiations need to be premised on an understanding and knowledge of individual school curriculums so that links between learning outcomes from participation and existing curriculum areas can be made;
- negotiations should be initiated with individual School Councils to ultimately obtain the endorsement and support of school curriculum committees and teachers for accreditation.

Positive learning outcomes that have derived from students participating in Area Committees need to be documented and disseminated.

For more information, contact Bernie O'Brien, Disadvantaged Schools Program, Ministry of Education, 416 King Street, West Melbourne 3003 or phone (03) 329.5677.

PEP COMMITTEES IN SA

Parallel to this report, Nayano Taylor has been investigating the role of students on PEP Committees in South Australia. Her outline of results was printed in the last issue of Connect (#41, pp 11-12). Nayano has also published a report to participants about the operation of PEP Committees in SA, with particular attention to the role of students. She writes:

"I sent questionnaires to 59 PEP committees - school committees, area committees and a few state-wide committees. I received responses from 330 committee members, representing a total of 46 committees. Of the 59 'Chairperson's Questionnaires' I sent out, 39 were returned to me.... I have tried to write this report clearly, and with as little jargon as possible. But it is a long report. So I have also prepared some short summaries which I will send out continued page 23..."
STUDENT PARTICIPATION & PEP

In December 1985, twelve of us (6 students and 6 adults) met over four days of workshops to talk and write about what student participation meant. The result of these discussions has been a Discussion Paper for the Commonwealth Schools Commission on Student Participation and the Participation and Equity Program.

The paper covers an analysis of what is meant by student participation (introducing the ideas of participation in, at and through schooling and of participatory representation) and gives six areas of argument for its importance. In the second half of the paper, a more concrete overview of current practices and issues is provided - at classroom, school, regional/area, state and Commonwealth levels. This section also includes a set of proposals for action at all levels. There's also a substantial bibliography included for further reading.

Copies of the discussion paper have been sent to PEP Committees in each state and territory for distribution to schools, colleges etc. If you haven't seen a copy, enquire from your local PEP secretariat.

Roger Holdsworth

SA WORKSHOPS

Over three days in mid-November 1986, 95 students and 20 teachers from 19 of the 23 secondary schools in South Australia's Southern Area attended student participation workshops. The workshops were assisted by two students and a consultant from student participation groups in Victoria, and were funded by PEP.

A full report of the workshops, containing worksheets distributed and an analysis of responses, has been put out by Kathy Moyle, the Area PEP consultant. Copies are available from her at the Southern Area Professional Services Centre, Duncan Ave., Parkholme 5043 SA or from Connect (#301) for $2.30.

ANYONE CAN

Express Australia's media manual Anyone Can was due to be launched in December. Purchase enquiries and orders to Joyce Hines on (03) 654,8432.

ANSS

The Australian Network of Secondary Students (ANSS - see Connect 41, p 19) has been funded by the Commonwealth Government. This funding includes an allocation for a Project Officer to:

- assist the members of ANSS to:
  1. support and promote student participation activities at all levels;
  2. provide policy advice on education and related matters;
  3. liaise with decision-makers in education systems.

The following advertisement has been placed for this position:

PROJECT OFFICER

The Australian Network of Secondary Students (ANSS) wishes to appoint a Project Officer.

ANSS is a National body, formed in 1985 by secondary students to support and represent secondary student organisations. This is a new position (for 12 months).

We require an innovative, self motivated person who:

- is committed to student participation.
- has experience in working with young people.
- has good communication skills, and the ability to impart skills.
- has an understanding of education policy issues.

SALARY: $21,744.

Further information re application and job description from:
Jackie O'Halloran or
Phil O'Donoghue (03) 537 1833
Applications close 30th January, 1987

CAA

Community Aid Abroad (CAA) is an independent, non-government organisation. It raises and sends funds to developing communities, both overseas and within Australia. It sees to it that they are used effectively and productively.

CAA would like to see youth taking an active role in this process. They have developed a youth program which aims at making people aware of problems that people of third world countries and indigenous peoples of Australia face.

To become involved, all you have to do is be between the ages of 14 and 25 and have a concern and a curiosity as to what is happening to people that have to face poverty and famine. These are some of the activities that are offered:
Youth for Development which holds formal and informal meetings each month and discusses poverty issues and holds fund-raising activities; a theatre group, Global Bites, which role-plays situations on poverty, racism and the arms race; the Daily Planet, a newsletter that gives you the latest on peace meetings, conferences, marches and festivals. If your organisation wants to advertise an upcoming event, you are welcome to, free of charge.

For more information on any of these activities or how to start your own groups with the help of CAA, contact:

The Youth Coordinator,
Community Aid Abroad,
156 George Street,
Fitzroy 3065

or phone CAA: (03) 419,7111

(From Spiro Tsintzaras, Kow (Vic) while on work experience at Community Aid Abroad.)

INTO PRACTICE

In 1986, four schools in the Victorian PEP Goal-Based Assessment and Negotiated Curriculum Schools Resource Program – Kyneton THS, Sunshine West HS, Upper Yarra HTS, Williamstown HS – have been working together to document their classroom and school experiences in this area of the curriculum.

Book 1 has been available since November and features articles exploring the issues related to goal-based assessment and negotiation and the implications for practice, and accounts of classroom practice across a range of subjects.

Book 2 will be available during term 1, 1987 and will feature:

* in-service ideas and resources, including suggested curriculum day programs, workshops and strategies for working with members of the school community;
* sample goals, records and reports;
* further articles on classroom practice, including Maths, Science and Trades subjects;
* an annotated bibliography of resources.

Interested schools should contact Helen Bernes at PEP, 416 King Street, West Melbourne 3003. Ph: (03) 329,5677

RELAY

Recent hopes for the establishment of Community Radio in Britain created much excitement. Unfortunately, the decision by the British Government to "give up the idea of an immediate experiment in community radio" has, for the moment, dashed those hopes.

However, much positive work is still being done, and the magazine Relay continues to carry exciting information about what is happening, about resources available, about possibilities and about campaigns to establish forms of community radio. While it is particularly directed to the British situation, Relay regularly reports on international developments and carries resource information that is more widely applicable.

Issue 12 of Relay (March 1986) features reports on community radio and education, with articles on links between radio and schools, on Brunswick's Ascoita Radio Group and on views from schools and community radio about how they can work together.

The current issue (15) is on cassette to give an idea of what community radio can and does sound like. Relay is published 6 times a year and subscriptions in Australia are 6 pound (surface mail) or 10 pound 50 p (airmail) from Relay Radio Magazine, Unit 109, Bon Marche, 444 Brixton Rd., London SW9 8EJ UK.
MATERIAL AVAILABLE

Articles:

<table>
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<td>SOS News (Students of Shepparton) 2nd edition, November 1986</td>
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<td>299</td>
<td>PEP Committees: Report to Participants in the PEP Committees' Survey, Education Department of South Australia, October 1986</td>
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<td>300</td>
<td>PEP: National Student Meeting Report, August 1986</td>
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<td>301</td>
<td>Report of Southern Area Student Participation Workshops (SA) held on 11, 12, 13 November, 1986 - Kathy Moyle.</td>
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<td>302</td>
<td>&quot;Youth Help - The Challenge of Participation&quot; - Angela Hill, DHC News, December 1986</td>
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Publications Received:

AUSTRALIAN STUDENT PUBLICATIONS
SOS News (Shepparton, Vic) No 2, Nov 86
Ascolita (Brunswick schools, Vic) Vol 13 No 5 (Issue 77) October 1986
Focus (Albert Park HS, Vic) Issue 7, October/November 1986
Student Writes (Ballarat, Vic) Vol 1 Nos 2, 3 (Primary and Secondary editions of each) November/December 1986
Presto (Preston schools, Vic) Vol 5 No 6 1986
Rave (Wyncliffe, Vic) No 28.
OVERSEAS STUDENT PUBLICATIONS
Foxfire (Rabun Gap, Georgia, USA) Vol 20 No 2, Summer 1986

Other Sources

ANSS (leaflet) (Melbourne) December 1986
Collective Notes (COSHG, Vic) Nos 19, 20 November, December 1986
Media 3 (Rusden, Vic) No 28, Nov. 1986
Pepper (PEP, Vic) November 1986
PEP Committees (report) (Adelaide, SA) October 1986
Snapshots: PEP Activity in South Australian Schools (Adelaide, SA)
Create (VCOS, Vic) Oct, Nov/Dec 1986
Study of Society (Melbourne, Vic) Vol 17 No 2, November 1986 (final issue!)
National PEP Talk (Canberra, ACT) No 7, November 1986
YACVICBITS (YAC Vic, Vic) No. 1, Dec 1986
Relay (Community Radio Magazine, UK) Nos 12, 13, 14, March, August, Oct. 1986
Express Australia Newsletter (East Melbourne, Vic) September/October 1986
Community Education Network (UK) Vol 6 Nos 2-7, February-July 1986
Employ Bulletin (Balaclava, Vic) Dec 86
Report of Southern Area Student Participation Workshops (SA), 11-13 Nov 1986
Media Bulletin (UK) Vol 3 No 4, Dec 1986
Network (Surry Hills, NSW) December 86
The Push (Division of Youth Affairs, V)

Friends of Connect

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with this report.... I hope that committees will be able to use this information to look at their own groups with new eyes - and be able to find better ways of working."

For more information, contact Nayana Taylor, PEP, FAI Building, 3rd floor, 101 Flinders Street, Adelaide SA 5000 Ph: (08) 227.2366. The report is also available from Connect (#299) for $2.60.
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