Community Research: Rosedale State School and the Cemetery

Student Conferences in Three States SA, Vic, NSW

including:
Registration Details for NASPAC IV, Sydney, 7th - 9th July
The 4th National Student Participation Conference

In this issue:
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- Teen Roar
- Student Leadership and Curriculum
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- Participation, Connectedness and Citizenship

Connect, 12 Brooke Street, Northcote 3070 Victoria Australia
This Issue

This issue of Connect is the first of two that lead up to the 4th National Student Participation Conference in Sydney in July. This promises to be an exciting and valuable event, bringing together students and others who are actively involved in the various arenas of student participation.

Details of the program (still in draft form) and of registration requirements are included in this issue. Please make sure you return this registration form at the earliest possible time, so that the students and teachers on the organising committee can get a clearer idea of your interests and needs.

We should already commend the work of this group - students from the NSW State SRC, and teachers from PASTA - who are developing a challenging and full program for the three days.

Notice of Intent to Present

The Committee would still like to hear from you if you wish to present a session - to tell about what you've been involved with, to run a workshop, to raise important issues for discussion. They have prepared a 'Notice of Intent' form for you to fill in request one from Michael Selway (Sydney Boys' High - address etc in this issue) or from Connect.

Participation - the Bigger Picture

The Conference also provides an 'excuse' (if one were needed) to look at where student participation fits with other issues - 'alienation', 'citizenship', 'middle schooling' and so on. I've been writing about this for several publications recently, but not actually drawn this together for Connect. Until now. There are probably no surprises in the article - regular readers will be familiar with both the arguments and the examples.

Next Issue

The next issue will hopefully continue these discussions, leading up to both the Student Participation Conference and the ACSA Curriculum 97 Conference. In particular, with ACSA focusing on "Negotiating the Curriculum" as its theme, I would like to draw together some descriptions of current practice in this area. While student councils and the like are important, they are only one aspect of that bigger picture. Underlying much of the classroom, curriculum (and governance) work in student participation is the concept of students negotiating their learning. Boomer and Beans continue to be important pioneers. So, where are we now? What's negotiated? And why?

Roger Holdsworth

Front Cover

Detail from the report of the Rosedale State School Cemetery History Group - see page 3.

Connect

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NEXT ISSUE: #105 - June 1997
Deadline for material: end of May
There have been various attempts to make the learning of history ‘come alive’. When a project not only does that, but also provides a continuing record of value to the whole community, it is achieving several ends at once.

In 1996, twenty year 8 to 12 students at Rosedale State School worked to publish information about their local cemetery. Previously, documentation of the people and places who had helped create the Rosedale community had not existed. The Shire Council had received many requests for these records, particularly from people seeking to trace their family trees, but had been unable to supply the appropriate details. There seemed to be no or few written records among the Rosedale community. The Shire Council then approached the school for help and this collaboration has enabled students to carry out important work within their community as part of their school program.

The project was run as a Friday afternoon interest group, with financial support from a Community History Grant from the Department of Environment and Heritage and sponsorship from the Miriam Vale Shire Council. Although a number of students came into and out of the project during the year, there was always a general interest and curiosity displayed by all students in the school.

Interest in the project was initially built up during 1995 by the Year 10 History class. This was continued early in 1996 with a visit to the cemetery by the year 8 classes. Upon receiving the Community History Grant in early 1996, the project began in earnest. Although at first the students considered the project macabre, as it progressed they saw its historical value and became firmly committed to its processes. This was strengthened with publicity about the project in Education Views.

The students discovered some inaccuracies in the existing cemetery records. They were initially perturbed by this: “this can’t be right - we must be wrong”. But then they realised that the records were, in fact, incorrect. “One of the big skills they’re learning is to question things - not to accept that everything they read is the truth,” said project coordinator and history teacher at the school, Glenn Davies.

Over nine months, the students mapped and recorded the historical site of the Rosedale Cemetery. This involved them in:
• mapping the overall cemetery with tape measure and compasses;
• sketching and photographing cemetery headstones;
• creating an index of information contained on all the headstones;
• cross referencing this index and analysing it to determine commonalities;
• entering the information collected onto a computer database.

In addition, the students interviewed a number of long-term residents about their memories of the area. These oral testimonies were linked with students’ research on the cemetery.

Finally, the students compiled and published a booklet on the Rosedale Cemetery. This was presented to the Shire Council in December 1996. The booklet drew the research work together, and now provides a valuable town record outlining the history of the Rosedale community.

In 1997, the booklet will become a part of the year 11 Ancient History Archaeology Unit. A class set of 20 copies will also be located in the school library for use during the year 8 Studies of Society and the Environment Local Studies Unit.

Students have not only learnt about the use of primary sources, developed historical analysis skills and seen the application of the study of history; they have also seen that their studies can have practical benefits and be of value to their community.
Second South Australian Statewide Student Forum Planned for May 1997!

In December 1995, the first Department for Education and Children's Services' (DECS) statewide student forum was held. Nearly 250 students from all over South Australia met in Adelaide for two days to be part of the planning for DECS' future.

This student forum was designed to involve students in discussing what they thought schooling for the future should be like. Students at the forum discussed and debated over the two days. At the conclusion of the Forum they made presentations of their recommendations about the future to Mr Denis Ralph, the Chief Executive of DECS.

A Second Student Forum:

Many people thought holding a Student Forum was a very worthwhile idea and should continue to be an important part of DECS planning. Denis Ralph has made the decision to hold a second student forum in 1997.

The Topic:

The topic for the next student forum will be the environment and the ways DECS can work towards a sustainable society.

Planning underway:

The next Student Forum is being planned now. There is a planning group who have met twice in preparation for 1997.

1997 STUDENT FORUM PLANNING COMMITTEE

The Planning Committee consists of: Steven Roberts (Year 10, Croydon High School), Nicholas Lucas (Year 5, Flagstaff Hill Primary School), Zoe Van Der Lee (Year 4, Flagstaff Hill Primary School), Lyndall Bowey (Year 9, Kadina Memorial High School), Leah Ayles (Year 9, Kadina Memorial High School), Merridy Miller (Year 10, Burra Community Area School), Ana Morrison (Year 6, Parafield Gardens Primary School), Jim Jackaman (DSDO, Lower North Education Office), Vonnie Munro (Principal, Flagstaff Hill JPS), Sue Coad (Plympton Curriculum Centre), David Butler (Plympton Curriculum Centre), Graham Adams (Department for Environment and Natural Resources), Jo Bishop (Department for Environment and Natural Resources), Sherylee Dawe (Aboriginal Education Unit), John Mudge (Principal, Seaview Downs PS), Sandra Lowery (Principal, Gawler High School), Donna Philp (AEW, Adelaide SW Region), Jan Althorp (Strategic Planning Unit).

Two of the students involved have written the following report.

REPORT OF STUDENT FORUM PLANNING MEETING

by Leah Ayles and Lyndall Bowey, from Kadina Memorial High School

Representatives from metropolitan and country SRIs and Aboriginal students, representatives from principal associations, from Curriculum Division, the Aboriginal Education
Unit and officers from the Department for Environment and Natural Resources, met at the Orphanage Teachers Centre, Millwood, South Australia on Tuesday 26 November 1996 to plan the 1997 Student Forum.

The representatives got into small groups and discussed the topic for the 1997 Student Forum which is, "Working towards a sustainable society".

We think this issue is important because it involves students across South Australia in designing and developing the ways DECS can carry out its responsibilities to work towards a sustainable society.

HOW WE PLANNED

Groups of students and adults were given a topic to discuss and to get some ideas. The topics were:

HOW
* How do we get the students to the venue?
* How do students get chosen? (eg from selected schools, from districts or from a written application. If from a selected school, how do the schools get selected?)
* How do we discuss the topic? (eg do we put students in groups according to their year level?)
* How long will the Student Forum go for? One, two or three days?

WHAT
* What do we need to discuss at the Forum?
* What type of speakers do we need? For example, a person who is doing something good for the environment.

WHEN
* When is a suitable time to hold the forum? Early, mid or late next year?

WHERE
* Where will we hold the 1997 Student Forum? (eg a university or somewhere close to the environment?)
* Where will the country students stay overnight? Will they board with a city family?

WHY
* Why do we need to hold a Student Forum? What are the benefits of holding one?

NEXT STEPS
* What do we need to do now to get the Student Forum going?
* How do we publicise the event? (eg posters, letters, faxes)

Everybody then shared their notes and the notes were well discussed. Since everybody had so many ideas, another meeting was held on Tuesday 10 December 1996.

We have recommended that the 1997 Student Forum be in term 2, week 2, on Thursday and Friday. The venue and the speakers have not been decided yet, but we have many ideas.

Stay tuned.

The 1997 South Australian Student Forum will be held on Monday 12th May and Tuesday 13th May around the theme: "Living Now for the Future - Living Sustainably".

Further details are available at the Kids Are The Future (KATF) web site (from which this report was taken) at:


Hopefully, there will be a report of the Forum in a future issue of Connect.
On the 21st March, a group of seven students from Beechworth Secondary College in Victoria, supported by Country Connections, hosted the first Regional Student Gathering for 1997.

The title of the forum, Teen roar - it's our turn! was deliberately devised by these students to reflect the intent of this day as part of an on-going project to increase meaningful student participation. “It’s our turn to be listened to about issues that matter to us and we need to roar loudly to be heard! Teen roar is our voice,” explained one of the organising committee.

Over 100 students from the region attended the day. The following schools were represented: Beechworth, Bright, Benalla, Wangaratta High, Wangaratta Secondary, Rutherglen, Myrtleford, Galen College and Yarrawonga.

Presentation

The day began with an hour-long presentation from Lisa Thompson, 19, who spoke of the many years (since she was twelve years old) living on the streets of Melbourne. During this time she was heavily into drug use and crime - she attempted suicide six times and saw many of her young friends die. To say this was an enthralling talk and discussion is an understatement! Nearly all of the students attending referred in their evaluations of the day to Lisa as the highlight. She had a profound effect on her audience, which was the very reason she was invited to come. Time and again, young people tell us that they listen to their peers and are willing to learn from their experience.

As Lisa said, “Hopefully my story will shock them enough that they won’t end up in that situation themselves.” Judging from the number of questions asked and the hundreds of comments since then about elements in Lisa’s honest, uncensored talk, it was a very meaningful learning experience for all those present.

I also feel that a sobering message to us adults is that we should never give up on someone. Too often we hear around schools and communities that that kid is a ‘no-hoper’. Lisa would have been one of these. Her old school certainly thought so. Yet, through a variety of circumstances, she was able to find the strength and support to change her life. Lisa does not believe there is anything special about her - that strength to want to make a go of things is in all people. It is a huge challenge to school and community (despite the under-resourcing) to help those ‘no-hoppers’ find hope.

Workshops

Workshops were run on issues identified by teenagers in local schools as important to them and not adequately covered in school curriculum. They covered such topics as sexuality, relationships, drugs and harm minimisation, understanding depression and suicidal thoughts, relaxation, standing up for who I am, getting positive, body image and even the meaning of life - minus MacDonalds, Coke, TER scores, sex, drugs and JJJ. The feedback on these workshops was, on the whole, very positive. It was interesting to note that students in their evaluations commented on how valuable it was to mix with students from other schools - to listen and to share ideas and feelings about stuff that mattered (such as adolescent sexuality) in a context that was not threatening or embarrassing. Their comments gave us much food for thought in designing and delivering curriculum and welfare programs in schools!

The food of the day was also a highlight - fantastic cakes and bread donated by the Beechworth Bakery and yummy sandwich fillings and drinks also courtesy of local business. At lunchtime we were entertained and informed by a great live performance about teenage issues, called the 'Sticky Web of Youth' by the year 9/10 drama class from Beechworth Secondary College.

Organising

Lisa Brister, Prue Tully, Luke Ahrens, Eddie Paterson, Kirsty MacCalman, Libby Cahill and Scott Forest put in an enormous amount of work to organise the day. Their attention to even the finest of details, including design of cover, signs, having attendants in the car park to show people where to go, contacting presenters and arranging content of workshops and so on ... just outstanding. Not to mention the great job they did in securing heaps of local...
sponsorship of food and drinks and, in so doing, raising community awareness of the positive contributions of young people! It’s a pity our school curriculum can’t give more credit to such enterprise and initiative.

**Follow Up - Future Teenroars**

Since the 21st March, and after a well-earned recovery period, we have had an evaluation and future planning day. All the Beechworth organising group, plus the group of ten students from Bright P-12 who are hosting the Term 2 Teenroar, met together. It was a great day. Of course, we were able to nominate things we would like to do better - changes that would improve it for next time eg separate rooms for each workshop, careful planning re start and finish times, with participating schools taking into account travel and many other points. Most importantly, we focused on: what are the purposes of these days? What do we want to happen in terms of youth participation?

While it is recognised that those attending the day may have gained personally from the workshops, it was still a concern that these valuable learnings would not be transported back to the school communities. As follow-up, it was decided that work would be done to assist the student teams to implement a particular strategy or program back at their school. Part of this plan is to make the theme of how to effect positive change back at your school - that is, how to translate student concerns and ideas into meaningful action - become part of the agenda at the next Teenroar at Bright in the middle of June.

How active is student participation at your school? How effective is your SRC? Does your student representative on School Council or Curriculum Committee have a truly participatory role in decision-making? Does your school encourage students to initiate programs which would address issues relevant to them? How? Could it be improved?

In the meantime, let us all congratulate the Beechworth students, and Chris Andrews their SWC (who encouraged and supported them) for Teenroar 1 this year. We look forward to the event in Bright mid-June, and to Teenroar 3 at Rutherglen High in Term 3. The student team from Wangaratta High were very keen to host one this year, so maybe Term 4, Wang High? We await word from your intrepid leaders.

Country Connections, with Extra Edge, is committed to supporting these wonderful student teams to make a real difference in their school communities.

Jan Osmotherly

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**Australian Curriculum Studies Association**

**Biennial Conference**

**Negotiating the Curriculum: Whose Agenda?**

**University of Sydney**

**Thursday 10th July - Sunday 13th July, 1997**

There will be many opportunities in papers, roundtables, workshops and 'conversations over coffee' to explore issues around student participation. Connect is involved with one 6-hour workshop and with other panels and presentations.

**Students are invited to attend, present, participate.**

The Conference Organisers have discussed options for a daily rate for those students wishing to attend only some sessions. Further information is available from the organisers of the National Student Participation Conference; this Conference will also provide some preparation for students attending the ACSA Conference.

Contact the ACSA Conference organisers for further information and for Registration Forms:

**Information:** http://www.edfac.usyd.edu.au/projects/acsa97/

**Phone:** (02) 9660 5336; **Fax:** (02) 9660 5072

**e-mail:** acsa97@edfac.usyd.edu.au

**Registrations to be submitted by Monday 9 June.**
Student Leadership is a Vital, Legitimate Part of the Curriculum

Student Representative Councils (SRCs) are a service to the community, a massive money-saving operation and a provider of valuable resource materials.

Using these arguments is all well and good; however they miss a vital element if we are really to make school self-governing and participatory activities for our students more accessible and acceptable. We must do what other subject areas do: use the word and idea of curriculum up front. SRCs and other significant participatory, representational and leadership activities do involve important teaching and learning concepts. The knowledge gained, the skills acquired or refined, and the attitudes engendered in the best-run student leadership programs, are clearly relevant not only to our students’ personal needs, but also to their chances of success at tertiary level and in the workforce.

SRCs are legitimate classroom experiences, even if the mode of delivery varies from normal timetable considerations. Staff must be persuaded to acknowledge this and, in the process, be less resistant to time taken by our student leaders “out of the classroom”. When viewed in the light of SRC and Student Leadership being one of the NSW Department of Education’s priority areas for 1996-1997, the notion of this being an ‘extra-curricular’ activity is ludicrous. More importantly, it leads to inefficiencies in our SRCs and heartaches for both students and staff advisers. As professionals, we must make every effort to ensure that this does not continue to happen.

We need to focus on student participation. We need to raise consciousness of the very real teaching and learning aspects of what we do (and have done for years!). We need to check and check and re-check to see if legitimate and skilled student representatives are, in fact, being consulted in timely, well-supported and clearly acknowledged ways.

Finally, we need to plug into the currently hugely funded and well-supported Civics curriculum initiatives underway nationally. PASTA (and the Department in real ways, through the active participation of its students and concerned teaching staff) must have a real input into this. Huge amounts of money are being allocated nationally - and presumably statewide - to develop a ‘new’ civics curriculum. There are three key points to make:

- SRCs are and have been pursuing ‘civics’ in an active way. To the best of my knowledge, little if any understanding or recognition of this has been done. It seems to be in the ‘too hard’ basket for those in authority or in academic life.

- The link between student leadership and curriculum takes on a larger dimension if we consider this potentially ‘new’ civics curriculum area in terms of the ways in which students will learn. We have to ask the planning committees whether students will read or be exposed to another ‘book-oriented’ course studying the theory and structure of government, as distinct from practising government within the context of their daily lives - the school.

The February 1996 issue of Connect carried extracts of an article by David Owen from the University of Tasmania. This makes for excellent and relevant reading (we need to ask, however, who is doing the reading):

“If, however, our concept of citizenship goes beyond the legal status and focuses on the array of roles that individuals can play in forming, maintaining and changing their communities, then young people are already valuable, and valued, citizens to the extent that they participate in those roles…” “(A USA) study suggests, very forcibly indeed, that it is how we run our schools, rather than what we teach in them, that will determine levels of citizenship…”

Charles Kingston
Bathurst High School

April 1997
A Summary of a Submission to the NSW HSC Review

The Professional Association of SRC Teacher/Advisers (PASTA) clearly states in its constitution and sub-title that we exist to “promote student participation, representation and leadership”. In our philosophy, as well as in our practice, that means there is a most educationally valuable and personally significant role that knowledge, skills and attitudes encouraged by such activities have for our students. It therefore follows that any alterations to the HSC should reflect and encourage that, not restrict it.

... There is strong evidence ... from both surveys done in the USA and Canada, as well as of employers here and abroad, that the ‘best’ indicator of success at further levels of education or in more long-term employment is not an academic mark but significant involvement of students in school activities.

... In addition, the more recent national move in the direction of some sort of compulsory civics component in secondary education is of direct interest and relevance to the subject areas and students we support.

In respect of Curriculum, we strongly believe that the current range of HSC courses should be increased or; at the very least, maintained at its current level with active encouragement given for students to undertake a wide range of options. ... Either one of the proposed options which put current years 10, 11 and 12 together is probably the best ways of delivering an expanded HSC package. We have some reservations, based on current experience, about year 10s ‘opting out’ still further from involvement in significant activities should they at that early stage feel the HSC is the ‘be all and end all’ of their school involvement.

... These options relate most significantly to the needs of our most diversified student bodies and the desirability of enabling schools both to create courses to meet those needs, as well as the system and individual schools assessing and giving credit. Restricting options further than at present will only success in restricting still further those students to whom tertiary study is not the most desirable alternative and also restricting those students most capable of benefiting from such alternatives as they pursue their tertiary ambitions.

In relation to ... Assessment and Reporting, ‘credit’ referred to in our comments on Area 1 should be seen as meaning academic credit, as in course or unit of courses recognition... School-based courses need to be considered as valid courses ... by tertiary institutions and employers. ‘Credit’ also means ... recognition of achievement in reference-based rationale. On one general point relevant to this area, however, I am 100% convinced that the following comment is an accurate paraphrase of not only what all of PASTA’s members and potential members believe, but also of what the students who have been and are actively involved in the student leadership/representational field desire: mechanisms must be put in place for accreditation/official statewide and nationwide recognition of valid educational experiences undertaken outside ‘normal’ courses (eg significant and consistent student council representation, service to the schools and communities, debating, students in parliament, mock trials, peer support leadership, cultural involvement, ‘classroom’ leadership (while recognising that the entire school and community is, in a very real sense, the ‘classroom’), sporting leadership etc - what, in the now somewhat distant past, was largely summarised under the term ‘citizenship’, but now once again, we hope, is seen more broadly in the sense that the activities intimately and productively involve teaching and learning on the part of both teacher and learner.

... Universities in particular need to be more inclusive in how they judge and therefore ‘select’ their students. HSC exam results should still continue to be one factor, but that needs to be supplemented, as it now often is for mature age students, with real recognition taken of internal assessments and, speaking especially here on behalf of all those of us engaged in the student participation, representation and leadership field, of the initiative, organisation, peopleskills and leadership that a student has shown in her or his school and community as well as within his or her more traditional courses ...

(Anyone wishing to see the complete 6-page submission should contact Charles Kingston at Bathurst High School - phone: 063 322 603 - who submitted it on behalf of PASTA.)
Following the success of the 1995 Third National Student Participation Workshop in Melbourne, you are invited to take part in the:

4th NATIONAL STUDENT PARTICIPATION CONFERENCE

Monday 7th July - Wednesday 9th July 1997 at Sydney University

This Conference will be immediately followed by the four-day Biennial Conference of the Australian Curriculum Studies Association (ACSA) - see information elsewhere in this issue.

The National Student Participation Conference (NASPAC IV) provides:

• an opportunity for students and others active in student participation approaches to meet with others and to share information, experiences and advice;
• an opportunity to develop skills and ideas;
• an opportunity for students attending the ACSA Conference to prepare for that Conference and to gain background information about national curriculum issues.

Theme: Participation Or ...?

OUR present; OUR future; OUR choice!

REGISTER NOW! REGISTER NOW! REGISTER NOW! REGISTER NOW!

Registrations are now invited. Please:

• express your interest in attending;
  • indicate how you can assist with the organisation;
  • propose and offer a workshop;
  • offer to be a speaker or member of a panel.

Please copy, complete and return the Registration Form (over) by 10th June.
REGISTRATION: NASPAC IV
4th National Student Participation Conference
7-9 July 1997 - University of Sydney

Send to: NASPAC Conference Organising Committee
Michael Selway (Chairperson), Sydney Boys High School
Moore Park, Surry Hills NSW 2010

Due Date: 10 June 1997

Enquiries: phone: (02) 9361 6910; fax: (02) 9361 6206

SURNAME: ___________________________ GIVEN NAME: ___________________________

MAILING ADDRESS: _______________________________________________________________

___________________________________________________________

TOWN: ________________ STATE: __________ POSTCODE: __________

PHONE and/or FAX CONTACT NUMBERS: ________________________________

SIGNATURE: ___________________________ Date: __________

PARENT'S SIGNATURE (for students): ___________________________ Date: __________

SCHOOL (if appropriate): __________________________________________

REGISTRATION PAYMENT:
(Payment by cheque or money order made payable to "P.A.S.T.A. (NSW) Inc.");

- $25 per person for three days: Amount enclosed: $ ___
- $10 per person for one day: Which day/s? __________ Amount enclosed: $ ___

Accommodation: Participants are encouraged to make their own arrangements. If necessary, contact the Committee Chairperson regarding suggestions for accommodation.

Structure of Program: Participants will attend all General Sessions, and choose from a series of related issue or project seminars at various times.

Special Arrangements: The following special arrangements need to be made (eg students with disabilities, special diets, other special requirements):

Name: ___________________________ Details: ________________________________

Bring:
- an object which represents some aspect of your participation/project - to be shown and discussed at the first 'getting to know us' session;
- any materials (printed or otherwise) that supplements your contribution to any of the topics;
- lots of energy, enthusiasm and empathy!
- and of course, the usual survival necessities.
Purpose of the Conference
The Fourth National Student Participation Conference provides an opportunity for:

- students and others active in student participation approaches (in SRCs, school governance, curriculum etc) to meet with others and share information, experiences and advice;
- students attending the ACSA Conference to prepare for the Conference and to gain background information about the curriculum issues being discussed.

Draft Program
A summary of the Draft Conference Program is included in this issue of Connect. If you would like to see the full draft program (it is still evolving, and can still include what you want to offer), contact Michael Selway, Chairperson of the Conference Organising Committee, or contact Connect.

'Student Participation' is a broad term that has many aspects. The Conference will include many examples of the active participation of students in education decision making.

It is probable that sessions will be held on Student Representative Councils and Junior School Councils, curriculum participation and negotiation, and curriculum projects - students as researchers, media producers, tutors, mediators etc. The Conference looks to students to provide leadership of the sessions - as presenters of information about projects in and between schools, or as leaders of workshops.

Who is it for?
This is a Conference for both students and those who work with and support them - teachers, consultants, parents. All are invited to attend and take part. Where appropriate, separate discussion sessions have been planned for support personnel.

Background
National Student Participation Workshops were held in Melbourne in 1980 and in Adelaide in 1981 and then again in Melbourne in 1995. Specific national student governance sessions were also held in Katherine, NT and elsewhere in the mid-1980s.

Students attending previous ACSA Conferences have requested the opportunity to meet before the Conference to be briefed on and learn about the curriculum issues to be discussed there.

At the 1995 Workshop, a further Conference in 1997 was proposed, and various Sydney groups, including members of the State SRC and the Professional Association of SRC Teacher-Advisers (PASTA), undertook its organisation.

Practical Arrangements
Dates: The Conference will start on Monday 7th July 1997 at 11.00 am and close on Wednesday 9th July at 2.00 pm.
Location: The Conference will be held at the University of Sydney.
Cost: Registration for the Conference will cost $25 per person for the three days or $10 per person per day. This will cover participation, materials and lunches for each day.

No other funding is available for the Conference, thus all participants will need to arrange their own travel, evening meals and accommodation (it may be possible to extend the student and other accommodation arrangements listed by ACSA). If you need further information on this, contact the Organising Committee urgently.

What you need to do
- We need to know you are interested to attend.
- Also, let us know of any special needs you have.
- We need to know what sessions you want offered. What do you expect from the Conference? What are you interested to attend? What do you want to find out?
- We need to know what sessions you are interested to present. Can you tell others about what you're involved with? Can you teach a skill?

Register
In order to attend the Workshop, you must register in advance. Return the attached form by June 10th. Also ask us for a 'Notice of Intent' if you wish to make a presentation or run a workshop.

We will then contact all those who register and provide further details about venue, program, arrangements etc.

Enquiries to:

NASPAC IV
Conference Organising Committee
C/o Michael Selway
Sydney Boys High School
Moore Park, Surry Hills NSW 2010
Phone: (02) 9361 6910; Fax: (02) 9361 6206

April 1997
# NASPAC IV

## 4th National Student Participation Conference

### Outline of Draft Program

Further details will be sent to all those who register.

| Day 1:  
Monday July 7  
Who Are We?  
Why Are We Here? | Day 2:  
Tuesday July 8  
How to Participate Within The School and Wider Community | Day 3:  
Wednesday July 9  
Planning the Journey - National Directions? |
| --- | --- | --- |
| 11.00 am  
Registration | 9.00 am  
Registration | 9.00 am  
Registration |
| 12.00 noon  
Welcome and Opening Ceremony | 9.30 am  
General Session: Keynote: Being an Australian Citizen - Whose Agenda? | 9.30 am  
General Session:  
Topics proposed include:  
SRC visit to USA  
1998, Year 2000  
Conference, PASTA, Networks, CSC,  
National Strategies/ Policies, ACSA,  
School Level Groups  |
| 12.30 pm  
What Do We Mean by Student Participation?  
(a 'show and tell') | 10.00 am  
Student Response and Introduction to Debate | 10.00 am  
Action Planning Session:  
Issues and Problems:  
Some Viewpoints and Solutions (a range of topics)  
(SRCs, JSCs, Peer Support, Peer Meditation, Leadership Skills  
Curriculum, School Councils, Media, Enrichment  
Programs, Advisers) |
| 1.30 pm  
Lunch | 10.10 am  
Debate: "That students should actively participate to keep the present Australian constitutional system." | 11.20 am  
Morning Tea |
| 2.20 pm  
General Session: "What's on offer now? What's planned for our future?" | 11.10 am  
Morning Tea | 11.50 am  
Action Planning Session:  
Summary - what did we decide? |
| 3.00 pm  
Seminar Session 1: "Structures for positive participation programs"  
(SRCs, JSCs, Peer Support, Peer Meditation, Leadership Skills  
Curriculum, School Councils, Media, Enrichment  
Programs, Advisers) | 11.40 am  
General Session: Forum - Feedback on Debate | 12.00 noon  
Seminar Session 3:  
Primary/Secondary Buzz Groups (range of topics) |
| 4.00 pm  
Afternoon Break | 12.30 pm  
Lunch | 1.30 pm  
Seminar Session 4:  
Issues and Problems:  
Some Viewpoints and Solutions (a range of topics, including:  
CSC, Anti-Violence, Personal Trauma, Poverty/Unemployment, Drugs,  
Reconciliation, Disabilities, Families, Homosexuality/Lesbianism/Homophobia) |
| 4.30 pm  
Seminar Session 2: Repeat of topics from Session 1 | 2.30 pm  
Seminar Session 5: repeat of Session 4 | 2.30 pm  
Buzz Sessions: Evaluations, Self-contracts, Contacts |
| 5.30 pm  
General Session: Closing Day 1 and Looking Ahead to Day 2 | 3.45 pm  
Afternoon Tea | 1.45 pm  
General Session: Closing Ceremony |
| 5.30 pm  
Closing Day 1 and Looking Ahead to Day 2 | 4.15 pm  
Seminar Session 5: repeat of Session 4 | 2.00 pm  
Conclusion - on to ACSA... |
|  | 5.30 pm  
General session - Feedback on Day 2 and Look Ahead to Day 3 | 3.00 pm  
Assist in ACSA Conference set up (ACSA Conference participants only) |
Dear Self ...

Today is April 1st (April Fool's Day!) The radio comic just told of an elaborate hoax where people were enticed to attend a rally, but the rally never existed. Imagine that! Turning up at a rally and there was no rally - just people standing around, like you, waiting for a non-existent rally.

Student participation is often like that. A lot of students defensively take the 'Galah' approach at school: don't think independently - just passively survive!

However, a lot of successful people look back to the participation factor as a vital one in their success: debating, sport, prefects, SRC, peer support, drama, media, musicals - all enriching influences in their lives ... all absorbing and significant aspects of the curriculum.

Participation was also vital in their preparation for a democratic form of government. I, Michael Selway, was a Prefect myself, and President of the Student Christian Movement - plus Debating. Looking back (30 years ago!) I realise my participation in these activities was important in my eventual participation in the larger society.

Other successful people would testify to the same valuable heritage:

eg: "I, Charles Kingston, had years as a band member, the honour of representing my high school graduating class as a 'class essayist' at fabulously orchestrated graduation ceremonies (ah, yes, an audience of thousands - well, almost: there were nearly 400 in our year 12 class!). And later, those valuable years as a Peace Corps volunteer in Latin America. Oh yes, Michael, and then there was something funny called Student Councils - nuff said? Probably explains why Roger keeps letting me into all these national student participation conferences (even if I'm nearly ancient history!!)."

"I, Roger Holdsworth - well, I was never a prefect and SRCs didn't exist in the dark ages (this is a funny letter from three real 'oldies'!). I was on a school Debating Team, but most important to me was the production of a totally student-run, circulated-under-the-desks magazine, called 'Gossip' that then became an accredited English project and lasted a couple of years until a threatened libel suit from a teacher. But that, and many years worrying about what the point was of what I was teaching, leads me to be very certain that school learning must include 'memorable experiences', must assure students that they are valuable people, must provide opportunities for students to make a difference to their world while they learn."

Unfortunately, far too many people start that way and remain passive participants throughout their lives. Our Conference (the 4th such national event) aims to encourage ALL members of a school community to participate in the sense of a rower in a race: in order to participate you need to pull your oar! Participants will range from primary students to ex-students and teachers (even oldies like us).

PS: Join us! JOIN US! JOIN US!!!

Imagine writing a "Letter To Myself" thirty years from now about your participation not only at this Conference - but in life! Hopefully you won't look back and realise you have been a mere bystander.

JOIN US!
YES, THAT MEANS YOU!

Yours with enthusiasm

Michael Selway (B.A., Dip.Ed.)
STUDENT LEADERSHIP AND PARTICIPATION PROGRAM

GOALS 1996

Goal 1:
To provide leadership opportunities for all students in all years and all cultures

Outcomes:
- Students have increased their public participation in classroom activities
- Cultural diversity is a feature of school activities
- Students from all year levels participate in school activities
- Students have participated in ‘out of school’ activities such as public speaking competitions and special programs
- Students represent the school within their community at different levels

Strategies
- Athletics and swimming carnivals
- Leadership camps
- Student Community Involvement Program
- JRC
- SRC
- Debating teams
- Competitions
- Public speaking
- House committees
- Peer Support/orientation
- Mentor programs
- Grade sport/knockout
- Missing Link
- Rock Eisteddfod
- Formal committees
- Fund raising
- Group work
- Oral speaking component of all subjects
- Exchange programs
- Sister schools

Goal 2:
To celebrate the leadership achievement of students

Outcomes:
- Students have received awards recognising participation in leadership activities
- Student achievements have been published within the school community
- Students have attended ceremonies recognising their achievements
- Former students’ achievements are recognised

Strategies:
- Presentation Night
- Missing Link
- Local papers/media
- School notice boards
- School/Year/House Year assemblies
- Graduation ceremonies
- Formals
- Merit Award structure (Cherrybrook Program)
- Staff executive meetings
- House merit system
- Accreditation certificates
- Letters home to parents
- Personal letters of appreciation to students
- Reports structure (checklist)

Goal 3:
To develop staff skills in order to share responsibility for student leadership activities

Outcomes:
- Teachers have been inserviced on the leadership program
- Teachers have been involved in student leadership activities
- Teachers accept and appreciate student leadership and participation
- Teachers have participated in specific training activities related to student leadership

Strategies:
- School development day
- Leadership training program
- Staff meeting presentation
- Faculty presentation
- Regional courses
- Evaluation survey
- Active promotion
- Monitoring presentation of certificates - which
- Leaders training apprenticeship
- Frequent on-going recognition of staff contribution
- Staff observe students participating in leadership activities

Goal 4:
To increase participation of male students in leadership activities

Outcomes:
- Males have been involved in school activities
- Proportion of male representation has increased
- Leadership activities are perceived more positively by the males

Strategies:
- Targeted boys’ programs
- Awareness raising
- Guest speakers
- Quota system on committees eg. Formals
- Staff/student games with gender balance
- Use warm-up activities relevant to sports training
- Active encouragement by teachers in the classroom

Goal 5:
To provide training and development programs for leadership

Outcomes:
- Students have participated in organised training programs
- The school has developed ongoing training programs
- The school has developed and fostered networks and links beyond the immediate school community
- Students have received a ‘hands-on’ training program

Strategies:
- Primary school links
- Training programs level 2/3; Year 7
- Other school links/ networks
- Training days inservice
- Writing teams
- ‘Hands-on’ Training leaders work through program
- Evaluation and follow-up
- Debriefing
Student Participation, Connectedness and Citizenship

Various issues emerge in education from time to time as ‘popular phrases’; but there are also recurrent themes that underlie these issues and provide continuing responses to changing dilemmas.

Currently, there is considerable work being done in education around concepts of citizenship. To some extent, this is prompted by the report of the Civics Experts Group, but beyond this, it reflects a growing concern about issues of student alienation (on the one hand) and school connectedness (on the other). It has been argued that, rather than look at such ideas from the perspective of individual deficits, we should be concerned at the ways in which institutions such as schools, alienate or connect students.

As a number of reports have indicated, issues of student participation and agency underlie positive responses to these issues and these will be explored here.

Citizenship

Debates on citizenship have identified ‘minimal’ and ‘maximal’ interpretations of the way the concepts of citizenship have been used. For example, Karen Evans has characterised these as:

Minimal interpretations emphasise civil and legal status, rights and responsibilities, arising from membership of a community or society. The good citizen is law-abiding, public-spirited, exercises political involvement through voting for representatives. Citizenship is gained when civil and legal status is granted. Maximal interpretations, by contrast, entail consciousness of self as a member of a shared democratic culture, emphasise participatory approaches to political involvement and consider ways in which social disadvantage undermine citizenship by denying people full participation in society in any significant sense. (Evans 1995)

For schools, these interpretations have direct implications for the nature of educational approaches to teaching about civics and citizenship.

Education for citizenship in its minimal interpretation requires only induction into basic knowledge of institutionalised rules concerning rights and obligations. Maximal interpretations require education which develops critical and reflective abilities and capacities for self-determination and autonomy. (Evans 1995: 5)

In particular, the adoption of any form of maximalist approach requires attention to what students learn from the way the school is organised, and from their prescribed or implied place within that school - the ways in which they are treated. At one stage, this was often referred to as ‘the hidden curriculum’, though it has become more common to recognise the impact of the ‘school ethos’ - policies, programs, organisation - on student learning.

This applies at a number of levels, from the form of decision making in the schools as a whole to the degree and nature of curriculum negotiation within classrooms to the nature of learning tasks developed within the school.

When I think about what I learned (and then, later, taught) about citizenship, I can recognise two distinct, and sometimes contradictory, elements. On the one hand, formal content emphasised concepts of living in a democratic state, ranging from minimalist views of the citizen as a consumer and exerciser of rights, to more maximalist views of the need for a commitment to a participatory and democratic approach to decision making. On the other hand, the school organisation excluded or marginalised the exercise of student roles in the ‘democracy’ of the school.

When we consider how we organise our schools, and when we consider how we organise learning and knowledge, what are we saying to students?

Deferred Outcomes

The issues here are not just the obvious ones of the role that
students have in the formal school governance. These are important and I'll return to them. However, as important (and perhaps more so) are the general issues of how we regard the purpose of student learning within the overall curriculum.

As Wyn points out that:

one of the central features of a categorical concept of youth is its positioning of youth in relation to the future. However the 'future' for which youth are positioned from a categorical perspective is an ahistorical, static notion of adulthood, based on a supposed dichotomy between the categories of adulthood and youth rather than on an understanding of the complex continuities through the life cycle. Conceptually, the positioning of youth in this way obscures the experiences of young people by delegating them to a less significant realm than those who have reached 'adult' life. Young people are seen as 'non-adults', a group who are in deficit. They are citizens of the future, rather than citizens in the present. (Wyn 1995: 52)

James Coleman, writing in 1972, pointed to societal developments in relation to the roles of young people, and the consequences of these changes:

In the family, the young remain, while the activities from which they could learn have moved out; in the workplace, the activities from which they could learn remain, but the young themselves have been excluded... The student role of young persons has become enlarged to the point where that role constitutes the major portion of their youth. But the student role is not a role of taking action and experiencing consequences... It is a relatively passive role, always in preparation for action, but never acting... The consequences of the expansion of the student role, and the action poverty it implies for the young, has been an increased restiveness among the young.

They are shielded from responsibility, and they become irresponsible; they are held in a dependent status, and they come to act as dependents; they are kept away from productive work, and they become unproductive. (Coleman 1972: 5-8)

Almost all learning activities in schools provide purposes for students that are deferred; almost all learning activities are productive only for a teacher. Students are told: "learn this because it will be valuable to you later"; "learn about citizenship because one day you will be a citizen".

It is no surprise that students continue to bemoan the lack of relevance of the curriculum, even as we seek ways to make the activities we design more relevant to their perceived interests, and seek to centre the curriculum in student interests and needs, rather than abstract academic pursuits. (And perhaps I am being charitable here.)

While some students will be content to defer the outcomes of their learning because they recognise that they have a secured future, others will remain passive collaborators, or active resisters. But ALL these students are learning a more profound message: that learning and its organisation through schools devalues their experiences, their knowledge, their present situation.

This is perhaps most significant in the area of citizenship. By deferring the outcomes of learning, and by devaluing students' present situation, we are conveying strong messages to students about how Australian institutions regard their participation. We are, in fact, teaching about 'active citizenship' in the most negative way.

Agency

There has been recent attention to classroom curriculum processes that include students in decision making. For example, approaches outlined in the US, and now used in many schools in Australia, emphasise the role of students in negotiating curriculum to help young people broaden and deepen their understanding of themselves and their world. For this reason it begins with questions and concerns they have about these two areas. The themes around which the curriculum is organised are found at points where questions and concerns about self interest with those about the world. (Beane 1953: 6)

Yet even here, little attention has been paid to the need for this curriculum to include the capacity and willingness to act upon learning - to produce something of value, to be valued and to value one's self as someone who can 'make a difference'. Elsewhere this has been referred to as 'social agency' and linked strongly to 'full citizenship' or 'active citizenship'. (Watts, 1995: 93)

Watts goes on to draw out some implications of such an approach, and includes schools as a principal site for the exercise of agency:

Agency is about people having access both to their schooling and in their jobs and their community lives to open and democratic structures and processes. It is about ensuring that people have real choices about their lifestyle. Agency is about ensuring that people can work collaboratively with those who matter in their lives to prioritise and make decisions; and that all the relevant organisations and institutions will enhance their capacity and their right to control their own destinies. Any idea of citizenship-as-agency implies that we all must have the right both to participate and not to participate
in community decision-making. Agency is about being listened to and treated with dignity, respect and mutuality, and it is about working and living in a non-authoritarian environment. (Watts 1995: 101)

There is now emerging further evidence of the importance of such aspects of the school curriculum to the development of active citizenship.

Just released in Australia is a quite remarkable study of 'civic voluntarism' in the United States that suggests, on the basis of some 15,000 preliminary interviews and a further 2,500 in-depth interviews, that while schools can have a very important role to play in the 'pathways' to civic participation, the provision of actual civics courses does not (Verba et al 1995). Rather, the study showed that it was opportunities for participation (and therefore learning) in the processes of school governance, together with opportunities to discuss contemporary political issues of interest to the students, that were more important... The US study suggests, very forcibly indeed, that it is how we run our schools, rather than what we teach in them, that will determine levels of active citizenship. Changing curricula is difficult enough; developing genuinely inclusive and democratic systems of school governance even more so. Moreover, these sorts of changes are less likely to result from Commonwealth-inspired funding initiatives than from the agitation of teachers, parents and students themselves. (Owen 1996)

Value

These views argue for broad changes to teaching and learning within primary and secondary schools. They argue for approaches in which student roles of community value are created.

These ideas have been proposed at both theoretical and practical levels. In developing a 'theory of the value of youth', Professor Art Pearl has suggested that: "If youth are to be valued, they must be of the society - participants, not recipients. That is the crux of any theory of valuing youth." (Pearl et al 1978) These ideas also underlie the approach adopted by various US school networks as the 'Foxfire Approach'; here, basic principles of student choice and action around projects which have community value and academic integrity are the basis for learning (see Foxfire Fund 1995).

In Australia, such approaches embrace both the arena of the classroom and of school governance under the heading of 'student participation'. These approaches see young people as bringing skills, views, and experiences to their education. They see that learning takes place most effectively when it is active, relevant to the needs of the learner, and recognises the background and present situation of the learner. These approaches then structure learning to build upon the strengths of young people, and to value their contributions as partners in the learning process. Ideas of student-centred approaches in education are not new. In this century, John Dewey articulated principles and approaches which are now being rediscovered. Building upon these principles, ideas of student participation in education go even further to assert that schools must develop ways in which their students' education can contribute to outcomes of recognised community value.

Student Participation

In education, the word 'participation' has been used in various ways. For example, it can mean 'being there' (as in participation or retention rates); it can mean 'taking part' (as in doing activities over which students may have no say); it can mean 'having a say' (students speaking out about issues). All these are important, but we mean much more than these definitions when we talk of 'student participation'.

We mean: an active role for students in decisions about and implementation of education policies and practices and of the key issues that determine the nature of the world in which they live.

This implies that participation must value the contribution that students make, meet genuine needs (ie be about real things), have an impact or consequence that extends beyond the participants (ie outside the classroom), be challenging to participants, and provide the opportunity for planning, acting and reflecting.

Another way of saying that is to see that student participation must involve activities that are valuable and make sense in three ways:

a) to the participants - students are working on issues they choose, that make sense to them, and in which they are valued;

b) to the community - the community sees the issues as valuable ones to be worked on, and in which students can add something of value to that community;

c) academically - the participation meets the academic or curriculum goals that schools are required to achieve.

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These principles then provide an essential checklist by which we can determine whether a particular proposal is of worth. Is it driven by student choice and enthusiasm? Does it produce something of real value to the community? Does it meet the learning goals of the school or the subject?

**Arenas of Student Participation**

There are two major arenas in which we see student participation developing. The existence of participation in both these arenas is important and complementary:

**a) in school governance**

This involves students directly or through representatives in participation in decision making about educational issues. In turn, this occurs through:

(i) students on committees eg School Council, Curriculum Committee, Regional Board etc

(ii) student-run organisations eg Student Representative Councils, Junior School Councils - where students can discuss, debate and decide their position on issues facing them.

In both areas, students are regarded as having valuable perspectives, information and skills to contribute to the school’s decision making. Student views are taken seriously, and students are supported in developing democratic structures that ensure the views of all students are represented.

Many schools have some form of student organisation - and these have recently developed most rapidly in primary schools. While these groups have traditionally been seen as having limited functions (fund-raising and organisation of social activities in many cases), schools which are serious about supporting student participation continue to grapple with issues involved in extending the role of student organisations as a vital part of the school’s overall decision-making structure.

When do the student groups meet - at lunchtime, or as part of the curriculum? Who is elected - the ‘dags’ or a variety of students representative of interests of the student body? How do school recognise and credit students’ SRC participation as part of the school’s curriculum? These are some of the concerns being explored.

Student representation also occurs within the broader decision-making structure of the school, on the various committees and working parties that make decisions and recommendations on policies and programs. Students are also directly represented on the School Council.

These structural matters raise further issues for representatives: reporting back and seeking direction from other students through the SRC and then through discussion at home group or sub-school levels, become important for all students’ development and learning.

**b) in curriculum**

This involves students in decision making and action through classroom learning partnerships, and through specific ‘student participation’ projects or approaches. Curriculum negotiation is basic to all such approaches and can occur at all levels (though it has been spelled out most coherently in senior school curriculum).

Even within centrally determined curriculum, schools have discovered and developed opportunities for negotiation of learning methods; in other courses, curriculum partnerships between teachers and students have taken joint responsibility for setting goals, canvassing needs and background, identifying appropriate content, devising learning methods and putting appropriate assessment and evaluation measures in place.

The most extensive examples of student participation are seen in the wide range of curriculum projects that have been developed within schools. These can be:

(i) **community development projects** in which students create resources and services of value to their communities.

Examples of these projects have included:

- cross-age tutoring in which students teach other students either within the school, or within neighbouring schools or community facilities (eg child care centres);
- media productions - students have produced community newspapers (some multilingual) and directories, books of oral histories, or radio and television programs;
- job creation - through enterprise education;

(ii) **community research and action projects** in which students investigate and act on issues facing their community.

Examples of these projects have included:

- student research initiatives on youth homelessness, in which they wrote reports and proposed community action;
- students environmental studies;
students working as evaluators of health projects; and so on.

There are long lists of practical examples in all these areas. It is important that documentation and sharing of practical initiatives continues to occur. The national newsletter, Connect, has provided a means for this to happen for over 17 years.

Information is provided in the references for ways in which you can learn more about these approaches through Connect.

Student Participation, Citizenship, Connectedness and Agency

It is argued here that the adoption of ideas of active citizenship within schools imply a belief in views of a democratic community and of a continuing growth in our capacity to exercise citizenship. It is asserted both that students learn about participation in a democratic society through the exercise of democracy, and that they are already members of a potentially democratic school community.

The questions for schools then become ones of how such learning may be better structured through the nature of classroom activities and inclusive forms of school decision making. Further, it is argued that student participation leads to more effective decision making and learning. Better decisions are made when participants share in making those decisions; learning is more effective when students are active participants in decisions about that learning.

Such views of citizenship and student participation provide challenges for systems, schools, families and individuals. It bears directly on the social health of the school. It places issues of active citizenship at the centre of what it means to grow, to learn, to become adult - at the centre of what schools are all about.

The active participation of students can be reflected in the organisational structure of the school: are students represented and valued in the school’s decision making structures? Are students encouraged and supported to develop their own organisations?

It is also reflected in the learning approaches taken by the school: do they engage students in real initiatives with productive community outcomes that value students?

Roger Holdsworth

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Coleman, J. (1972) How Do the Young Become Adults?, Center for Social Organisation of Schools, John Hopkins University, Baltimore; Report No. 130, May


Connect (Journal supporting student participation) (1979- ) Nos. 1-104 (12 Brooke Street, Northcote 3070 Victoria; subscriptions $50 pa - school; $20 pa - individual)


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Pearl, A, Grant, D and Wenk, E (eds) (1978) The Value of Youth, Responsible Action, Davis, California


ACEE Equity Network

Equity Network is the quarterly newsletter of the Australian Centre for Equity through Education (ACEE). It provides up to date information on the work of the Centre and equity issues.

Annual subscription of $20 includes:
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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:

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OTHER PUBLICATIONS:

Australian:

ACEE Equity Network (ACEE, Darlingtonst, NSW) Vol 3 Issue 1, February 1997
AYF Seventh Annual Review (Australian Youth Foundation, East Sydney, NSW)
Curriculum Perspectives (Australian Curriculum Studies Association, Deakin West, ACT) Vol 17 No 1 April 1997
Education Alternatives (Caulfield East, Vic) Vol 6 Nos 1, 2 (Issues 51, 52); March, April 1997
EQ Australia (Curriculum Corporation, Vic) Issue 1, Autumn 1997
Other Ways (Alternative Education Resource Group, Chirnside Park, Vic) Issue 71, March 1997
Reforming Schools Through Workplace Learning (Jim Cumming and Bob Carbines) National Schools Network, March 1997
Starlink (Extra Edge Program Newsletter, DSE, Vic) Issues 13, 14; February, March 1997
Swan Hills Homeschooler’s Grapevine (Jane Brook, WA) Issue 12, Jan-Feb 1997
YACSA Round (YACSA, Adelaide, SA) Jan-Feb 1997
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Communication Research Trends (Centre for the Study of Communication and Culture, St Louis University, USA) Vol 16 No 2 (1966)
Education Now (Nottingham, UK) Issue 15, Spring 1997
Leadership (National Association of Secondary School Principals - Department of Student Activities, Reston, VA, USA) Vol 25, Nos 6, 7; February, March 1997

The Next Learning System: and why home-schoolers are trailblazers, by Roland Meighan (Educational Heretics Press, UK)

Documents

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

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

Code Description/Pages/Cost

435 Melbourne High School SRC Training Day Program, 4 April 1997 (3 pp; $0.50)
436 Teenroar - Program for student network meeting at Beechworth Secondary College (Vic), 21st March 1997 (9 pp; $1.20)

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41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78,
79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92, 93, 94, 95/96, 97, 98, 99, 100, 101, 102, 103, 104
• Cross-referenced index to contents of Connect back issues ($3) .................................................. $ ............

Miscellaneous Resources:
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• ‘Youth Radio’ issue of 3CR’s CRAM Guide (1985) ($1) .................................................. $ ............
• Democratic Decision Making in Schools - Victorian PEP (1987) ($3) .................................. $ ............
• SRC Pamphlets Set (6 pamphlets; Youth Affairs Council of Vic) ($5) .................................. $ ............
• *** Democracy Starts Here! Junior School Councils at Work (1996) ($7) *** $ ............

Foxfire Resources:
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• Foxfire 9 (Doubleday Anchor) ($25) .................................................. $ ............
• Foxfire: 25 Years (Doubleday) ($25) .................................................. $ ............
• A Foxfire Christmas (Doubleday hardcover) ($25) .................................................. $ ............
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