The Fourth National Student Participation Conference
7-8-9 July 1997
Sydney University
You're invited! See details on page 16

Getting Your Student Council Going in 1997

In this issue:
- 'Running Water' - The CD Project
- Ideas and Strategies for SRCs
- A Leadership Curriculum Resource Kit
- The PASTA Menu
- The United Secondary Students' Union
- Conferences, Conferences, Conferences...
This Issue

This is always the difficult issue - the one at the start of the school year. Everyone's just so flat out trying to get things started well. Supporting student participation in the decision-making of the classroom, the school, the district - surely that can wait? And, writing about it? - well, nothing's happened yet, has it?

Wrong! On both counts!

A lot of experience, from many schools, shows that the way you start is the way you'll continue. If we are serious about student participation, that partnership in decision making and action must be at the front of our agenda. It's actually been heartening to already visit some schools where the SRC was elected on the first day of school; to hear of others that elected the JSC last year, so it can start its work in the first week of the year; to attend Student Council camps and to see the action-planning, the debates, the visions.

If you need a kickstart, the ideas and strategies on pages 8 to 11 of this issue were all brainstormed a few years ago by New South Wales students at their annual Statewide SRC Conference. We've also taken this opportunity to collect together some ideas on resources in existence (page 15) or being developed (page 12) so you can chase up some further ideas.

Writing and Sharing

"If it hasn't been written, it hasn't happened!" (Professor Art Pearl)

In this issue, Viv Sercombe draws together some of the threads of the CD Project at Maribyrnong Secondary College in Victoria - copies of Running Water are still available. In the next issue we plan to tell the story of the Rosedale State School's work in the local cemetery in Queensland.

In each case, putting time aside to write about what happened - the joys, the fears, the concerns, the outcomes - is an important part of the project. How otherwise will people know? How otherwise will the lessons be learnt? Connect is proud to share these stories with you - stories about students doing real work, being valued, being productive ... and being part of decisions about their own learning. We'd like to hear more!

Roger Holdsworth

NEXT ISSUE: #104 - April 1997
Deadline for material: end of March
Maribyrnong Secondary College, Vic

Running Water: The CD Project

Maribyrnong Secondary College, in Melbourne's western suburbs, is a single campus college with 430 students. The college is unique in that 94% of the students are from non-English speaking backgrounds, with a significant proportion being refugees from countries such as Vietnam, Horn of Africa, Bosnia and El Salvador. The college has responded to a range of student needs with initiatives such as the housing program, the breakfast club, providing access to second-hand clothes and furniture and to an emergency relief fund.

More recently, the College has acknowledged that even with these physical and emotional supports, students who are deemed 'at risk' are likely to face the prospect of an incomplete secondary education. Hence, innovative curriculum programs are being piloted to encourage students to stay at school.

One of the more significant programs was the CD Project which began in 1995. The project identified the universal appeal of rock music whilst drawing on the interest and talent within the student body. Students were encouraged to write and record their own material with the support of singer-songwriter Nicky Bomba - to value their thoughts, ideas and experiences expressed in a popular medium. The program attracted the full spectrum of personalities and backgrounds - from those who demonstrated a genuine interest in music and were academically successful with a stable family background, to those who were homeless with little self esteem, compounded by feelings of disconnection from their peers and school life. This mix, although initially fragile, began to cement as the focus of making good music became the overriding concern.

The project grew as the graphics and business management students began to contribute to its evolution. The Student Representative Council worked to raise funds and businesses such as The Body Shop, Brash's, Esprit and the Davis Music Centre of Footscray, assisted the project through donations. In the case of The Body Shop, the management provided staff for the day of the CD launch. Other organisations such as Mushroom Records, AusMusic and BP Australia (via the Education Foundation) financially supported the project.

"Nicky Bomba, singer, writer and drummer of Melbourne-based band 'The Truth' has been working with a small group of students who feature in approximately four of the songs. The remaining six songs are with individuals or other small groups who are called in to workshop and record their songs. It is anticipated that, by mid to late September, the recording and mixing of the 10 songs should be complete.

"The Graphics Department will be designing the CD cover and store display (with the assistance of local Vietnamese artist, Le Van Tai). The Business Management Department will design the marketing strategy and launch, and the English Faculty will work with a local journalist to write press releases."

1995 Report

... The first step is to run a promotion concert, when 'The Truth' will play along with some students from our school... This will be used to publicise the idea to students and to get them interested in being involved. The pay-off for students involved will be the excitement of being involved in a great team project involving the performance of original music, and having their name on the credit lines of the CD cover.

SRC Involvement: It has been suggested that the SRC involves itself in the promotion and ticket-selling to the promotional concert... This will involve producing pamphlets and posters publicising the project, talking to the students about the idea, selling tickets."

Report to SRC, 1995

February 1997
"Here are some of the many ways students can be involved:

- writing lyrics for songs (someone else can write the music)
- writing or playing the music
- taking photos
- designing publicity or CD cover
- working on a promotion and finance plan
- selling tickets
- fixing lighting for promotional and CD launch concerts
- singing in a backing chorus
- there are many other things!"

Report to SRC, 1995

"It was a parents’ evening that is firmly embedded in my memory. I was standing at the photocopier during period 5 and 6 and literally thought the radio was on. It was Simon Harvey, the Music Teacher, working with four male students and the astounding harmonies were coming from Filia and Michael.

"The night-time performance was equally moving - moving to the point where I knew ‘something had to happen’. Without fully realising it myself, I had stumbled across ‘a key’ to working with young people.

"I made a point of hearing young people singing. They sang in corridors; they would croon to each other in D5 - the Vietnamese boys’ love songs were a smash hit at lunch time. In early 1995, the Serbian boys started to come into D5 as well. The acoustic guitar was always in great demand! And even now, in my year 7 English class, I find my two Horn of Africa boys drumming on the tables (however, not always at the right times). Jeff, now famous, but not so much in the early days, would walk down the corridor, Walkman in his ear, his trademark Peruvian hat and ‘trackie daks’ grooving down to his next class. I’ve been privileged to hear his music and we both smile in acknowledgment - he listens to cool stuff – Santana!

"I was also fortunate enough to meet Nicky Bomba, drummer, singer, songwriter of Melbourne based band ‘The Truth’ and now, ‘Banana Oil’. When I spoke to him about the possibility of the students writing their own music and recording a CD, the idea gained momentum and then became reality in 1995.

performance. For many students who are living independently and juggling a tenuous ‘homelife’ and the expectations of school, it has been an exciting undertaking. For some, they are staying at school simply to be part of the project.

By the end of 1995, the CD Project had received wide publicity due to its ability to retain ‘at risk’ students within the school system, because of its industry links and because it was a ‘real’ experience that provided first-hand experience of working in the music industry. Many of the students now appreciate the time, commitment and patience required in the process of making music. They have also developed a stronger sense of identity as they are far more willing to share their thoughts and feelings through different musical styles and lyric writing. Younger students (from year 7 onwards) are keen to be involved and groups of students, across year levels, are working as teams to keep the tradition and reputation of MSC1 alive.

However, the flavour of what originated in 1995 is changing as other influences impact on the young composers. There is also no doubt that the program has created an exciting focus for its participants, as music has provided a meaningful forum for individual and collective expression.

Another strong component of the project has been the emphasis on the students’ multicultural backgrounds. It is designed to be a celebration of their bi-cultural identity, but also to reinforce that they too, like any adolescent, currently experience the highs and lows of growing up in an environment where family breakdown and high unemployment have become the norm. Hence one song is Vietnamese (bilingual) based on a refugee experience; there is an African percussion piece, Bosnian music, and another is called ‘Where Are You From?’ - a question frequently heard in the corridors and classrooms of Maribyrnong. In essence, as the CD has progressed, it is clear that the songs are about Maribyrnong, about the diversity of youth experience in the inner western suburbs of Melbourne.

The Next Steps - 1996-1997

For the school, it became apparent that the students’ desire to rehearse and perform after hours and on weekends could only be met intermittently. Clearly the program needed to be extended into the community.

This extension of the CD project has had some fantastic reverberations in the community. The school has connected with Footscray Community Arts Centre, Footscray City Secondary College Media Department and other young people in the community, to form SCRAPY - the School/Community Regional Arts for Youth Program. SCRAPY entailed a schools promotion tour, informing young people in four schools and through local media about musical recreation activities on weekends being run by music professionals. The launch of SCRAPY
was a multi-media workshop spectacular, with DJs, computer-generated graphics on large video screens, a percussionist from Ghana, jazz musician Paul Williamson, Tommy Emmanuel, and a host of others. SCRAYP organisers were keen to keep the momentum for Saturday afternoons with developmental workshops that young people could feed into and direct.

However, as the funds began to dwindle, organisers began to re-think the whole process. Now the re-thinking, the ‘visioning’, has set much larger wheels in motion. Dag Theatre, Victoria University (Education Faculty), the local Council, AusMusic, individual artists, music professionals and creative arts teachers are beginning to speak the same language! And the dream? A place that teachers, artists, community organisations and agencies, young people, business/industry and universities can build together. A facility that can support a school/community arts curriculum - a ‘co-location’ that offers recreational/education workshops for parents and families to build skills and make connections with their own community. It could be the facility that allows a community to metaphorically sit around the fireplace telling stories through music, visual arts, dance and theatre. As Jeff said, “You gotta have a dream and you gotta work for it.”

A lot of us over here are dreaming, taking and soon, acting on it.

Viv Sercombe
Maribyrnong Secondary College
River Street, Maidstone 3012

"Simon, Nicky and I worked with a core group who were initially quite fragmented. However, after six months of uncertainty and frequent nail-biting, the students’ collective voice began to emerge. One of the older students came in and played his first love song to the rest of the group. You could hear a pin drop ... and the seed was sown. They realised that their experience and values were worthy and would be supported. Hence songs based on one of the teachers, through to teenage suicide and refugee experiences were recorded. 'Running Water', released on the Mushroom Records label, is actually a document, an amalgam of Maribyrnong’s teenage experience. For everyone involved, it was a tremendously exciting year.

"1996 was a quieter year, but no less active. Younger, cross-age bands have emerged, recording has continued for the next CD and rehearsal space is in huge demand. The students are far more organised and continue to write prolifically. The school is now looking at setting up a Dual Recognition Course so that the students involved have a career path in the music industry. But, above all, they believe in themselves and they are proud of their talent - as they should be."

Viv Sercombe, from Youth Issues Forum
YACVic, Summer 1996

The CD Running Water is available from Maribyrnong Secondary College for $12 plus postage. Contact the school on (03) 9318 1355.
CD Project - Some Outcomes

"The immediate thing was the students weren't stigmatised. It was something all students would love doing, regardless of whether they were homeless or not, low or high achievers etc. It was a good equaliser, and crossed all boundaries, which increased the acceptance of 'difficult kids' by both teachers and other students.

"The STAR (Students at Risk) students in the group has been right through the school regarded as 'the troublemakers' by staff and students alike. But the CD project had a real impact on this.

"This was particularly obvious when we had the first recording and this was taken to a staff meeting. Teachers had been getting annoyed about students missing classes, some of them feeling it simply gave students an opportunity to avoid work. However, when I played the music for the first time at a Creative Arts Faculty meeting, teachers just couldn't believe it was the same students. One person said something like 'I never thought they could produce anything like this - but just look what they can do!"

"In relation to the interaction between some of these STAR students and other students in the group, the process of 'connection' was not easy. The group at the beginning was very fragmented, with different factions in opposition. Some students knew each other well - and they were the ones with the reputation of mucking around and not taking anything seriously. Other students were frustrated with them, and thought things wouldn't get anywhere. There was about six months of thinking: 'Is this going to work?'"

"The turning point was when one of the older students brought in a song he had written and sang it to the group. All the students were completely quiet. It was one of those magical moments that you can't explain.

"After this, all the students - even the 'difficult' ones - gradually began to take the whole thing seriously. A camaraderie started to build - there was a common goal and all the students became committed to it, as they saw the results could be good.

"Students that the school had identified as 'at risk' came to believe they were doing something worthwhile and important. Other students wanted to know what was going on, and the project became an important focal point for the whole school."

"Generally STAR students showed increased confidence and self-esteem, and all the students in the group would sing for each other and support each other in performance. It was something they all began to realise was unique. STAR students definitely showed an increased sense of belonging to the school, and were more closely connected with their peers.

"Publicity began to happen, businesses and companies were willing to get involved, and interest in the project increased. Students also saw Nicky Bomba was committed to them and believed in what they could do. They realised they were involved in something really special. There was an immense excitement about it."

Via Sercombe, writing in the Project Report to the Students at Risk Program 1995-1996 (Sue James, July 1996; Department of Education, Victoria)
Many student bodies now elect most of the representatives at the end of the previous year, so that the Student Council can start its operations right from the start of the new year. Here are some important tips and suggestions to think about, so that you make a smooth and productive start to the year:

1. You need to be there from the start, as other groups (teachers, parents etc) start their work for the year; you don't want to be always catching up on what's happening.

2. Use the expertise developed by the previous Student Council. Have a hand-over dinner or lunch where last year's people tell you what they should have done! (A relay race depends on how well you hand the baton.)

3. Make elections for Student Council mean something. Work out in advance what you think the Student Council should and could achieve - and what you think should be done. Run a campaign. Get together with other candidates and agree on what you will try to do.

4. Set up Student Council structures for success. Think about what positions you need - for chairing meetings, for keeping up with records and correspondence, for publicity, for liaison.

5. Ask to be represented on various school committees and groups; use this to involve other students with specific interests; set up small student advisory groups to work with you.


Get fundraising in perspective! It's NOT the main reason for having a Student Council. If funding demands/requests are 'out of control', set up a fund-raising sub-committee and let the rest of the Student Council get on with other jobs.

Why do you have a Student Council? What do you think its role should be? Organise a Student Council retreat - for a day, for a weekend, overnight and argue and plan.

Look for ways to involve other students. How about those who stood for the Council and didn't get elected? Are there structures that can encourage their interest?

Get a space. The Student Council needs a home. This might be a small room (unlikely) or a filing cabinet (definitely possible). Get a mail box in the office.

Set up a Student Council noticeboard - at least one in the corridor where students can see it; possibly one in each form area.

Identify teacher support - not just the 'official' support teacher, but a team of people throughout the school, who can help with various tasks and roles.

Evaluate how you are going. Have regular sessions to talk about what is working well and what can be improved - and how you can do it.
Ideas & Strategies
FOR STUDENT REPRESENTATIVE COUNCILS

These ideas and strategies were brainstormed at a NSW State SRC Conference. These are a summary of the main points made by Regional meetings:

How can an SRC Participate in Curriculum Issues?

- SRC involvement in other school committees
- Advertise student or teacher help
- Investigate what other schools study
- Investigate and assist with what should be updated regularly
- Invite Principal to SRC meetings annually
- Meet with teachers and share ideas
- Improve links with the NSW State SRC
- Run surveys
- Inquire about students on curriculum activities
- Attempt to establish a student free day
- Minutes from other organisations and committees (eg P&C and School Council) to be read at SRC meetings
- Encourage and help develop ways of negotiated curriculum between students and teachers in already established subjects
- Make leadership activities an accepted part of the curriculum
- Be involved in helping to construct the timetable
- Work with other authorities (eg TAFE, Board of Studies, Council, local businesses, Universities)
- Student view on teachers
- School census
- Educate students on courses
- Help faculties raise money to create greater subject choice
- Advertise a student/teacher group who can be contacted about curriculum issues
- Attend pupil free days

How can an SRC Participate in School Spirit and Pride?

- Promotions week (competition on regional scale and in own community)
- Honours Board at Regional Office and at individual school
- Logo or mascot for the region or new one for the school
- Hold a Pride Week
- Develop special awards for leadership, citizenship etc, to be given by the SRC
- Smile regularly
- Publicise achievements of yourself and others
- Promote school image
- Respect uniform
- Students write school pledge
- Be a good example
- Be proud of the school yourself
- Pep rallies
- Do something that students believe in
- SRC Honour Board
- Support school teams and cultural groups
- Promote schools in the region which are doing good work
- Fund for restoration
- Regular clean-ups
- Everyone's responsibilities (ie make them see that they can do it)
- Executive links for students (more communication with the executive)
- Working bees
- Purchase and decorate more bins
- SRC fund an account for broken materials (charge a student body fee to cover revenue)
- Paint in dark and washable paint
- SRC Mural (or any mural sponsored and assisted by the SRC)
- Become aware of any problems in the school
- Fix, rebuild, redecorate
- Let everyone know where the money is coming from
- Include relevant, interested students to help maintenance staff

How can an SRC Participate in School Amenities and Maintenance?

- Publicity in schools
- Promote instead of fund-raising
- Organise fun activities
- Promote activities that the SRC has organised
- Dinner between old and new SRC to discuss goals and effective projects (eg Changeover Dinner or Changeover Lunch)
- Make sure you recognise all of the input made by students (don't let the SRC become snobbish)
- Invite members of the community to be involved (hopefully they will promote you because of it - eg media people, parents, school council members, service clubs etc)
- Sponsor a child
- Establish an exchange program (with other schools, other communities)
- Donate money to charitable causes like heart disease, MS, or Stewart House
- Casual approaches
- Talk to students about things needed
- Show importance of SRC at assemblies
- SRC section in local paper
- Inform and regularly remind students of your achievement that they themselves said they wanted (eg telephone, coke machines)
- SRC pamphlet or regular column in school newspaper
- Open days (advertised liberally) at SRC meetings
- Invite a celebrity to promote achievements of students/SRC
- Promote action rather than fund-raising

How can an SRC Participate in Raising the Image of SRCs?

- Guest speakers on environment
- Clean-up days
- Plant tree and care for it (roll-call-based activity initiated by SRC)
- Landscape competition
- Make students aware of all problems and issues in their school
- Hold forums on the environment
- Target specific areas that need care (eg a different one each week)
- Support recycling
- Support wilderness parks
- Make students aware of issues and promote total regional environmental awareness (cooperate with other schools, include private ones)
- Make and maintain a compost heap
- Landscape competition
- Environmental Day - take a day 'off school' with each year having a job
- Seek financial help from the community for environmental matters

How can an SRC Participate in Environmental Issues?

February 1997
How can an SRC Improve How It Works?

- Set goals and aims but realistic ones
- Stick to constitution (and revise it when necessary)
- Effective communication within and out of meetings
- Hold leadership workshops
- Have regular times and days of the week for each meeting
- Meeting more often (and for specific tasks - eg committees)
- Surveys to determine needs and student body opinion
- Involve younger members more (give them concrete tasks)
- Reps to go to businesses to advertise your existence or projects
- Training days
- Open Forums on issues of concern to students and the community
- Emphasise organisational skills and create structure to use them
- Hold full-day workshops on the same day as School Development Days
- Work as a team
- Set goals (realistic ones that you can stick to)
- Cooperation/Strategy plans
- Have an SRC bonding night - out to dinner or 'bonding in the bush!'
- Get rid of petty positions
- Make incentives available

How can an SRC Participate in Fund Raising?

- Discos
- Cake stalls
- Mufti Days
- Sporting Events
- Yabbie Racing
- Teacher vs Student competitions (not just sporting ones)
- Car Wash day
- Slave auctions
- Food days
- Becoming aware of schools in our region who have financial difficulty
- Sponsor a child
- Help community
- Toffee days
- Jelly wrestling
- Stalls down the street
- Teacher auction
- Sausage sizzle
- Fun runs
- Help in community fund-raising
- Interact with other groups to plan new/unusual fund-raisers

How can an SRC Participate in Community Involvement?

- Invite public to meetings
- Attend Council meetings
- Local radio (a regular spot or when something is happening)
- Publishing meeting results in the paper
- Help old people
- Tell students what part they play in the SRC
- Members of the SRC on local Youth Council
- Develop and promote 'how to vote' programs
- Be supportive towards people outside the school
- Attend P&C meetings (not just when you want something)
- Attend out-of-school functions as SRC reps (not just the captains)
- SRC at local Anzac marches
- Small businesses to advertise through the school
- Advertise weekly or monthly with a board of members
- Advertise in public spaces
- Help clean up the local area (eg roadsides)
- Wear school uniform with pride in the community
- Encourage people to appreciate what they have
- Report back to roll groups
- Pigeon-holes for SRC reps
- Pigeon-hole for SRC in the Staff Room (to be collected by Secretary)
- Noticeboards - kept up-to-date regularly by regular SRC members
- Regional Newsletter (or ERC-based ones)
- Smile a lot
- Encourage other students
- Represent and support all kinds of groups in the school to gain a variety of student support
- Suggestion (or "I want...") boxes
- Guest speakers (to the SRC or organised by it for classes/lunchtimes)
- Regular SRC newsletters
- Articles in the paper with logo recognisable

How can an SRC participate in Communication Within the School?

- Students should be active voting members on School Councils
- Run Assemblies (both full school ones and Year Assemblies)
- Publicise positive things about the school
- Inform people about SRC activities
- Become recognised and active communicators by visiting the office and the staff (other than Advisers) about specific projects
- Have SRC reps at P&C meetings
- Have student reps on all committees
- Invite Executive and Advisory and Ancillary staff to meetings
- Meet with the Principal regularly
- Students have the right to know how their school is run
- Students attend staff meetings
- Creating new committees to meet new needs
- Hold regular reversal of traditional roles days (eg Students as Principal, teachers etc)

How can an SRC participate in School Management?

- Speakers for Peer Support, PD etc
- Award and credit system
- Advertise community helplines
- Put out an information booklet for students
- Encourage (regularly)
- Leadership camps for all students (not just SRC)
- Financial support to other facilities
- SRC should help out as counsellors or peer mediators
- Help centres
- Peer Support programs or assistance with training Peer leaders
- Host fun events (eg swimming carnivals)
- Have a senior and a junior day
- Have an art of study day
- If students confide in SRC members, keep in confidential
- Peer Tutor system (reading, maths, whatever)
- 'D Day' - disabled people at the school day

How can an SRC participate in Student Support and Personal Development?

- Telephone links - eg Teleconferencing, Computer Key Link
- Talk to other schools as a state conference representative
- Visit Primary and Central schools
- Participate in District, ERC and Regional Conferences
- Develop packages and send to other SRCs
- Exchange school news with other schools
- Send anniversary or holiday messages to other SRCs
- Combine schools for fund-raising and fun events
- Become sociable with other schools

How can an SRC participate in Developing Regional SRC Networks/Strategies?
The Leadership Curriculum

A Resource Kit

A resource kit dealing with the multiple aspects of the student leadership curriculum in our schools is in the process of being finalised for publication by Bathurst High School. Additional material for this is still very much welcome.

The kit consists of a basic text of 15 chapters discussing what is and can be meant by "the leadership curriculum": descriptions of a multitude of programs which either fully or partially engage in it in an active way and detailed explanations of a range of programs and organisations of a state, national and international nature in this field.

This is followed by an extensive appendix including items such as sample SRC constitutions, training programs for peer support, leadership course outlines, recommendations from state SRC conferences over many years, excerpts from Connect and the NASC's Leadership magazine and group leader guidelines for running successful conferences. Some videotapes and posters related to various programs will also be part of some ten reference copies of the complete kit, available from various organisations and schools once it is completed.

A copy of the chapter headings and subheadings for the text is reproduced here. The current list of appendix materials is available from the author or from Connect. The appendix is envisaged as an expanding file, available in whole or in part at set cost or the cost of photocopying/postage. Other material will be incorporated in the text if at all possible.

Though fundamentally on the experiences, current situation and future prospects of various programs at Bathurst High and in the Bathurst District schools, this focus has been selected for three main reasons:

- the philosophy and structure of Bathurst High has encouraged many different sorts of student leadership, representation and participation programs to operate, with varying degrees of success;
- staff and students of the school have been intimately involved with nearly all the programs outside the school to which reference is made;
- the focus on one main school can serve as a case study to others to adapt to their own situation.

Though Bathurst High is the central focus, textual or appendix material to be included in the publication is still being sought from

---

<table>
<thead>
<tr>
<th>Proposed Table of Contents</th>
</tr>
</thead>
</table>

**Preface:**

CIA (the emphasis for 1996-1997)

Consolidate-Integrate-Analyse and Account for Curriculum Focus - Implementation by students - Accreditation and Recognition

1. The Leadership Curriculum: "Not 'Extra' Curricular" - a philosophy and an overview
2. Bathurst High School SRC: "Evolution, Not Revolution" - current needs/future possibilities
3. School Council Representation: "Students as Colleagues" - ongoing needs/hope expectations
4. Senior Leadership Course: "Regional Pilot Project in '95" - does it have a future?
5. Stage Management Teams: "Raising the Participation Stakes" - but for whom and will it last?
6. Peer Support: "Approaching Gender Equity" - an integrated, supportive, team approach
7. Peer Mediation:
8. Preliminary PD Course: "All Seniors Have Responsibilities" - will they 'develop' them?
9. 'Junior' Leadership Course(s): "Catering for Different Needs and Talents" - the 'Middle School gap'
10. Culture and Community: "Displaying Skills on Stage and "On the Job" - 'High Profile' opportunities
11. 'Public Speaking' Activities: "Communicating Competitively and Creatively" - extensions of the curriculum
12. Sporting Chances: "Role Models On and Off the Field" - a recognised 'part' of the curriculum
13. Participation 'Day by Day': "Students Lacing in 'Traditional' Classroom Settings" - some new and old ideas
14. Special Development Day: "It is Not a 'Pupil-Free Day'" - just fun and belonging
15. Beyond the Bathurst Horizon: "Promoting and Publishing Student Participation, Representation and Leadership"
THE 'PASTA' MENU

PASTA stands for the Professional Association of SRC Teacher/Advisers. It was begun at a conference of New South Wales SRC teachers in February 1995. It is formally established now as a national organisation, with its own constitution, officers, logo and all the other legal requirements necessary for a professional association.

As PASTA is affiliated with Connect as well as with the National Association of Student Activity Advisers (NASAA) and the National Association of Student Councils (NASC) in the USA and Canada, it is the intention (over a period of years) to assist in developing branches in other states of Australia, and to extend its membership to the point where it is a useful and important voice in the student participation and leadership field as well as a major supplier of resources, recognition and representation for all student participation, representation and leadership activities, not solely SRCs.

With the assistance of Connect, as well as from other sources of publicity, it is hoped that through this regular column, PASTA can keep readers informed of its progress and thereby encourage them to join, affiliate, make contact, share resources etc. Illnesses to some key members and restructuring with the NSW Department of School Education have caused some delays in our plans this past year. However, our progress is real and our potential as a national organisation encompassing all levels of education, types of schools, and sorts of student advisers is fabulous.

Newsletter

Our second PASTA Newsletter, now available to all members, gives you a more detailed up-date on our progress so far, plus lots of worthy articles about curriculum, student leadership activities in both the primary and secondary sectors, hints for advisers, and contact information. This edition also includes a special 30-page insert tracing the history of the SRC movement in the former 'Western Region' of NSW and its influence in developing the state SRC bodies. Future editions will carry similar historical information on other NSW regions and various Australian states.

Formation

We have continued our liaison with the Joint Council of Professional Associations and wish to warmly thank its Executive Secretary, Pam Smith, and all her dedicated crew for their enthusiastic support for our new organisation and their practical assistance in finalising our Constitution (available to all paid members). We have been able to incorporate the name PASTA officially through the Department of Consumer Affairs. Our logo and seal are now also officially registered. We now have our own bank account, under the capable care of our volunteer Acting Treasurer, Ken Page.

Consultations and Activities

Our active involvement in various consultative committees, in particular the 1996 NSW HSC Review Committee headed by Dr McGaw ("the Green Paper") and the regular requests to find articulate and available students to join these consultations, has been one of the delightful highlights of our association with the Joint Council so far. More recently, we have been invited to be part of the joint effort by the University of Sydney, the NSW Board of Studies and the NSW Department of School Education, called the 'Civics and Citizenship Education Benchmarking Project'. Any member especially interested in representing PASTA at one or more of these meetings is encouraged to let us know so that the opportunities and challenges are shared amongst many of us.

Stuart Heame, the SEE Coordinator for SRCs and Student Leadership through the Department in NSW, has attended some of our meetings and we feel a very positive, potentially quite productive relationship has already been established. Thanks, Stuart. We support your efforts even when we speak as an independent professional association.
National Conference

PASTA will be cooperating with the NSW SRC, Connect and the Australian Curriculum Studies Association (ACSA) in organising the 4th National Student Participation Conference for early July 1997, and student involvement in the Biennial ACSA Conference at Sydney University immediately following. The student participation conference is from Monday 7th July to Wednesday 9th July. The ACSA Conference runs from Thursday 10th July to Sunday 13th July. Those interested in attending either are encouraged to contact us, Connect or ACSA. More information is contained elsewhere in this issue.

Certificate

Another very exciting initiative is the Community Service Certificate (CSC). This is a jointly sponsored scheme with the Central Coast Campus of the University of Newcastle. It is an attempt to recognise and encourage active, positive citizenship by both young people and adults, whether in schools or in the community at large. There are to be two categories of Certificates - a 'Youth at Work' for those 18 and under and a 'Citizen at Work' for anyone else.

Already it is certain to expand into many areas, including schools, which are encouraged to join individually ($100 joining fee for each school that wishes to have its own stamp and passbooks). It should prove most popular with SRCs as a means of acknowledging the contributions of students and staff. Schools would need to register with the central committee; they would receive a register, an official stamp and record books which would cost each participant $5.

Equally encouraging is the number of recognised community organisations that are joining the scheme, from Rotary, Girl Guides and St Johns Ambulance, to looser connections of voluntary organisations that work with elderly people, in hospitals etc. The Central Coast committee will produce the certificates and liaise with the various organisations and presentations. (In time, some of these will be presented in conjunction with Australia Day ceremonies in various parts of Australia.) One stamp in the book would represent the equivalent of one hour's physical labour. It is estimated that 400 hours of community service might take three to four years.

PASTA’s Acting President, Ralph Murray, who has been largely responsible for getting the project going, has said that various people would be retrospectively acknowledged at ceremonies later this year. Their Certificates - some of which will be for Bronze (1000 hours), Silver (5000 hours) or Gold (10,000 hours) Awards, which include specially minted pins, will be initially mailed to them and then proper presentations organised when the pins are ready.

Anyone wishing to join the scheme or receive further information, should contact PASTA c/o Ralph Murray, Acting President, Learning Skills Coordinator, University of Newcastle, Central Coast campus, Ourimbah NSW 2258; phone: (043) 484342; fax: (043) 484085.

International Initiatives

Plans are also afoot for two major international efforts, both of which will be discussed in some depth at the Conferences at Sydney University in July. One is a proposal to 'revisit' a project that almost was successful during International Youth Year in 1985 - to take a group of students and staff SRC advisers to the USA in June/July 1998 to attend the National Conference of the National Association of Student Councils, and one or more of their summer leadership camps. As with this year's 4th National Student Participation Conference in Australia, this in itself will be a prelude to a first International SRC Conference being proposed by PASTA for the Year 2000 around the time of the Olympics. (Hence the Bronze, Silver and Gold awards for the CSC scheme!)

All this will not happen, of course, without a big increase in members. You need not be an SRC Adviser to join PASTA. Anyone with an interest or stake in student leadership and the advancement of our schools is encouraged to join. There are student memberships (we already have 5) and institutional and corporate memberships as well.

Some key dates for this year, apart from the July Conferences, are our first regular meeting on Saturday 22 February from 1 pm to 5 pm, and our first Annual General Meeting (for the important task of formally electing our officers as well as much other business) on Saturday, 22 March from 12 noon onwards. Both meetings will be at the Joint Council of Professional Associations offices, corner of Marion and Norton Streets, Leichhardt, Sydney. Both will be followed by dinner (at your own expense) if you wish to join the rest.

Charles Kingston - Acting Vice-President
National/International Affairs, PASTA
1 Gladstone Street, Bathurst NSW 2795
Phone: (063) 322603
Fax: (063) 322302

14 Connect 103:
Some Resources for Student Councils

It would be valuable to have significant resources for the important work that student organisations do in primary and secondary schools. Unfortunately, few up-to-date and relevant resources exist. Someone phoned up in relation to the Democracy Starts Here book - about primary schools Junior School Councils - and asked if there was an equivalent book about secondary Student Representative Councils.

So here are the ones we know about. Please let us know if you have come across other resources that you have found useful, and we will share this information with others:

**Resources Available:**

- **The SRC Pamphlets set**
  Produced by the Youth Affairs Council of Victoria (YACVic) in the late 1980s as a set of six training leaflets for SRCs, these cover topics of:
  - Why have an SRC?
  - Making Decisions
  - Meeting Procedures
  - A Good Representative
  - Getting Ideas and Reporting Back
  - Making It Happen

  The set of six is available for $5; class sets of 20 copies of any one title are $10; a set of 20 copies of all six titles is $60. Individual sets can be bought from Connect; class sets are available from YACVic, Suite 1, 250 Gore Street, Fitzroy 3065 Victoria; phone: (03) 9419 9122.

- **Democracy Starts Here - JSCs at Work**
  In 1996, ten primary schools from Melbourne's northern suburbs wrote an account of the operation of their Junior School Councils (JSCs). This book describes what the JSCs have done in these schools, and answers some commonly asked questions about JSCs.

  Democracy Starts Here is available from Connect for $7 (including postage - or $12 for two copies). Order forms are on the back cover.

**Other Useful Resources:**

- **Democratic Decision-Making in Schools** deals not only with the role of students, but also with decision making by teachers and parents. Funded by PEP in Victoria, it includes discussion and activities.

- The Foxfire Books don't deal directly with SRCs etc, but do provide valuable, practical and inspirational examples of ways to encourage and support student participation in real and valued curriculum outcomes.

- **Leadership** - The US National Association of Secondary School Principals has a Department of Student Activities which publishes a monthly magazine. The issue of November 1996 included a substantial discussion of Student Council election procedures and options. These are made available through the Connect document service - see page 19 of this issue.

  Limited numbers of these books are available from Connect - see the order form on the back cover.

- **Back issues of Connect** - these issues have included articles on JSCs and SRCs - case studies, lists of resources etc. Ask about the index of back issues which can be searched by both 'JSC' and 'SRC'.

**Hunt for These:**

The following useful resources were produced some time ago, and copies may still be found in schools, libraries, district/regional offices etc:

**Victoria:**

- **Take A Part** was a Student Action Resource Handbook produced by the Student Action Project and the West Education Centre (PEP funded) in Melbourne's western suburbs in 1986.

- **Credit and Support** was a parallel publication for teachers, subtitled 'Making student participation work'. PEP and DSP funded, it was issued by the Victorian Ministry of Education in 1987.

- **Seen and Heard** is a video around meeting procedures and student participation in school decision making. It was funded by PEP in 1985.

**NSW:**

- The **Student Representative Council Kit** was issued by the NSW Department of Education - undated, but around 1990?

- The **Hitchhiker's Guide to Student Government** was written by Charles Kingston and Les Vezzo, then at West Wyalong HS, Western Region, in 1982. Copies are rare, but are worth tracking down.

- The **Leadership Book 3** was produced by the Staying On Program in the NSW Department of School Education Metropolitan West Region - it consists of training activities and games for SRCs.

- **SA:**

- **Unravelling the Maze** was a 'student participation training manual', commissioned by the SA State Council of Students and funded by PEP in 1988.
ADVANCE NOTICE ** ADVANCE NOTICE

"The clarion call is out and about; hear it well and respond with a shout!"

Following the success of the 1995 Third National Student Participation Conference in Melbourne in July, PASTA and the NSW SRC hereby announce

THE FOURTH NATIONAL
STUDENT PARTICIPATION CONFERENCE
7-8-9 JULY 1997
Sydney University

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

Expressions of interest in both conferences are now invited for many students
(and a few 'non-students') to:

- assist with the organisation;
- submit workshop proposals;
- offer to be a keynote speaker or one of a panel; and/or
- express your interest in attending.

Please contact:

The Conference Organising Committee
Michael Selway, Chairperson - Sydney Boys High, NSW:
phone: (02) 9361 6910; fax: (02) 9361 6206

PASTA
Charles Kingston (Acting Vice-President for National/International Affairs)
Bathurst High, NSW: phone: (063) 313755 (school) or (063) 322 603 (home)

NSW SRC
Stuart Hearne (Coordinator), C/o Ryde Head Office, Department of School
Education, Ryde, NSW: phone: (02) 9886 7450; and/or
Anna Samson - Student Liaison - Penrith HS, NSW

Connect
Roger Holdsworth (Editor): phone: (03) 9344 8585; fax: (03) 9344 8256
**Schools Beyond 2000 (UK)**

Students working together across the UK have organised an exciting conference to be held on Saturday 15th March at Rushey Mead School in Leicestershire. This conference is the first of its kind where students have their say on the effectiveness of today’s education and what they wish for, and expect from, the future.

The conference is being organised by four schools across England: Broadway from Birmingham, Haggerston from London, Rushey Mead and Wycliffe from Leicestershire.

The event is aimed at influential people e.g. educationalists, celebrities and parents. It has come together through the commitment and involvement of the aforesaid schools over the past year. They have been working together by meeting at residential, through fax and phone as well as the internet.

This conference is a must for conscientious parents who play an integral part in their children’s education and would like to participate in a first-hand hearing from today’s students who are the guinea pigs of the present system.

_Aba Asghar (age 16)_

---

**United Secondary Students Union (Victoria)**

The United Secondary Students Union (USSU) is an organisation set up for secondary students by secondary students, and is wholly run by secondary students to stand up for, and protect, our rights. The Union was established in August 1996 in response to the latest round of cuts to higher education by the Federal Coalition Government. We are committed to actively campaigning for what we believe in, so that our future can be protected.

The USSU has set forth the following objectives to guide everything we do:

- to increase secondary student awareness on youth issues;
- to give secondary students a voice in the community;
- to promote and protect secondary students’ rights.

Meetings are held every second Tuesday at 5.00 pm at Ross House, 247 Flinders Lane, Melbourne.

Membership is free, but we are a very small organisation that relies largely on the generosity of others, so that if you can give us a small donation, it’d be much appreciated.

Contact the USSU at:

PO Box 492,
Market Street,
Melbourne 3000.

Phone: Ryan: (03) 9597 0081;
Alex: (03) 9574 9697; Matt: (03) 9889 3433.

---

**Full Service Schools:**

Two Conferences are planned by the Australian Centre for Equity Through Education (ACEE) in 1997:

'Evalulating School Community Linked Services':
17-18 March; Hotel Lawson, Sydney

'Making It Work - The Next Steps':
29-30 May; Hotel Lawson, Sydney

**Action to Integrate and Improve Services in Schools and Communities**

For further information, contact the ACEE:

4 Yurong Street,
Darlinghurst NSW 2010
Phone: (02) 9332 3548;
Fax: (02) 9322 3541;
E-mail: devm@ozemail.com.au

February 1997
When Students Have Power: Negotiating Authority in a Critical Pedagogy

"For the past two decades Ira Shor has been the leading American interpreter of critical pedagogy. In this new book, he continues to make a major contribution to this area. Eloquent, passionate and practical, When Students Have Power significantly advances our understanding of the promises and contradictions of teaching democratically. The book will be especially helpful to teachers struggling with the problems of power and authority in classrooms. Shor does not shirk from such contentious issues as how to work democratically and fairly within a system that insists on awarding letter grades for students' work. Filled with examples, this book will have an enduring influence on the practice of critical pedagogy." - Stephen Brookfield, University of St Thomas

Ira Shor is professor of English at the Graduate School of The City University of New York.

Contact: University of Chicago Press, 11030 S Langley Avenue, Chicago IL 60628 USA

---

START

START is a do-it-yourself manual on evaluating project work, both governmental and non-governmental. It is useful for people working in the fields of community services, welfare, education and youth work.

The START manual provides step-by-step strategies to assess how efficient, effective and appropriate your projects are - or are not. It includes a wealth of guidelines, activities and worksheets.

The title, START, stands for:

- **Strategy**: incorporating evaluation as an integral component of your project's strategy;
- **Targets**: preparing to evaluate the appropriateness of your project by analysing your target group and prioritising needs;
- **Aims**: preparing to evaluate effectiveness by clarifying aims, quantifying outcomes and collecting data;
- **Review**: tools for monitoring outcomes and assessing participant satisfaction, including group and individual survey techniques;
- **Transfer**: sharing the lessons learnt through the project.

The underlying principles of the manual are participation, learning and sharing.

One of the objectives of START is to ensure that projects give their clientele an opportunity to be heard. For this reason, many of the activities include group processes.

START focuses on learning and sharing by enabling organisations to document their projects and introduce improvements.

**START: do-it-yourself Evaluation Manual**

by the Australian Youth Foundation and Dr Colin Sharp, Flinders Institute of Public Policy and Management

Cost: $39.95 (including postage) for non-profit community organisations; standard price $79.95 (including postage).

Available from the:

**Australian Youth Foundation**

Suite 302/134 William Street
East Sydney NSW 2011

Phone: (02) 9357 2344
Fax: (02) 9358 5635
E-mail: ayouth@ozemail.com.au

---

**Cooperation and Democracy**

Two Conferences (UK)

Developing Cooperation in Education
9-11 May, 1997

Democratic Discipline: Democratic Lives
12-14 May, 1997

Cooperative College, Loughborough, Leics, UK

For information:

**Education Now**

113 Arundel Drive
Bramcote Hills
Nottingham NG9 3FQ Britain
Ph/Fax: 0115 925 7261

---

**NASSP-NASC**

You may notice that we are now swapping publications with the National Association of Secondary School Principals in the USA, whose Department of Student Activities supports the National Association of Student Councils. If you wish to contact them directly, their address is:

**NASSP Department of Student Activities**

PO Box 3250
Reston VA 20195-1250 USA

Internet: http://www.nassp.org
Local and Overseas
Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can’t lend or sell these, but if you want to look at or use them, contact us on: (03) 9489 9052 or (03) 9344 8585

STUDENT PUBLICATIONS:

Australian:
Libra '96 (Maribyrnong SC, Vic)
Cemetery Workbook (Rosedale P-12 Campus, Qld)

OTHER PUBLICATIONS:

Australian:
"An Historical Perspective on SRC Activities in NSW, Australia" - Western Region and Beyond (Charles Kingston, PASTA) December 1996
AYPE Update (Australian Youth Foundation, East Sydney, NSW) December 1996
Education Links (Stamford, NSW) No 53; Summer 96
Network News (Network of Community Activities, Surry Hills, NSW) December 1996
Other Ways (Alternative Education Resource Group, Chirnside Park, Vic) Issue 70, December 1996
"Poverty - Some More Than Others" - Conference Report (Shaping Tomorrow Today Association, Vic)
Rights Now! (National Children's and Youth Law Centre, NSW) Vol 4 No 4, December 1996
Starlink (Students at Risk Program, DSE, Vic) Issue 12, January 1997
YACSARound (YACSA, Adelaide, SA) Nov/Dec 1996
Youth Futures Forum Report (Australian Commission for the Future, Melbourne, Vic)
Youth Issues Forum (YAC Vic, Fitzroy, Vic) Summer 1996

Overseas:
AERO-Gramme (AERO, New York, USA) #20
Communication Research Trends (Centre for the Study of Communication and Culture, Missouri, USA) Vol 16 No 1, 1996
Democracy and Education (Institute for Democracy and Education, Ohio, USA) Vol 11, No 1, Fall 1996
Education Now (Education Now, Nottingham, UK) No 14, Winter 1996-7

IMTEC: The International Learning Cooperative
(Oslo, Norway)
Leadership (National Association of Secondary School Principals - Department of Student Activities, Reston, VA, USA) December 1996
National Coalition News (NCACS, New Mexico, USA) Vol 21, No 3, Winter 1996-1997

Documents

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

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

Code Description/Pages/Cost
433 Student Elections Package, including:
- Conducting Effective Elections
- Election Methods: What's Right for Your School?
- Successful Campaign Speeches
- The Down Side of Elections
- The Elect or To Select?
- Selection Without Election
- Meet the Candidates
(From Leadership, November 1996) (11 p; $1.10)
434 SRC Handbook, Canterbury Girls Secondary College, Vic (1997) (9 pp; $1.00)

Is Your Connect Subscription Up-to-date?

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

Friends of Connect

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

Supporting Subscriber ($50 pa):
Peter Carey Lower Sandy Bay (Tas)
Copy or use this form to subscribe to Connect and to order materials from Connect:

To: CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia

From: Name: ........................................................................................................

Address: ........................................................................................................

........................................................................................................... Postcode: .........

SUBSCRIPTIONS:

I/we enclose a new/renewal subscription to CONNECT: $ ...........

(circle amount) 1 year 2 years

- an individual or personal subscription $20 $40
- a primary/secondary school student subscription $5 $10
- an organisational (school, library etc) subscription $30 $60
- a student organisation (SRC, JSC etc) subscription $10 $20
- a supporting/sustaining subscription $50 $100
- a lifetime subscription: ... forever: ... $1000

I/we also enclose a further donation to the work of CONNECT of $ ...........

MATERIALS:

Back issues of CONNECT ($4 single; $6 double issue). Circle issue/s required: $ ...........

1, 2, 3, 4, 5, 67, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 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

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

Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 ($5) $ ...........
- 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:

- Sometimes a Shining Moment (Wigginton) ($25) $ ...........
- Foxfire 9 (Doubleday Anchor) ($25) $ ...........
- Foxfire: 25 Years (Doubleday) ($25) $ ...........
- A Foxfire Christmas (Doubleday hardcover) ($25) $ ...........
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: $5) $ ...........

Documents:

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

(all prices include postage and packaging) TOTAL ENCLOSED: $ ...........

20  Connect 103: