Subscription: $10

With this issue, you will note that subscription rates have increased to $10 for a one-year subscription with a $5 concession rate for people on a restricted income. We can say all the usual things: there has been no subscription price rise since 1980, increased printing and postage costs, overwhelming support from letters.

The strongest fact is, however, that Connect cannot survive without increased income. Connect receives no grants—all income is from subscriptions or sale of back issues. This pays for printing and postage—no salaries etc. Truly, the magazine is put out on a shoestring!

Each issue costs around $1000 to produce—materials, bromides, printing, postage. That means we need 600 subscriptions at $10 to break even. We’re around that mark, but it’s tight. We still rely on donations—higher rates of subscription from those who can afford it, in order to survive.

Thanks for your support—we’re still coming through!

Roger Holdsworth

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Roger Holdsworth

No single theme to this issue—just a collection of interesting and informative articles. Please note the requests for assistance on the letters page. If you can provide some feedback, we take a further step towards being a helping network.

Sally Ingleton
Satchell, Van Loosanen, Maddison
Pat Thurgood, Roger Holdsworth
Bart Van Halen
Blunden, Biskupska, Bawick, Said, Bell

Meredith King
Andy Ingham, Vicki Cooper
Dianne Organ, Grant Rowe
Roger Holdsworth
Linelle Gibson
Heather Bane
Jan O'Grady
Lyn Holihan
Barbara Bleschford
Lesley Podesta
Morroopia High School
Northern Region students

Front cover illustration: from the Regional Video In-service. See 'Frame By Frame' article, page 3.
Young people are being encouraged to have a say now more than ever before. Access to the media through school-community newspapers, school radio studios and public radio is happening right around Australia. The next step is television. Over the last year, we have seen young people express their ideas and music on programs such as Beatbox, Edge of the Wedge and The Game of Life.

These programs are energetic and stylistically simple. Most young people in schools could be making similar programs if only given the chance.

One such project which has recently taken place in Victorian schools in the Western Metropolitan and Central Highlands-Wimmera Regions was initiated and supported by the Victorian Government Participation and Equity Program.

A feasibility study was conducted into the establishment of a regular Student Video News Magazine.

The idea was simple. Could we get students in schools to begin to document school activity and issues, preparing them into regular news items? These would then be edited together in the form of a documentary magazine, using music and artwork as linking pieces.

The magazine could focus on different issues or concentrate on one theme.

After production, the videos would be distributed to School Councils and school communities as an innovative information exchange. Student work would be given a real audience.

Schools thought it was a great idea and decided to base the first pilot tape loosely around the theme of youth participation. Students from the Western Metropolitan Region Student Working Party talk about student councils, the decision-making process and accreditation; students from Ardeer High School talk about inclusive curriculum and equal opportunity; students from
Footscray High talk about their school magazine; students from Niddrie High and Ascot Vale Special Schools reflect on their integration program. The discussions are interspersed with student produced rock-clips from Mt Clear Tech High and Footscray Tech. Additional music was provided by Love and Hate, the girls’ rock band from Sydney Road Community School. The magazine is presented by two students - Gina Raco and Mark Wooder.

Apart from the pilot program, the feasibility study revealed overwhelming support for the project. However, a number of factors need to be addressed before such a proposal could go ahead as a regular part of the curriculum:

1. Many media teachers trained in the days of the old black-and-white reel-to-reel portapaks need the time to gain additional training in video technology and production; Teachers from other disciplines need access to and training in video.

2. Video resources in schools need to be improved. One VHS portapak is not enough, given that the medium is fast becoming an alternative way for young people to communicate. Editing facilities need to be established in every region for student access.

3. Video workshops need to be provided for students and teachers.

Although the pilot project has finished, a number of outcomes have occurred:

a. An in-service was held on February 28th for twenty-four teachers in the Western Metropolitan and Central Highlands-Wimmera Regions on 'Incorporating Video into the Curriculum'. The workshop was a specific request by teachers in the regions - many of whom were keen to gain some expertise in video production or update their current knowledge and skills. Apart from providing participants with hands-on experience, considerable time was spent discussing the news magazine concept. Teachers were enthusiastic to continue the project, however they highlighted:

(i) the need to share existing video resources and upgrade equipment;

(ii) provide video training for students and teachers.

b. Resource sharing:

Staffing: Stephen Walters (Regional A/V consultant) and Jon Conte (Western Education Centre's audio-visual technician) are keen to assist where possible to continue the project.

School facilities: schools with reasonable video equipment (Footscray and Sunshine Technical Schools) indicated a willingness to share their resources with other schools in the region.

c. Video workshops were held for students at the Central Highlands-Wimmera Region student conference at Hall's Gap on participation and decision making. A production of the conference is currently being edited by students at Mt Clear Technical High School.

d. A series of three one-day workshops in video production have been held for 26 students from 13 schools (two from each school) in the Western Metropolitan Region. These workshops have been coordinated by myself, Stephen Walters (Regional A/V), Annette Wregg (Media Studies teacher at Williamstown HS) and Andrea Weymouth (Footscray TS Media Coordinator). The students have been taken through three stages in video production:

(i) research/scripting;

(ii) how to use a VHS portapak and production techniques;

(iii) editing and sound.

The design of the workshop - one day every two weeks for six weeks - has allowed for students to develop their ideas and film in between the workshops.

Student response has been terrific. All were keen to begin making programs although they learnt quickly that it takes a lot longer than originally anticipated.

We brainstormed about possible ideas for productions. The topics included:

* Vandalism;
* Peer group pressure;
* Music in schools ie rock bands;
* Sexism in schools;
* Drugs;
* Student Councils;
Students decided which topics they wanted to develop and prepare a news item about. Some students decided to present their item as a rock clip. This process was negotiated as much as possible and students drew up contracts.

One of the workshop outcomes will be the existence of a team of students in each school who will have had the experience of putting together a short news item on video. This is the first step to a regular video news magazine being produced in the region.

If students, teachers or regional workers are interested in finding out more about this project or running some workshops in video production then please contact:
Lynton Brown – PEP Exchange Coordinator, 416 King Street, West Melbourne 3003
Phone: (03) 329.5677
or your Victorian Regional PEP Consultant.

Sally Ingleton
Project Officer for Video News Magazine

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**THE MELBOURNE FILM FESTIVAL**

**Youth Film Festival**

As part of the Melbourne Film Festival, there will be four children/youth film festival sessions. They are aimed at 5-8, 8-12, 12-15 and 15-17 year olds, with three sessions for each age group over 11 days. Costs are $3 per session and films will be shown at the Forum. More information from Meredith King on (03) 663.1896.
The Eastern Region Students' Representative Council

A brief history

The Eastern Region S.R.C. group was established early in 1985 and was funded as a Special Project by the Victorian Non-Government Schools Participation and Equity Program.

The impetus for the formation of the regional S.R.C. group came from a small group of students and teachers who felt that students needed some sort of support network and forum for discussion. This planning group developed the following aims:

- to strengthen the S.R.C.s in participating schools, further enabling all students access and effective participation in the life of these schools;
- to enable open communication, knowledge and experience exchange, and the sharing of resources between students of all participating schools;
- to enable students to collectively develop policy on matters relating to students;
- to enable ideas, recommendations, and policy to be made available to all school communities at the systems level;
- to improve relationships between teachers, students and parents in participating schools.

In 1985, the regional S.R.C. group consisted of the following six schools:
Avila College, Mt Waverley
Marcellin College, Bulleen
Our Lady of Sion College, Box Hill
Siena College, Camberwell
St Leo's College, Box Hill
Whitefriars College, Donvale

The group concentrated on knowledge and experience exchange and attempted to come to terms with how they could best strengthen the role of students in the decision-making processes of their schools. They also felt that there was a need for all students in the region to be given the opportunity to get together and discuss matters of importance to students. As a result, they decided to organize a conference for students from all non-government schools in the Eastern Region of Melbourne. The theme of this conference was "Student Participation — A Reality?"

The general aim of this day was to initiate discussion between students and teachers about effective student participation in education.

The conference was held at Mirrabooka Teachers' Centre, South Blackburn, on Friday 18th October, 1985 and was attended by student and teacher representatives of over twenty schools.

It is hoped that in 1986 and following years the Eastern Region S.R.C. will be expanded to include other non-government and government schools.

The Video

This video traces the development of the Eastern Region S.R.C. from their meetings to their successful conference in Blackburn in October, 1985.

It looks at the questions students are asking in their schools:

What does student participation mean?
What are important decisions made about schooling that students should have some say about?
How can students be effective representatives of student opinion?
How can students be taken seriously?
It offers few solutions, in fact it is full of the problems currently being faced by students endeavouring to participate:

How do you set up and maintain a students' representative council?
How and where do you learn how to run a meeting?
How do you encourage enthusiasm and participation amongst students?
Is it possible to become truly representative?

Consider these questions — it seems that they need to be addressed if student participation is to become a reality!

You can contact the Eastern Region SRC by writing to:

The Secretary
Eastern Region SRC
C/- Our Lady of Sion College,
1065 Whitehorse Road,
Box Hill, 3128.

Members of the 1985 Eastern Region Students' Representative Council are:

Our Lady of Sion College
Melinda Smyth
Mary-Lou Dixon
Alison Carthew (Secretary)

St. Leo's College
Matt Ryan
Peter Kavanagh

Whitefriars' College
Andrew Smith
Ben Crowe

Stella College
Sarah Poutney
Geraldine Farrell

Marcellin College
Nick Rath
Justin Larsen

Avila College
Kim Kloppenborg
Clare Canning

Teacher Representatives
Zita Pinda
Richard Jones
Michael Harrison

Young People & Local Government

Most decisions made at a local government level have direct or indirect implications for young people in that municipality. Yet these young people are seldom represented in such decision making. At best, there is informal consultation with individuals or existing groups through youth workers, or policies are developed in response to sectional pressures.

What form should a broader involvement of young people in local government decision making take?

Students at Moreland High School in Victoria are carrying out research on this question throughout term 2, 1986. They aim to find out how young people at the local level can have influence on local government decision making on issues relevant to young people.

In this study, the group of five students are being supported by the Youth Development Workers of the Brunswick City Council.

The outcomes of this research will include a proposal to be put to the City Council in July/August, 1986.

Students involved in this project will receive credit for their work and learning through existing school subjects. Detailed aims, content, method and assessment criteria have been negotiated between participants, schools and Brunswick Youth Services.

The research is an exciting example of cooperation between local government and schools, in a curriculum project that will have direct relevance to the needs of young people and to services in the area.

Since the start of the term, the group has been gaining an insight into the operations of the Brunswick City Council and investigating existing models of participation of young people in local government. A set of three posters has been produced to show students in Brunswick schools what the Council does, how it obtains and spends its money and its legal framework. A fourth poster outlining ways in which young people can have an effect on the Council will be produced as an outcome of the project.

The Brunswick City Council is meeting the costs of the research project and the Bureau of Youth Affairs is partially funding the posters.

It's now intended that the research team will design ways of collecting information from young people about how they want to influence local decision making, interview city councillors, consult with students in schools and prepare a report both for feedback to schools and as a proposition for the Council.

Further information about the project can be obtained from Andy Ingham or Vicki Cooper at Brunswick City Council on (03) 380.3209.
In the immediate area of Shepparton, we have established a small cluster comprising eight secondary schools (government, private and special schools). This 'cluster' works in conjunction with the Regional Student Network group (Goulburn North Eastern).

The history of SOS - Students of Shepparton - goes back to the Statewide Students Conference held in Geelong late last year, which four Shepparton students attended. During the conference, there was much discussion about the structure and problems faced by regional groups.

We found that the main problems in our region were:
* the distance between schools discouraged regular meetings;
* communication within our large region was costly and information concerning coming events often arrived too late;
* only PEP schools were able to attend regional meetings;
* often issues vary in different towns.

On the trip home, we discussed these problems and decided to start up a small cluster group in our area to begin overcoming some of these difficulties and to help secondary schools in Shepparton. So our first planning committee meeting took place in the back seat of a minibus. Within the next month, we sent out a letter of explanation to schools, wrote an agenda, made catering arrangements and other plans.

Our first meeting was a huge success. Two student representatives and a teacher came from almost every post-primary school in Shepparton. The meeting ran all day with a barbecue and game of cricket over the lunch-break. We achieved our main aim of getting students to know one another and to create a relaxed atmosphere.

At the first meeting, we mainly talked about why we needed a cluster group, its job and the aims of the cluster. Other discussion included:
* student government - each school gave a report;
* how to establish an efficient student government;
* membership and constitution;
* funding;
* common issues.

Students left the meeting with enthusiasm to get started.

The main aims of our cluster are:
* to be recognised as the student representative group of the district and to represent district students in district, regional and statewide areas;
* to look into issues affecting our schools;
* to aid schools and act as an exchange for information.

Each school is represented by two students and one teacher. The two students have one voting right each.

The committee's structure includes a President, Secretary and Treasurer and, as the role of coordinating the committee becomes increasingly demanding a Vice-President may be introduced. In order to keep everyone's interest in the committee and to gain a broader range of experiences, the task of chairing the meetings is shared on a rotating basis. Meetings are held monthly and are hosted by the chairing school.

So far, SOS has looked into establishing Student Governments in our participating schools. We have done so by creating the 'model' Student Government which we can all attempt to replicate in our own schools, swapping ideas and problems and reporting on our schools' progress. In order to evaluate how successful we are, written reports have been made so that at the end of the year, we know where we have gone.

Generally, support for our network has been greater than expected, with teacher and (equally important) parent and student support. With every committee, there are always problems. Our concern early this year was of changing representatives - hopefully this has been resolved. The other shortcomings of the committee is the need to miss occasional classes.

To a certain extent, in this state, our ideas are original and many of the region's schools in other areas have followed our lead. The future may see us sharing our ideas.

Funding of $250 has been supplied from the Regional PEP funds and is to be administered at our own discretion.
We are looking towards gaining further funding as future costs of activities are expected to climb into four figures.

Don't be daunted by that statement! Future issues are aimed at participation in the district.

As we settle into our role of representing students in the post-primary schools of our district, we are looking towards district-orientated issues.

There is an endless list of such issues, of which priority has been given to the following:

1. Social interaction amongst schools

   This idea came about after a discussion regarding the social problems encountered by Graham Street Special School students. A large percentage of the school's learning is based on social skills and we believe this learning cannot be a one-sided effort.

2. Student leadership conference

   Aimed at educating school leaders on their role as an office-bearer, the role of executive and meeting procedures. Other things to be learnt include the usage of phones, letter writing and public speaking. The conference may involve up to 70 students and may be held at a local venue over a weekend.

3. District student newsletter

   The proposed newsletter may include reports on student activities, recognising achievements and anything involving students. At this stage, we are open for suggestions on how to produce it and what to put in it. The experiences gained in producing it will be invaluable and it is expected that all students will be able to contribute.

4. District reference library

   The library's purpose is to store all documentation relevant to student participation. Often students haven't got fair access to such documents including Ministerial Papers and the controversial Blackburn Report. It is hoped that every student and parent has access to this resource.

   Issues that SOS intends to look into are:
   - accreditation;
   - shared resources;
   - greater student representation;
   - establishing a link with the Melbourne Bureau of Youth Affairs;
   - Blackburn Report;
   - computer modems for non-PEP schools.

   The experiences gained by representing others on SOS are often neglected. These experiences are likely to contribute to participants' future vacation whilst at the same time providing for other students.

   We would like to encourage student, parent and community input into our network in the future. All the progress made so far has been initiated by a small group of enthusiastic students. If others are to contribute, the possibilities are endless.

   For further information, contact: Dianne Organ, Mooroolbark High School, PO Box 183, Mooroolbark 3629.

   Dianne Organ and Grant Rowe

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Friends of Connect

We gratefully acknowledge receipt of the following contributions since last issue:

**PATRON SUBSCRIBERS** ($20 pa):

- Ardeer HS (Ardeer, Vic)
- Meredith Maher (Hawthorn, Vic)
- Loyola College Student Council (Watsonia, Vic)
- Marg Cattanach (Daylesford, Vic)
- Rod Maher (Brunswick, Vic)
- Ken Thompson (Essendon, Vic)
- Preston Network of Schools (Preston, Vic)
- Chris Holliday (Kew, Vic)
- Pat Thurgood (Northcote, Vic)
- Dorothy Belperio (Adelaide, SA)
- Jim Cumming (Rivett, ACT)
- Jeff Cooper (Alphington, Vic)
- Carol Henderson (Mt Lawley, WA)
- Lyndall Hill (Townsville, Q)
- Brian Couper (Lake Bolac, Vic)
- Greg Shepherd (Werribee, Vic)
YOUR COMMENTS

Have just won a CEP grant to employ five people in a 'Student Publishing Program'. This Program aims at acting as publishers for student material, research, process writing, reports, books etc.

We are really excited about the possibilities. Will let you know the details soon as an article for Connect.

Graeme Kent
Ballarat, Vic

I reckon your prices for subs are too low. Keep it cheap for the limited incomes amongst us. Let the rich pay oh ho ho ho! No I really mean it - I'd pay more for a subscription.

Lesley Podesta
North Carlton, Vic

Please receive a copy of the April 17, 1985 "IYY Students Respond" Conference Report. The Conference provided the initial impetus for the establishment of the State Council of Students in South Australia. I hope you will be able to make use of the report; feel free to reproduce and distribute as you will.

I also take this opportunity to congratulate you on the Connect magazine - it is an invaluable means of spreading the news about student participation and encouraging communication between different groups working with young people.

Greg Priebe
UN Youth Association and State Council of Students
Malvern, SA

Requests for Help, Advice, Materials

I am starting an SRC from scratch and want to ensure that sound procedures are followed and that the student representatives are educated as to the possibilities of such an organisation. Perhaps you could refer me to sources/personnel who could be of assistance?

Jennifer Cook
St Mary's Boys' Regional School
29 Howard St., West Melbourne 3003

This year I have been employed as a PEP Student Liaison Officer for our non-Government PEP Committee. My work will involve visiting non-government schools (particularly target schools) and discussing student participation as it is and as it could be. To relay this information to students, I felt that I should produce a booklet on Student Participation which I could give to the students I speak to.

I wonder if you have any resources which you feel might be of use to me in producing this booklet?

Dorothy Belperio
PEP Student Liaison Officer
Catholic Education Office
GPO Box 2149, Adelaide 5001

The purpose of the Clearinghouse is to disseminate information about research and programs involving youth through the publication of two quarterly journals, Youth Studies Abstracts and Youth Studies Bulletin. We would appreciate being informed of work being carried out in the fields of education, training and the range of social issues relating to young people.

Dr Quentin Beresford
National Clearinghouse for Youth Studies
GPO Box 252C, Hobart, TAS 7001

The Curriculum Development Centre has recently identified 'Curriculum and the World of Work' as a program area. A CDC Council Advisory Committee, together with an informal network of interested parties is currently being established.

Your comments, ideas and suggestions would be greatly valued. So too, would spare copies of any papers or documents describing innovative practices at the school level with which you are familiar. If the range of responses and materials received is substantial, consideration would be given to collating and disseminating these in summary form to interested people.

Jim Cunningham
Curriculum Development Centre
PO Box 34, Woden ACT 2606
Who owns the curriculum? As we come to understand that student participation in curriculum decision making means that we need to talk of a collaborative curriculum process, this question becomes more and more important.

The thing that stands in the way of many students becoming partners in curriculum development and implementation is a lack of information, understanding and experience.

In the South Central Region of the Victorian Ministry of Education, such questions are highlighted by student participation in discussions and debates about the future of schools in a region faced with declining enrolments. Students from Local Planning Groups, Participation and Equity and Disadvantaged Schools Programs met earlier this year. The following is a brief report on that Conference from some of the students involved.

WHO OWNS THE CURRICULUM?

On February 24th and 25th 1986, approximately 100 students and 40 adults met for two days at Monash University for the South Central Region's first student curriculum conference: "Who Owns the Curriculum?"

Firstly, the background to the conference ...

There are many students 'involved' in conferences, committees, groups and discussions about schools and learning. A lot of time is spent in teaching students how to move motions and represent students, take minutes and keep records. Unfortunately, it is not often that students get together as a group to talk about the things schools do and why they do them. If students are going to be effective in influencing the effects schools have on their lives, then they need information - information about school size, finances, organisation, staffing, subject choice, assessment practices and so on.
Students in the South Central Region are faced with the problem of rapidly shrinking school enrolments. What will happen to our education system in the next five to ten years? This conference was an opportunity to look at the questions of shrinking school numbers, of poverty, of learning outcomes and of teaching/learning opportunities for all students in our schools.

To enable us to look at schools and learning in the widest possible way, three major areas on student participation in the region were asked to organise student activists/representatives to meet and discuss: "Who owns the curriculum?"

Who organised it?

We attempted to get a balanced planning committee – nine students and nine adults. Three of the nine students (Jo Maddison, Matthew Lander and Debbie Staines) were the students from the region who were elected to go to the Victorian Student Conference held in Geelong last October. The other six students (Michelle Maher, Rebekkah Pilley, Ursula Van Leeuwen, Sheila Thassio, Claire McLoughlin and Torie Satchell) became members of the planning committee due to their experience in various 'extra-curricular' areas.

Six of the nine adults were from the Regional Office, representing various areas: Elisabeth Simmons (Regional Director's nominee), Lesley Podesta (School Council Liaison Officer), Victoria Triggs (Acting Regional Education Officer – Curriculum), David Pettit (Consultant to the South Central Region Strategy Plan), Judith Quinn (PEP) and Lorella Matassini (Disadvantaged Schools Program [DSP]). The other three adults were Roger Holdsworth (Editor of Connect and general conference consultant), Rosemary Tovey (PEP Student Participation Officer) and Phil Williamson (teacher and general conference consultant).

Who funded it?

To run the conference, money was needed. Our major financial support came from PEP. They funded the accommodation, clerical staff, planning committee meetings and for a general conference consultant to be employed. However, this was not the only financial need or the only financial source to be thanked. Regional PEP and DSP financed travel to and from the conference, the Regional School Improvement Plan paid for morning tea and supper at the conference, emergency teachers, the planning committee catering and planning committee travel.

To obtain this financial support, a comprehensive report had to be written to present to the funding bodies.

So, as you can see, getting the conference financed wasn't as easy as it may seem. We needed to think of all of the areas that required funding, assess the amounts needed and then work out where we could get the money.

Thanks to these funding groups, we had a productive, enjoyable conference.

What happened?

The conference was scheduled to start at 9 am. The conference planning committee arrived at 7 am and organised the rooms, signs, name-tags and registration. Shortly afterwards, students began arriving. By 9.30 am, the conference had begun with an opening speech by Mr Bill Bainbridge, Regional Director of Education. As the 'Who Owns the Curriculum?' Conference was a Regional Conference, it was important that the Regional Director was present to officially open it. Mr Bainbridge stressed the Region's support for student participation, especially with regard to the Strategy Plan. He thanked the planning committee for its hard work and wished the conference every success.

Following the welcome, two students ran a warm-up session where conference participants played colour-spotting, group-formation, physical wind-ups and 'pick the grammy' winners. This was a good exercise to break the ice between 100 students who didn't know each other, and helped us to get to know each other.

The conference then attempted to negotiate rules about smoking and curfew. This was done initially through a role-play game approach leading to more formal discussion. The question of curfew was talked about in several meetings before it was finally resolved.
Other rules were not negotiable, including: no shared rooms, no alcohol or drugs and no leaving the college without permission.

Students were also put into 'support groups' of four or five students and one adult. These allowed students to talk with one particular person about any problems or issues.

Then the conference got down to work. Students had previously been 'colour-coded' into mixed groups for a workshop where they answered a large range of questions about their schools - SRC development, subject choice and range, school curriculum development and so on. It got us a lot of information and helped students familiarise themselves with each other. It provided a shared mass of information about the schools in the region.

After lunch, in workshop 2, students chose a topic area to work on - school size, assessment, links between schools, student groupings, sex, social patterns - race and class, subject and other choices, student involvement in decision making, and teaching and learning approaches.

In this workshop we looked at the information collected in the morning and tried to see what was happening in each area in schools across the region. These answers were collected and written up on butchers' paper.

Finally, students had free time for two hours.

After dinner was the fish-bowl. In this activity, Gerry Tickell and Pat Reeve (Deputy Chairpersons of the State Board of Education), Marie Brennan (School Improvement Plan) and Jack Keating (Victorian Secondary Teachers Association) were asked to take part as consultants. Gerry and Pat were chosen because of their experience on the State Board - they were able to answer lots of general questions on education and challenge the students - and were, in turn, challenged by the students. Marie was chosen because she has worked in lots of schools and has important views on state education. Jack was part of the fishbowl because he has taught in several schools, is involved with teacher unions and these bodies play an important role in our education.

In addition, three students - Potis Fotiras (Richmond TS), Heidi Kinder (Elwood HS) and Debbie Staines (Swinburne TAFE) - were also permanent members of the fishbowl to provide a student voice. And there were places for other students to join the fishbowl temporarily and take part in discussions.

It was very hot and very long, but students asked the adults and students in the middle of the room questions about the Victorian Certificate of Education (VCE), the future of the Schools Year Twelve and Tertiary Entrance Certificate (STC), the role of the administrative committee in schools and millions of other things. This ended roughly at 8:30 pm and the students were free to attend the party downstairs in the cafeteria.

The idea for a student forum was born during this time, by students who were concerned about the lack of a formal organisation for students in the area of decision making.

Next morning, the conference heard from: Alan Taylor (Strategy Plan Committee), Stan Piperoglou (PEP), John Scheffer (DSP) and Bob Message (SIP). These four men (oops) outlined how students were able to contribute to the work of the four programs. It was a long session but opened up some great debate about student voting rights on Local Planning Committees and the role of DSP and PEP.

In Workshop 3, the aim was to motivate students to plan action at their school or local area. We broke into Local Planning Committee (LPC) groups and a PEP and DSP group. Everyone agreed that this was the best session, as it gave us a chance to organise ac-
tivities and discuss issues that affected us at our school.

The final session of the conference was a plenary session where the following motions were passed:

* That the LPC rules be changed so that student representatives each have a vote;
* That students report on the conference to the next LPC meeting;
* That students sit together at LPC meetings;
* That students be consulted before the LPC makes its recommendations;
* That every school ensure that LPC members meet between LPC meetings;
* That students be further informed about LPC activities and decisions;
* That speakers be arranged for SRC meetings to broaden students' knowledge of PEP;
* That there be a student PEP consultant for the region;
* That a follow-up meeting of Disadvantaged Schools Program students be held;
* That there be equal representation of students on area committees;
* That there be more communication between the Ministerial Working Party on Student Participation and students in general;
* That students should be on the administration committee of schools.

What did students think?

Overall, students appreciated the opportunity to meet together, share information and act as equals with adults.

The least positive things were seen to be the fish-bowl session (too long, hot, with not enough participation) and the 'arguing' in workshops. Some students felt that some sessions were dominated by a minority of people.

Students were enthusiastic about receiving information, staying at a university, meeting new people and having an opportunity to state their views. Many students felt that the conference was too short and too few students participated.

There was a sense of achievement at the end: students felt more confident, informed, understanding and knowledgeable:

"We found out a wide range of student views on schooling."
"I learnt a lot of things."
"I learnt a lot about student rights and what we can change."
"I now know what I'm talking about."

A Co-operative Effort

The conference received a lot of support from adults - the Regional Di-
The rector who opened the conference, the members of the fish-bowl and others: Roger Holdsworth was employed as a conference consultant - he trained the student workshop leaders, facilitators and organisers. Phil Williamson acted as support person for the consultancy staff, assisted with the briefing sessions and generally acted as a consultant to everyone.

The Regional Office consultancy staff provided the widest range of support. The student conference will always be remembered as the conference that called on everyone to help!

Finally, we would like to thank the staff at schools who assisted the students to attend. Special thanks to Lesley Podesta, Elisabeth Simmons and Victoria Triggs for their work.

Conclusion

In conclusion, as students we now feel more able to organise other activities. Ideas about curriculum and how it relates to students are easier to understand. It was fantastic to be employed as conference organisers. We now have a desk at the Regional Office where we compiled this report, and continue to organise student meetings, in-service and activities.

The student conference was only the beginning!

Torie Satchell, Ursula Van Leeuwen, Jo Maddison
South Central Region, PO Box 88, Balaclava 3183

ISSUE: Participation, 'Equality' & Responsibility

In 1985, along with other Victorian education regions (Western, Gippsland and Central Highlands-Wimmera), South-Central Region took part in a 150th Anniversary Education Project called 'Student Press'.

Like so many other times, it entailed bringing students together to produce a student newspaper with some insight into education, youth culture, politics and broader issues such as nuclear war, environment, music, employment etc. (Remember the Ascolta workshops where we existed on Coca-cola, lots of chocolate and rock music? These kids ate raw vegetables, humus and quiche. Hardly any of them smoked or drank coffee.)

The usual spin-offs: some clever writing, a training ground for student organisers, a bit of controversy over 'control' and editorship/decision making. All good, familiar stuff.

Yet the real spin-offs are only starting to be felt. In a region which prides itself on the liberal, broad-minded thinking of its staff and close adherence to the Ministerial Papers, we are continually being faced with a dilemma.

How far do you let the kids go?

The project last year enabled some students to become extremely well-versed in education strategies. And some of them are really testing us out.

So what's the answer? At a student conference with 17 year olds who decides if there is a curfew? Can students meet at the regional office without adult presence/supervision? Do we let students come to meetings without parent permission?

Until recently, everything was pretty easy to work out. We knew that, as teachers, we had certain responsibilities to students and parents. Yet, here we are, faced with ten students in a committee where we operate as 'equals' (to the extent of arguing and making deals). Can we really continue to act as their supervisors?

I don't know the answer - up to now we've acted totally by the book - permission notes, teacher supervision etc. However, a number of the students have raised the contradictions.

What do other Connect readers think?

Lesley Podesta
South Central Region, Vic
ISSUE: What Does 'Participation' Really Mean?

Participation is discounted by being linked with the term 'extra-curricular' and its inherent implication of less valuable, less significant, less educational school activities. All school activities constitute the curriculum; participation in any school activity is therefore participation in the school curriculum.

Students who participate in the curriculum must be given credit for doing so, whether or not they achieve the degree of success anticipated of that participation. Credit for painting sets for the school production should be as valid and as valuable as credit for completing part of the prescribed art course at any year level.

The opportunity to participate in all areas of the curriculum must be available to all students. There can be no penalty associated with participation. There is no penalty suffered in Geography for participation in Maths. Equally there can be no penalty in History for participation in inter-school sport; no penalty in PE for participation in school government.

Participation in the whole-school curriculum is not available only to students, but to staff as well. A teaching allotment in French does not disqualify a teacher from participation in or credit for the management of a lunch-time aerobics class. Qualifications in Science do not exclude a teacher from participation in or credit for the organisation of a bush walk. It could well be that opportunities for teachers to experience success across the curriculum are related to staff morale, promotion, stress management and professional development. If so, why would the same transference not be experienced by students?

In all school activities, participation implies an active student role. In the classroom this may mean negotiation, not of the content of a course perhaps, but of the quality and quantity of work, how it is to be assessed, what product will count as satisfactory, the processes to be implemented in the teaching/learning of the content and so on. Most students and teachers already participate in this sort of negotiation - eg agreeing to postpone a test because the class has already been given notice of another test on the same day; accepting a lower standard from X based on knowledge about his current level of expertise. This definition of participation complements Ministerial Paper No 6 (10.1): "Approaches to teaching and learning ... should enable students to:
* develop a sense of themselves as learners;
* enjoy their own learning;
* make and act on responsible decisions about their own learning and its outcomes".

In this context, participation means involvement.

Students are compelled by law to participate in schooling; how many of them are actively involved in their own learning?

Mooroopna High School, Vic

ISSUE: What Makes a Good Support Teacher?

These comments were collected for the in-service of SRC support teachers in Victoria, April 15. Students were asked: "What makes a good support teacher?"

"The most important thing which I feel a teacher should not do is take over. When an SRC meeting is on, it is very aggravating to have a teacher overpowering you. When the meeting gets out of control, leave it to the chairperson to get order rather than stepping in - keep at a distance for as long as possible."

"Outside of meeting times, try to get together with the students and arrange things for the school and for the next meeting. Quite often, the students will feel as though the meeting is getting bland and the chairperson will have no great ideas - so we do appreciate your ideas."

"Try to create a one-to-one environment; treat the students as an equal when working on SRC work; do not look at the situations as 'student' and 'teacher'."

"Students working on SRC work quite often fall behind in their work especially when they are involved with interschool relations. Help the students to keep up: when they miss a class, photocopy their work for them. Obviously it is
impossible to be aware of how everyone within the SRC is going in their class work, so every now and then, at the meetings, ask if there is anyone who feels they need some help in their class work and offer to spend some time with them or arrange another teacher to help."

"Try to arrange some sort of system within your school that makes sure the students are getting all the correspondence sent to the school. We get quite irritated when important letters are sent and we don't receive them."

"Transportation is another problem of students. We don't have cars and sometimes public transport is impractical. The best ideas is Cabcharge, some schools do have it but most do not. Try to get it; it takes all the hassle out of going to meetings."

"Accreditation of some sort has to be arranged for the amount of work we do. We should get some sort of credit. Getting credit for your SRC work puts enthusiasm back into it."

"A good SRC teacher should:
* be open-minded;
* be prepared to commit themselves/time;
* believe in student participation;
* provide guidance and direction;
* provide resources eg regional information bulletin, Ministerial Papers;
* tell teachers what the SRC is doing and encourage teachers to support the SRC."

"They should avoid enforcing their own ideas and teacher views being dominant and patronising."

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'TAKE A PART~ AT LAST!

Take A Part has been a long time coming out - but its use will be worth the wait.

The book is termed a "student action resource handbook". Written largely by students in Melbourne's Western Region, Take A Part is "an outline, a set of ideas, a means to a beginning in student organisation and participation."

There are three major sections: 'Starting', 'Setting Up' and 'Taking Part'. In addition, resource lists, contacts, examples of forms, and case studies are all useful elements of the book.

The language is particularly open to students, and every effort has been made to write Take A Part in ways that will enable it to be used by all students.

Some of the topics covered are: why participation, how to run and organise meetings, how schools are run, being a student representative, networks, how to involve people, how to plan, publicity, rights, how to get money etc.

Take A Part is "exploding with heaps of useful and relevant information, guidelines, ideas and personal experiences which you will be able to relate to in times of need or frustration - or just out of interest."

The book is also enlivened by great cartoons and illustrations from Mark Wooster, Joan Rosser, Lin Tobias and Deborah Kelly.

Take A Part has been produced by the West Education Centre and funded by the Government Participation and Equity Program. Three copies will be sent to all Victorian Government secondary schools and will be available to other schools from the Victorian Government Bookshop, 41 St Andrews Place, East Melbourne (PO Box 203, North Melbourne 3051) for $3.95. Phone: (03) 320.0299 for enquiries.

It is hoped that, having waited so long for its production, copies will now get to SRCs (etc) in the near future - if you haven't got a copy: ASK! And watch out for Credit and Support - soon!
This article raises some specific issues about girls and student participation. We are interested in your responses in order to develop a longer and more explicit article at a later date.

We also recognise the interaction of questions of gender with issues of class, ethnicity and geography. While experiences are not identical over such areas, the thing that girls have in common is their gender. We hope that this introductory article provokes some useful discussion about how student participation must recognise that commonality.

What’s our first guess about who gets to be on the SRC? The middle-class, anglo-Australian boys? Experience seems to suggest that there are larger numbers of girls actively participating in this area than our first guesses might acknowledge (though perhaps not as chairpersons, presidents etc).

Why is that, especially when we recognise the types of processes that exclude girls from access to many learning experiences? And, in turn, what light does an understanding of what is happening in representation shine on other broader questions of student participation and gender?

It’s been suggested (by students and others active in this area) that there are several reasons for the significant representation of girls:

(a) that such forms of participation are involved with discussion and achieving agreement — and that such approaches are more familiar to the experience of girls than of boys, because of their socialisation in encouragement of verbal and negotiation skills;

(b) that SRCs and like bodies often meet at times (eg lunchtime, after school) when boys are more likely to be engaged in physical activities. Similarly, this also indicates the relative importance that the school puts on the SRC and the other activities;

(c) that the SRC is seen as having little real influence on the important power structures of the school — it is 'wimpy' to be involved in such discussion and bodies;

(d) that there are often female role models associated with student participation within schools, regions etc — support is often associated with 'caring' or 'pupil welfare' areas.

It's the style of operations and the perceptions of power of the SRC that affect the participation of girls. Of course, there is a range of styles of SRC and recognition of this is important in understanding what is happening. For example, where we see SRCs moving towards a strict parliamentary form or being primarily involved with 'leadership training' within a school context that encourages that form of competitive structure, we seem to find more boys involved. Such forms - the marrying of an SRC with prefects, with school captains, with highly competitive election approaches - merely reinforce elitist selection for a patriarchal society.

Given this, we need to give serious consideration to working out the form of representation which will allow, encourage and support the participation of all — in this context, with particular reference to the participation of girls. If formal participation means there is a tendency for girls to withdraw or for them not to be supported electorally, what can be done to foster their participation at this level?

If part of the rationale for student participation is to encourage all students to be actively involved in decision making, then the development of an environment and context that has meaning for girls is imperative. How can this be achieved?
The most relevant environment for participation is the classroom. The work of such people as Dale Spender has pointed to the mechanisms by which girls are denied access to learning in traditional classrooms, by the imposition of content, teaching methods and language foreign to their experience. Student participation has attempted to transform these traditional classroom approaches by methods that:

(a) are based upon negotiation of goals, content, teaching/learning methods, assessment and evaluation between teacher and learners; and

(b) specifically include activities that maximise student decision-making about real issues of community research, service and action.

Again, the experience of many involved in such processes has supported the idea that active participation in curriculum decision-making in the classroom in this way, is more likely to be in line with girls' experience than is the process of the traditional classroom. This is true both of the style and language – discussing, negotiating, compromising and so on – and of the orientation of much of the 'content' towards areas of community service, nurturing and caring. "... the negotiated curriculum process as it is developed in HSC/STC in demanding participation, challenges girls to become active ... the negotiated curriculum of HSC/STC legitimises female culture in a way that the sexually exclusive curriculum does not." (Ruth Fowler, "Sexually inclusive curriculum" in The Victorian Teacher.)

To be obvious, student participation does not involve changing girls to fit the needs of subjects or of committees, but rather insists that the content, approaches and forms of assessment of subjects, and the processes on decision-making structures, must change to include and fit the needs of girls as well as boys.

The process of classroom change must also reflect this participatory process. Again, much experience in this area indicates that the imposition of a classroom that pays explicit attention to the needs of girls, without the active cooperation of students in analysis of the issues and of the process of change, is likely to lead to active resistance by many boys (disruptive behaviour, "you're not paying as much attention to us") and to increased stress upon girls ("things were quieter and easier before we changed"). Teachers also find such a situation more stressful, particularly as girls become more vocal and demanding of their learning rights.
So the process of change, involving a shared commitment to monitoring classroom behaviour and attention, to proposing a more participatory structure and to continuing to evaluate its effects, becomes itself an important classroom learning experience.

Negotiation within the classroom can, in fact, serve to merely reinforce, more subtly, the exclusion of girls. Classroom attention and discussion is, as Spender points out, heavily directed towards boys, and it follows then that a process of negotiation may serve only to increase such biased attention, make the experiences of boys more central and exclude girls more effectively. (After all, an area of rationale for student participation is that learning is more effective with the active commitment of the learner. We need to recognise that such a rationale can equally by applied to the informal or hidden curriculum and that student participation can, if incorporated blindly as a process into an exclusive curriculum, be a mechanism to make denial of access to learning more effective.)

So how can we build the active participation of girls in education decision making - within the classroom, within SRCs, within formal decision-making structures of schools? We have stressed above that explicit recognition of such questions is a start. And such explicit recognition and the learning that derives from it, must be a shared experience between teachers and students.

One example of this happening has been the experience of the 'Girls Speak Up' forum days in several areas. While such days started as a response to the needs of girls on SRCs and School Councils, they rapidly broadened their agendas in the recognition that the same factors that affect committee practices also act to exclude girls from classroom learning.

These forum days enabled girls to meet to discuss common issues, to share experiences and to make plans for action. From this basis of shared confidence, girls in some areas are now suggesting mixed in-services, run by students, to discuss issues and to challenge the dominance of boys in classroom learning and on formal structures.

Such approaches are attempts to answer vital questions. What are the structures and supports necessary to ensure effective participation by girls? How does the system take on the issue of girls' education in student participation as in integral component rather than as a side issue - which it has been to date?

And, very importantly, how can we ensure specific funding support is forthcoming for a range of strategies - 'Girls Speak Up' forum days, in-services on these issues, creation of role models through affirmative employment policies and so on?

FURTHER RESOURCES:

If you want to take these issues further, some useful resources include:

Videos:

There is an accompanying booklet.


There are two accompanying booklets.

Written:
Ruth Fowler "Sexually inclusive curriculum" in The Victorian Teacher No 5, September 1983.
Kathie Gardner, Christine Roughhead, Colleen Vale and Ann Borthwick Sexually Inclusive Curriculum Discussion Papers - From Exhibition High School (TEAC-funded project report number 5, Melbourne, 1984)
Sandra Kessler, Dean Ashenden, Bob Connell and Gary Dowsett "Ockers and Dissidents" in (amongst others) The Secondary Teacher No 10, December 1981.
The Beginnings

In October 1985, at the Victorian State Student Conference held in Geelong as part of an Education Department initiative in the International Year of Youth, the Minister of Education (Mr Ian Cathie) announced the establishment of a Ministerial Working Party on Student Participation. The Working Party was to consist of 27 members representing a wide range of sectional and system interests. Included in this membership of the Working Party were to be four students, representing the students in all Government and non-Government schools and TAFE Colleges.

At the State Student Conference in October, certain recommendations were drawn up to take to the Ministerial Working Party (MWP) (see Connect 37/38, page 21 for further details). These were tabled at the first meeting of the MWP held in December. The outcomes of these recommendations about student representatives on the MWP and the requirements laid down by the Minister of Education resulted in a sub-committee being established to look at the issue of students and the MWP.

The concerns that the sub-committee had to keep in mind during their deliberations were:

1. That the students on the MWP were to be given credit and support for their work (a recommendation from the State Student Conference);

2. That there were to be four students and that they had to represent Government, non-Government and TAFE sectors.

This was no easy task. There were no representative student bodies in the state to go to in order to find four student members. We had a State-wide Student Conference, but the non-Government and TAFE sectors were not represented. There were also debates that took place about representation.

One of the options that was raised was that of a Student Research Team (SRT). The idea of a SRT was built on the need for credit and support. It could provide a team of students from whom a number of members could be selected to work on the MWP and it could allow for the participation and inclusion of students from other sectors in a variety of ways.

The sub-committee put forward its findings to the MWP in February and the Student Research Team model was adopted as one way of ensuring student members on the MWP. More importantly, it ensured that students were able to participate actively in a working party that was looking into how schools had been putting into practice the Government's policies of student participation in their learning and in the decision-making processes. The SRT is an educative approach to working with students, not an administrative approach.

What is the Student Research Team (SRT)?

The SRT is a development of the Youth Action Projects that have been in existence in Victorian schools for some time. The model builds on established structures and processes that allow for student participation in the design, management and assessment of their courses. The starting point was the State Executive of the Schools Year Twelve and Tertiary Entrance Certificate Course. This Course, commonly known as STC, is an approved year 12 course within HSC.

The initiative was approved at the February meeting and then, through the regional coordinators of STC, the offer of a 'subject' was made to schools. As the regional representative on the MWP, I also contacted the Participation and Equity Program consultants and informed them of the SRT. This was done in order to make the offer to students in regions who were working on networks or who may have had some form of credit or support for work in the student participation area. The first round of offers resulted in students from three regions joining the team for term 1.

In order to form the SRT, a regional consultant had to be found in each area. This was not easy, as they were required to take the role of the regional 'teacher'. Many consultants were very interested, but they were not able to find the time as they had already negotiated and established their work tasks for the year.
Students then had to identify a contact teacher in their school who could be of assistance and support to the student in the school. The contact teacher was also to work closely with regional consultants.

With the consultants, teachers and students identified, the first state meeting was called for March 6th. At this historic meeting, the whole idea and model took shape. The students and teachers met with members of the MWP and started negotiating a possible course outline, using the seven terms of reference (see later) as a starting point. These terms of reference were the tasks that the MWP had to work through, finishing up with a report that would provide the Minister with a picture of what was happening in the area of student participation, and recommendations for future improvements.

The make-up of the Student Research Team includes students from the following schools:

**Northern Region:** Thonnestown HS, Epping HS, Macquarie HS (Contact: Peter Millenhal); 
**Tullamarnine Region:** Lynell Hall Community School, Moreland HS, Ernbank HS (Contact: Peter Darrell); 
**Western Region:** Braybrook HS, Kealba HS, Maribyrnong HS, Sunshine West HS (Contact: Bert Van Helen).

The SRT increased to about thirty students in term 2. Most of the students are, in fact, in year 12 from schools where STC courses are offered. Not all students have been involved in student bodies such as SRCs and Networks nor are all members of School Councils or on school committees. One student, a year 11 student, is however a student representative on the Regional Board of Education. This mix of backgrounds has been very important because it has provided a whole range of starting points, forces those of us down the track a little to reflect carefully on what we are doing, and is also very representative of the students we will be working with.

The students elected two permanent members to the MWP. These students report back to the MWP about the progress of the SRT and take back issues to the SRT. These two students are supported by two other students who operate on a 'floating' basis.

As well as state meetings, each regional team meets as required. When the model was being developed, it was felt by many that a research assistant would be made available to support the team. However, this has not eventuated and most of the work of coordinating the tasks across the three regions has been left to the regional consultants and a management group from the MWP.

Some of the things we have done!

During term 1, the SRT worked on the first four terms of reference of the MWP:

1 and 4: To provide an overview of the current implementation of the Ministerial policy on student participation by:

* consulting with a wide variety of groups with an interest in the area in order to facilitate broadly-based discussion and development;

* collecting and consolidating data from existing projects.

To identify the existing barriers to the implementation of Government policy, and promote examples of current and other possible practices which provide for effective student participation.

2 and 3: To clarify and further develop the notion of student participation as outlined in the Ministerial Papers.

To examine the relationship between student participation in decision-making processes and structures and improved learning outcomes for all students;

* the role of students in curriculum development;
the extent to which schools and TAFE Colleges are able to establish an environment which encourages these processes and structures.

Suitable research questions were designed, tasks shared between regions and schools and suitable time-lines drawn up. Students surveyed and interviewed School Council members, teachers supporting students in their roles in decision-making practices in schools, researched past minutes of School Council and other committee meetings. This work enabled students to become familiar with developments in student participation and provided them with a starting point in their reading on the matter. Their findings were to become very valuable for their work in term 2.

All schools and TAFE Colleges in Victoria were sent a survey letter in June, asking them to write about student participation in their schools, under five headings:

1. What ways have you found particularly effective in enabling students to participate in:
   (a) decisions about their own learning?
   (b) school decision-making structures?

2. What arrangements are in place, or are planned, to assist students to participate in these areas?

3. Are there any particular practices in your school which you believe would be helpful to the Working Party and to other schools?

4. Are there any problems which your school has met in attempting to involve students in these areas? In what ways have you attempted to overcome these?

5. Are there any initiatives taken by students in your school that you think should be brought to the attention of the Working Party?

The students' work in term 1 will provide them with lead questions and examples that they can use in assisting schools in filling out the survey and writing their school's story. The SRT will work with teams of people from the MWP in analysing the survey results, writing them up and presenting draft papers to the MWP.

As well as this, the SRT will also be helping to produce a video, posters and workshop notes to be used in term 3 as part of sharing the findings and presenting the first set of papers to the schools and TAFE Colleges in Victoria. This is planned to happen during Youth Participation Week, September 15th to 20th, across the state.

In term 3, it is hoped that the SRT will also be involved in a State Student Forum where teams of students from all the regions, representing Government, non-Government and TAFE students, will be able to work on many of the issues that will be raised at the regional meetings during Youth Participation Week and helping to work through, with students, other papers prepared by the MWP.

**Some Learnings and Food for Thought**

If you don't do it, You'll never know
What would have happened
If you had done it.

Education systems, structures and adults still prefer to have students participating in their learning in a very educationally passive manner. At a recent seminar held with the MWP and the SRT, a more mature person was heard to say "If we have students participating, there will be no time left for learning". That may reflect accurately a commonly held view about student participation and learning. The SRT is a model that has shown that this is not necessarily the case.

What the SRT model has done is provide us with an educational model that could possibly help us with our difficult questions about student participation in the decision-making structures, especially beyond their school.

Working with the SRT has proven to me (not that I needed it) that students do want to mix with students outside their school communities. They do want to raise issues and work them through outside the subject constraints inside schools. Students in schools do want to have a far greater say in decisions about things that affect them.

What has to happen is for us to provide the opportunity for these developments to be supported, worked through and evaluated. We must not fall into the trap and come up only with models and answers that already exist within our present society.

In the next issue of Connect, I would like to develop the SRT model further, to include the possibility of building in the experience of current school leavers and to indicate how this model can work in with other youth agencies in continuing student participation into a Student/Youth Policy Development model.

Rert Van Halen
Western Metropolitan Region
The following article about the Community Workshop is the second of two articles describing the Mixes of School and Work Program at St Albans Technical School (Melbourne). The first article, "Part-Time Students at St. Albans Technical School" was reported in Connect #34, August 1985.

COMMUNITY WORKSHOP

The Community Workshop and Part-Time Study Program developed out of a need to provide the youth of St Albans with the opportunity to return to school and complete their secondary education on a part-time basis, and to encourage full-time students to remain at school for longer.

To achieve these objectives, strategies had to be developed that created greater flexibility for students by broadening their curriculum options whilst being relevant enough to make the completion of a full secondary schooling a more attractive proposition.

How it works

The aim of the Community Workshops is to, in a practical way, facilitate an understanding of work in society. To achieve this, the community workshop has been experimenting with different combinations of school and work. Some of these have been successful, others failures. These experiments have been heavily evaluated by conferencing with students to identify the blocking forces impeding the success of the program and developing action plans to improve the program. Conferencing with students, including them in the evaluation process, has made it possible to develop a program that works and that students feel is worthwhile.

In the community workshop, students develop work-related skills by making things for community groups (i.e., becoming involved in socially useful work). The types of things the students have been making include:
- toys for a toy library, playgroups and pre-schools;
- bookshelves and cabinets for a local community centre;
- ramps for the disabled;
- cavaletti for the multiple sclerosis society.

The list goes on.

To successfully complete an object, the students have to make contact with the community group, take orders for the item, plan and design the object, order materials, complete the job and present it to the community group. In addition to the obvious skills the students develop during the process, there are a number of transferable skills they develop: communication skills, the ability to mix with adults, the ability to organise and the responsibility of meeting deadlines and making things of a quality acceptable to community groups outside of the school.

Assessment

Assessment is descriptive and goal-based. Students keep their reports in a School and Work folder along with letters of thanks from the community groups they have made things for. They also keep photographs of the things that they have made. The folder has on it a description of the program and is designed to be presented to employers. The response from employers has been favourable.

VIEWS OF: Parents:

Somewhere, sometime, someone came up with the idea of more parent involvement in our school.

We don't know who, where or why but we do know that we are the first parents employed, on a part-time basis, as part of a Project Team.

We weren't too sure what qualifications were required for this position, but we knew we were parents so we qualified on that score.

Our introduction to the job was a meeting of the School to Work Program Project Team. That is when we realised we were back at school in more ways than one. The 'teacher jargon' was baffling to say the least. We must have driven the teachers crazy with our incessant questions and interruptions. They, however, remained true to their profession and answered our questions patiently and clearly.

Now that we have more or less mastered the language, we find that the education system is made up of lots of departments within departments. These can be very confusing to the uninitiated.

The worst part of the job is when people say, "but what do you actually do?". It is very hard to explain, because it varies so much. This question causes some soul searching and doubts about whether we actually do contribute anything to the Program. We are told that we are trail blazers and because parents haven't been employed in this field before, there are no guidelines or precedents to follow.

If, after all this preamble, you really do want to know what we do as parent members of the School to Work Project Team at St Albans Technical School, it goes something like this:

- attend weekly meetings at school and discuss problems and planning;
- arrange refreshments for meetings and conferences;
- visit printer and order pamphlets, handbooks etc;
- visit other schools with similar projects;
- go on excursions with students;
- filing;
- stapling information into handbook covers;
- attend meetings and conferences with students;
- write articles for publication;
- help organise further participation of parents in the school.

Teressa Biskupski and Cynthia Beswick
(Parent Representatives)

Student:

In my Community Workshop, there are about ten students involved and about another five doing woodwork. In the earlier stages of the year, some of the projects that were made were: a small baby's chair, a small cradle and a small stove - which were all made for one kindergarten. The cradle was made with pine on the sides and the legs also and the bottom was made out of ply.

The stove was made from chipwood and it had two racks. It also had four circle pieces of laminex which represents the burners.

The baby's chair was made out of pine and 3-ply for the bottom. It was the best model out of the three, probably because the students by this time had developed their skills a lot more.
The wall unit was set up by a teacher, Mr Bell, and I followed through and built it. It has been made out of pine and the same with the doors, except the middle which is covered in ply and also the back which is in ply also.

It has one shelf which is also made out of pine. The whole job is a difficult one to start off because the material for the top and bottom shelf and two sides had to be joined with each other to make one piece which is the width of the job. It is going to cost about $22-$24, that is, without handles.

It has taken me close to 38 hours to get to the stage where I have completely finished it.

Although the job isn't for myself, I am still proud to make it because I know it is going to be a lot of use to someone. I feel it gives me good experience to know what it is like to make something for the community and do what I like doing at the same time.

It gives you a good idea of what life is about, what it means to work. John Said (Student)

Teacher:

In writing this article, I have the feeling of 'where do I start?' and this same feeling seems to be a part of the class.

The students are making items for various community service groups within the area. This is the first difficulty, establishing a contact with the group who we will call 'the client'. Ideally, the students should contact the client but it is safer and easier for the teacher to make this initial contact. Then it is a matter of what can be done in the time available, resources available and considering the range of abilities of the participants. Some students can be shown what to make, how to construct the item and give the materials, all in ten minutes, and then left to carry out the work. Others require constant supervision, both of their work and behaviour.

With almost twenty students and approximately twelve projects going on in the same room, the busiest person in the room is usually the teacher. I have found it necessary for the students to write out an 'order' for materials. Unless the students do this ordering, preparation can be difficult. Ordering of materials, use of time sheets, a basic costing system, selection of project leaders are all used to give the student greater responsibility and appreciation of time and materials. Working beside the various projects also tends to fire the imagination of some students.
The standard of the finished product sometimes requires a lot of supervision/help, but generally the students aim for a near professional class of work.

If I am painting a gloomy picture of this being a difficult class to operate, do not be disheartened because although the teacher works harder, the personal satisfaction is much greater. To see the participants striving to complete the work to a high standard, to see them tackle the project much more difficult than they have previously attempted, overcome their problems and see their satisfaction at the completion are all gratifying, but I find the greatest thrill of all is when they carry their project into the kindergarten or playgroup and see the look on the faces of the people in charge and the children. This is the time I realise that although at times I do not know where to turn next, I know I have been pleased to have been part of this program.

Assessment in the workshop on a numerical basis was found to be impossible because when two students work on a project but one does most of the work, they cannot receive equal marks. Then there is leadership, attitude, potential ability and a host of other qualities that can only be expressed in words.

Stan Bell
(Teacher, Community Workshop)

For further information, contact Peter Blunden, St Albans Technical School, PO Box 83, St Albans 3021.

Other Sources

YACA Briefs (YACA, St Kilda, Vic) No. 20 April 1986
YACA Briefing Papers: Youth Policy (YACA, St Kilda, Vic)
Communication Research Trends (UK) Vol 5 No 4; Vol 6 No 2 (1985).
Media Bulletin (UK) Vol 3 No 1; March 86
NIE Update (Newspapers in Education, USA) Vol 12 Nos 2, 3, 4; Feb-May 1986
Employ Bulletin (East St Kilda, Vic) April 1986.
Collective Notes (COSHG, Vic) Nos 10, 12, 13, 14; March - June 1986.

SIP clearinghouse

The Victorian School Improvement Plan (SIP) is in the process of establishing its Clearing House. This is a strategy which SIP has had in mind since the beginning, to promote the sharing and exchange of knowledge and learning between schools.

The principles behind this concept are:
* School level knowledge is important and needs to be shared.
* Documenting what you do helps you to own your own knowledge.
* A data-base of school-generated material ought to provide input to department policy making.

The SIP Clearing House will not be situated in any one place but will be a means of distributing materials across Victoria. Any articles, videos or packages of materials which are seen as most useful to schools will be housed in the Education Resource Centres and Regional Offices throughout Victoria.

All of the material will also be available from the Education Department Library Service (EDLS) and will eventually be on a catalogue of Education Department resources for EDLINE. EDLINE is the Department's computerised network of information on curriculum development materials, policy documents and significant school initiatives.

At this stage, SIP is developing 14 different packages on current educational issues and eight of these will be available in Education Support Centres by the middle of the year. They include:
- Parent Participation
- Student Participation
- Home-School Communication
- Discipline and Welfare as a Curriculum Issue
- Active Redress of Disadvantage and Discrimination
- Educational Leadership in a Collaborative System
- Collaborative Decision Making in Schools
- Survey and Survey Pitfalls

These packages consist of issues which schools have been grappling with, articles and papers from parent, teacher and departmental journals. Schools have been doing exciting things now for many years. It's terrific to see some of those now being published so that others can share in the learnings.

But more than papers - the packages also include suggestions for how to use the materials at Curriculum or In-service days, with groups of parents, students and teachers.

So keep an eye out for these packages in your local Education Support Centre - borrow them, photocopy them and use them.

Linelle Gibson
SIP Clearing House Officer
Victorian Ministry of Education
GPO Box 4367, Melbourne 3001
Phone: (03) 628.3819

to p. 34:
INTRODUCTION

The Student Community Involvement Program (SCIP) began in June 1985 and arose from the success of a similar program in NSW. Since the success of both Victorian and NSW programs, other states in Australia, mainly Queensland and South Australia, are now wanting to establish similar programs.

SCIP in Victoria encourages students to take an active part in meeting the needs of their community by undertaking community work, to assist teachers to establish or extend community involvement programs and acts as a vital link between schools and community. Wherever possible, community involvement programs are linked to curriculum studies. The Program is a non-sectarian and apolitical program, free from sexual bias and ensures free access to all schools and students.

SCIP offers a variety of services to schools, which include:

CONSULTANCY

SCIP offers teachers etc the opportunity of individual consultancy to design, establish or extend school-based community involvement programs. The SCIP Project Officer is available to visit the school and will discuss in detail the proposed plan of the project. The staff are also available to talk at Curriculum Committee meetings, staff meetings and will support the teachers wherever possible. During this free consultancy, SCIP can offer ideas for new and exciting projects etc, and information on local community resources and non-profit community organisations.

WRITTEN RESOURCES

SCIP offers to schools a wide variety of teaching kits and handbooks relevant to community programs. These kits contain information on working with the elderly, children, disabled people, people suffering from mental illness, environmental issues, local government etc. More practical kits on building playgrounds or designing aids for the disabled are also available. A full list of kits and prices is available on request. Handbooks, including Australian and UK guides to running a community project in both primary and post-primary schools are also available.

STUDENT TRAINING

Before students embark on community involvement projects, it is very important that they are prepared for any situation they may encounter. SCIP offers to schools a variety of student training sessions, including community awareness sessions and motivational sessions. Training may include guest speakers, videos, films, simulation games etc. All student training is planned in conjunction with the teacher and is individually tailored to suit the needs of students, schools and surrounding environment. SCIP can also provide information on training courses offered by other programs.

STUDENT PLACEMENT

The SCIP staff is in contact with many diverse non-profit community organisations in the welfare and health etc areas and is aware of their needs for volunteer support. The program offers teachers assistance with placing students in volunteer positions in organisations where students will receive the support, direction and supervision they need. Most of these organisations would be happy to involve the students in their orientation/training programs.

LINKING

SCIP can link teachers with experienced staff in other schools and can link schools which are willing to undertake a joint project. SCIP can also link schools with community organisations that are wanting to supplement their already existing volunteer programs with young, enthusiastic students.

FLEXIBILITY

SCIP is a very flexible program that works in areas to supplement the teacher's knowledge and skills. It can be implemented into all schools in a variety of ways and can be used to increase participation within the school itself.

The Student Community Involvement Program (SCIP) is run by the Volunteer Action Centre (Inc), a non-profit community-based organisation which receives funding from the Department of Community Services, Department of Employment and Industrial Relations and which has also received grants from various philanthropic trusts, foundations etc.

For further information on SCIP, please contact the Project Officer, Heather Bane at the Volunteer Action Centre, Suites 5 & 6, 15 Spink St., Gardenvale 3185. Phone: (03) 596.6200.
WARRANE H.S.

Warrane High School, in Hobart's eastern suburbs, has a rapidly declining student population. Enrolment predictions indicated that by 1988, the school's population would have dropped to below 200, which is well below the average size of an urban high school in Tasmania.

This threatened the continued existence of the school.

Early in 1984, the Warrane High School Project was initiated. The Project is a joint venture involving the school and the Education Department's administration. The major purposes of the Project were:

(i) to improve the school's image with a view to stabilising or increasing enrolments;

(ii) to find ways of maintaining the school as a viable educational unit given the likelihood of a small enrolment.

Three working parties were established, one of which is a Student Participation Working Party. The existing Student Representative Council (SRC) formed the nucleus of the Working Party, but it also involved members of the school staff and other services' staff from the Department's administration. The Student Working Party was provided with the same resources and access to service support as the other two Working Parties.

Warrane High School has always had an active SRC. However, largely as a result of the Warrane High School Project, students have become much more active in school affairs. They have also assumed a prominent role in creating an awareness of the importance of student involvement in decision making, throughout the entire education system and within the general community.

Warrane students have, for example, appeared on television, had extensive coverage in the newspapers, been invited to Melbourne and Darwin to speak at student gatherings, organised the Southern Tasmanian SRC Council and attended Departmental teacher conferences.

It could reasonably be claimed that students from Warrane High School are spear-heading a student movement in Tasmanian schools. A report prepared by the Warrane SRC on their activities will be available shortly.

More information from Jan O'Grady, ESS, Education Department of Tasmania, 116 Bathurst St., Hobart 7000 Tas.

Not just another curriculum project!

The Australian Electoral Commission is preparing curriculum materials to assist students in developing a working knowledge of the electoral system and how it contributes to the process of government.

This is not just another information kit about the 'hows' - to enrol, to vote.

It's about the 'why' as well as the 'how'.

Students need an understanding of the social, economic, political and legal systems in order to participate in our society.

The 'grapevine' has revealed exciting and encouraging information about student participation and decision making both at the school level as well as outside it.

I am very interested in hearing from teachers and students who would like to be involved in the production of the curriculum materials. This is your chance to become famous!

If you would like further information about the project and how you can be involved, please contact Lyn Holihan, the Curriculum Project Officer, at:

Lyn Holihan,
Australian Electoral Commission,
PO Box E201,
Queen Victoria Terrace,
PARKES ACT 2600
The following notes on a cross-age tutoring program in the Monterey cluster area (Victoria) were prepared by Barbara Blachford for an in-service of teachers. As such, they reflect the experience of the CAT program in schools in that cluster.

The concept of students helping each other is not new. It has been utilised by teachers under a variety of names for many years: helpers, peer-tutoring, monitors, cross-age tutoring (CAT).

In post-primary schools, the recent increase in the use of tutors from years 10 and 11 seems to have evolved from a number of major needs:
* year 7 underachievers in both Maths and Language;
* insufficient teachers to assist year 7 students;
* willingness of older students to tutor younger pupils;
* the desire to develop more meaningful communication between primary and post-primary students and teachers;
* the valuable assistance offered by tutors to the local feeder primary schools; and
* a practical means of training teenagers in communication and parent effectiveness skills.

Considerable planning and preparation has resulted in structured programs which contain the following aspects:
- The organisation is usually the role of the Deputy Principal, Pupil Welfare Coordinator or the year-level coordinator;
- tutors and tutees are matched by the CAT coordinator;
- tutors work - on a 1:1 basis;
- small group:1 basis;
- tutors assist with Language (including Writing), Maths, Physical Education, Music;
- a breakdown of the actual tutors involved can be seen in the following table:

<table>
<thead>
<tr>
<th>School</th>
<th>Year Level</th>
<th>No. of Tutors</th>
<th>Obtaining Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspendale TS</td>
<td>10</td>
<td>7</td>
<td>Chosen</td>
</tr>
<tr>
<td>Bombech HS</td>
<td>10</td>
<td>15</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Seaford-Carrum HS</td>
<td>10/11</td>
<td>35</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Monterey HS</td>
<td>10/11</td>
<td>24</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Monterey TS</td>
<td>8/9/10/11</td>
<td>32</td>
<td>Voluntary</td>
</tr>
</tbody>
</table>

- tutors work with tutees within their home school and within the local primary schools, as in the Monterey Cluster Program:

- support for tutors takes the following form:
  - a full-day tutoring-techniques in-service;
  - a follow-up in-service covering progress, problems and projections;
  - ongoing assistance by associated teachers when it is requested.

Who benefits from CAT?

There are three main groups within the school system who benefit:

1. Teachers benefit from:
   (i) extra assistance given to their pupils, and
   (ii) greater respect from tutors to teachers with regard to the teaching role, eg:
   "That being a teacher isn't as easy as it sounds."
   "I have learned to appreciate the job of a teacher..."
   "to keep lessons interesting. I have also learned to reserve my judgement of people."
   "Allows the student who is being tutored to be able to have someone specifically help them, with any problems they may have, and they won't have to worry about waiting in line for help."

30
2. Tutees receive:
   (i) additional help with studies,
   (ii) boost to self-esteem,
   (iii) a 'big-brother' respect for the tutor,
   (iv) a caring friendship, and
   (v) better communications with older students, eg:

   "This program gives slow-learning children the chance to catch up to their peers. It also gives them a sense of achievement."

   "Her speech was becoming more fluent. She learned to try and sound out the problem words before she asked for help."

   "The advantages of the program are:
   1) you review and strengthen your own English eg punctuation, spelling, sentence construction.
   2) it's nice to feel needed and help somebody.
   3) it makes school interesting again as it tends to get a little boring after being here so long.
   4) it is beneficial to the younger students as they don't feel as though they are totally alone and it does improve their English."

   "After a while, he started to talk a lot more freely. He started to tell me about himself and what he did in his free time."

3. Tutors gained:
   (i) self confidence,
   (ii) a greater understanding of the role of teachers to themselves,
   (iii) communication with different age groups of students,
   (iv) parent training skills,
   (v) satisfaction from assisting others, and
   (vi) responsibility, eg:

   "I learned how to be patient. How to be in the position to be able to help someone."

   "I have learned to handle the problems of younger children on an academic level. I have also learnt to tolerate the different attitudes towards different subjects, and I am able to communicate more effectively with younger children."

   "I found that I underestimated the amount of preparation involved in taking a student in my spare periods."

   "The advantages of this program would be helping the year 7 kids who have trouble reading and spelling and they also become more confident when reading to someone or to themselves. It has also helped us to communicate with younger forms."

Conclusion

Since those involved see the program as successful and valuable, there are plans to maintain CAT during 1986. It is being included, in some schools, as an integral part of the curriculum, eg English, Human Development etc.

So if your school doesn't have such a system, why not incorporate CAT into a program? Why waste a valuable resource? Capitalise on the cost-free person-power available and try 'CATS' in your school in 1986!!

Barbara Blachford
Frankston Special Education Unit
2 Andrew St., Nth Frankston 3200

from Westernport Bulletin, December 1985

LET'S GO CATING

The Monterey Cluster of schools has now produced its own cross-age tutors' manual: Let's Go C.A.T.ing. This was launched at Monterey Technical School on June 12th and is available from that date. For information contact Leonie Young at Monterey Technical School, Silvertop St, Frankston North 3200. Phone (03) 786.3655, Wendy Graham on (03) 786.6044 or Barb Blachford on (03) 786.2774.
Student Participation in Planning, Implementing and Evaluating PEP Courses

Christine Hogan dropped into Connect last year on her whirlwind tour through Victoria, Queensland, New South Wales and South Australia. Chris was collecting information about "strategies used and initiatives taken by (TAFE) PEP lecturers". In addition to data gathered in those visits, the report that Chris has produced looks at theoretical outlines of and rationale for student participation and presents some case studies from Perth programs.

The report is contained in three thick volumes, with chapters on 'Student Participation - A Rationale', 'The Barriers to Effective Participation', 'How Participation is Achieved in Education' and 'How Participation is Achieved in the Workplace'. Copies of the report have been located in various libraries throughout Australia (mainly associated with TAFE) and can be borrowed from there. For example, the Victorian TAFE Board Library holds a copy which may be borrowed through an inter-library loan or by phoning the TAFE Board Library on (03) 268.7509. Alternatively, a copy can be borrowed directly from the WA TAFE PEP Resources Unit, 3 Alvan Street, Mount Lawley 6050.

VFSSPC Pamphlets

The Victorian Federation of State School Parents' Clubs has published a series of 15 pamphlets to draw attention to and assist in the discussion of various education issues. The series includes: "Student Participation", "Parent and Student Rights" and "Collaborative Decision Making in Schools". Each one contains background information, workshop/discussion topics and resource listing. Enquiries to: VFSSPC, Eastern Road Primary School, 1st Floor, Cnr Easter Rd and Napier St., South Melbourne 3205. Phone (03) 699.1977.

Express Australia

Express Australia is currently organising its Series 2 media workshops for 1986. Interested Victorian schools can contact Express Australia (Youth Media and Communications in Action) at 18 St Andrews Place, East Melbourne 3002. Phone: (03) 63.8364.

Student Support Officer

Sean Clerehan has been appointed to support student participation in Victorian non-government PEP schools as part of his duties. You can contact Sean at the AISV, PO Box 207, East Melbourne 3002. Phone (03) 63.6758.

PEP Docs

This publication of articles on various themes should prove valuable not only to PEP schools in South Australia, but to schools around the country. The introduction says that the documents "are intended to be photocopied and distributed" and they are on topics and of a form to encourage that. Of particular interest to us are the sections on 'Who's making the decisions?' and 'Student participation'. The latter topic includes an article by Rodney Lewis, a student from Thebarton HS, and one on 'Helping kids cope with meetings' adapted from Connect.

Enquiries about copies to: PEP Task Force, 3rd floor, 101 Flinders St., Adelaide 5000 SA.
Oral History Request

Connect has been sent a survey on 'the educational use of oral history' from The Educational Center for Oral History in Maryland, USA. If this is relevant to your teaching, please let us know and we'll send you a copy of the survey plus associated article.

Students and Radio

Students and Radio and Students and Work are the third and fifth books in the series 'Studies Reprinted from Connect 1979-1985', published by the Victorian Government Participation and Equity Program. Students and Radio, as well as providing short case studies based in schools and radio stations, includes extensive 'training' segments about interviewing, production, announcing and so on, and a large resource/reference section - books, audio-visual material, studio construction hints etc.

Students and Work is edited by Peter Blunden and arises from the work of the Mixes of School and Work Schools Resource Program of PEP. It also consists of case studies from schools and several articles indicating some of the issues involved in student participation in the area of school and work.

Copies may be obtained (free) by Victorian Government PEP schools from Marion Norbury, PEP Clearinghouse, 416 King Street, West Melbourne 3003. Phone: (03) 329.5677; or (for $2 postage) from Connect, 12 Brooke Street, Northcote 3070. Phone: (03) 489,9052.

Copies of Students and Work may also be obtained from Peter Blunden, St Albans Technical School, James St., St Albans 3021.

Planting the Roots

This case study of the Mallacoota School Community Education Centre in Victoria (published by PEP) contains a large and specific section on 'student involvement'. Here the students used their PEP grant to employ their own support person/advocate. The report outlines responses to this, together with measures to establish and develop the SRC. Planting the Roots, by Vihra Migios, is available as above through the PEP Clearinghouse.

ANSS

The Australian Network of Students (ANSS) was born in late 1985 at a national PEP students' conference in Katherine (NT) at the National Youth Council of Australia (NYCA) Council meeting. Currently ANSS has a temporary management group made up of representatives from all states and territories. A constitution has been drafted and funding has been applied for from the Office of Youth Affairs. A mid-July phone conference, coordinated by the Youth Affairs Council of Australia (YACA) is planned for members to discuss ANSS's constitution, aims and directions for 1986. ANSS's general aims are to provide a national student voice and to support and coordinate the growth of state/territory student networks.

The Student Consultative Group is a sub-group of ANSS. It is a working group of seven students (from most states and territories - except ACT and NT) with specific aims of meeting with and talking to national education and youth policy bodies, including the Australian Teachers Federation and the Australian Council of State School Organisations, to give these bodies a national student view. The group aims to develop some understanding of current education issues and will meet for training sessions at least twice this year.

Contact ANSS through:

Tania Morris, 277 Norris Rd., Bracken Ridge, Brisbane Q 4017
Chris Goodall, PO Box 94, Katherine NT 5780
Melissa Cobley, 146 Cambert St., Bathurst NSW 2795
Anya Stock, 450 Churchill Ave., Sandy Bay TAS 7005
Paul Stevenage, Lot 32 Boronia Rd., Banyup WA 6164
Joe Clark, 25 John St., Eltham VIC 3095

Clarissa now realised that she would never be as close to Roger's heart as the youth opportunities programme.
What My Mother Told Me

This collection of stories, based on interviews conducted by students, was initially published by the PEP Schools Resource Program - Inclusive Curriculum.

It came out of investigations undertaken by year 9 and year 10 students at Ardeer High School (Western Metropolitan Region, Vic) in a history unit focussing on Women's History:
- What were women doing in the 1950s?
- What were the lives like of women born before 1950?
- How do such lives compare to ours now?

So the students interviewed, on tape, their mothers, and wrote up these interviews into stories. It didn't end there for the students, their teacher and their mothers, as it became obvious that these stories would be ideal material to use in class, to share with others in the school and the wider education community.

But it was important that the process of producing such material be indeed inclusive as the material itself was designed to be. For this reason, the students and their mothers were involved in all processes - writing and editing, layout, cover design (above), the selection of the title itself and finally the launch of the book.

The stories cover many styles of writing as well as many different experiences; and clearly meets one of its objectives: "to record the lives of these women, their memories and their insights with a view to developing more understanding of the history of women."

Available to Government PEP schools from:

PEP, Special Programs Branch,
Ministry of Education (Schools),
416 King Street, West Melbourne 3003
Phone: (03) 329.5677. Pat Thurgood

from p. 27:
Express Australia Newsletter (East Melbourne, Vic) April-May 1986.
Link-Up (Maroondah Region, Vic) 1985.
Pepper (PEP, West Melb, Vic) Apr, May 86. Victorian TAFE PEP News Nos 1-5, 1985-86
PEP Docs (PEP, Adelaide, SA)
Articles:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description/Pages/Cost</th>
</tr>
</thead>
</table>
| 255  | "A Regional Student Network" -  
     Steve Gawler (Goulburn Northeastern Region, Vic; 10.3.86)  
     4 pp; 50¢ |
| 256  | Mooroolbroom HS: Student Participation (collected documents: Organ, Pietropolo, Curriculum Committee, accreditation 'subject', Connors)  
     15 pp; $1.50 |
| 257  | Link-Up: A bulletin highlighting Student Participation issues in schools in the Maroochydore Region.  
     12 pp; $1.20 |
| 258  | Queensland SRC Documents: (1):  
     (SRCs, Regional Conference, City of Brisbane SRC)  
     16 pp; $1.60 |
     17 pp; $1.70 |
| 260  | "Involve" articles (UK) - students as volunteers.  
     2 pp; 30¢ |
| 261  | Results of a Survey of Student Councils in High Schools in WA (Youth Affairs Council of WA, 11 October 1984)  
     11 pp; $1.10 |
| 262  | Youth Participation: A State Youth Policy Proposal - A New Deal for the 80s. (Fairfield Neighbourhood Centre, NSW)  
     13 pp; $1.30 |
| 263  | "Student participation in decision making" from Victorian TAFE PEP News No. 5, 1986  
     2 pp; 30¢ |
| 264  | Participation - "examples of how unemployment projects in Greater London give priority to the active involvement of young people" (introduction only) -  
     15 pp; $1.50 |
| 265  | Give Us a Say In Things: "a practical guide to youth participation" (GUST, Somerset, UK, June 1981)  
     14 pp; $1.40 |
| 266  | Student Networks as an Aid to Participation - handout to Curriculum Victoria workshop, May 1986  
     12 pp; $1.20 |
| 267  | Queensland SRC documents (2) (from Elaine Roberts):  
     A "Definition and Rationale"  
     8 pp; 80¢ |
|      | B "Student Representative Councils: Brisbane North Region Policy Statement" (December 1985)  
     11 pp; $1.10 |
|      | C "ITY: Survey of Queensland Year 10, 11 & 12 Student Attitudes to Schools and Schooling"  
     60 pp; $6.00 |
|      | D "Education 2000: Recommendations to the Minister of Education from State Conference of Secondary and TAFE Students" (July 1985)  
     16 pp; $1.60 |
|      | E "Students' Concerns in 1985" (Elaine Roberts, October 1985)  
     2 pp; 30¢ |
|      | F SRC Models (including Lockyer District State HS SRC constitution)  
     7 pp; 70¢ |
|      | G Documents of City of Brisbane Student Council - April-May 1986.  
     10 pp; $1.00  
     (total package: 114 pp; $11.40) |
     22 pp; $2.20 |

Publications Received:

We wish to stress that the following publications received by CONNECT are NOT for sale. However, they are available for perusal by arrangement. Contact CONNECT on (03) 489.9952.

AUSTRALIAN STUDENT PUBLICATIONS:

North Queensland Young Peoples' Newsletter (Townsville, Q) 1985
Focus (Albert Park HS, Vic) Nos 1, 2 March/April, May 1986
Presto (Preston Network, Vic) Vol 5 Nos 1, 2, 1986.
ITY Students Respond - Conference Report (SA) 1985
Ascolta (Brunswick schools, Vic) Vol 13 Nos 1, 2 (Issues 73,74) Mar, May 86.

OVERSEAS STUDENT PUBLICATIONS:

Foxfire (Rabun Gap, Georgia, USA) Vol 19, No 4; Winter 1985
Noun (Edmunds Middle School, Vermont, USA) Vol 8 No 2; Winter 1986.

continued p. 27
To: CONNECT, The Newsletter of Youth Participation in Education Projects, 12 Brooke Street, Northcote 3070 Victoria Australia

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ADDRESS: ........................................................................................................
......................................................................................................................Postcode: ..............

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29, 30, 31, 32, 33, 34, 35, 36, 37/38 ($2 each)
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* Students and Work ($2) - Connect reprint #5 ........ $ ........
* Ascolta Radio Group 1983 Report ($2) ........ $ ........
* Ascolta Radio Group 1984 Report ($2) ........ $ ........
* 'Youth Radio' issue of CRAM Guide (3CR) ($1) ........ $ ........

PHOTOCOPIES: Copies of the following articles:
Numbers: ........ $ ........

INDEX: To Connect and 'Articles Available' to
issue 17, October 1982 (80%) ........ $ ........

TAPES: Various: Art Pearl (6 tapes), SRC Day ($4 each) $ ........

TOTAL ENCLOSED: $ ........