ACCESS HOTLINE
ACCREDITATION (again)
PART-TIME STUDENTS
CROSS-AGE TUTORING

Conferences, Forums, Reports
You'll notice that this issue of Connect has adopted a new type-face and column format. Any comments? Easier to read? Certainly, the availability of a regular typewriter will make the production of Connect easier. Hopefully we'll be able to type up articles as they arrive, rather in that enormous rush at the time of production.

The next issue of Connect, due in October, will be entirely devoted to accounts of student participation projects in primary schools. While we have written to some schools, we also welcome articles from anyone else. Please pass the word on. The issue will not appear without your support!

Deadline for copy for this issue is September 15th. Graphics and photos are also most welcome.

Margaret Ellis's article in this issue takes the work on accreditation of student participation one step further. It compiles the previous work into a coherent whole and adds a practical example from one school. The paper was originally presented to the PEP Schools Reference Group in the Loddon Campaspe-Mallee Region of the Victorian Education Department.

Attention should also be drawn to the brief note on page 4 regarding the work towards development of an accreditation kit. This will only happen with your support. If you have ideas, experiences, proposals etc, please contact Bert as soon as possible so that they can be incorporated into the kit.

Roger Holdsworth

(Front cover illustration: Debra Kelly from Take A Part - with permission.)
"Since when have students had the opportunity to express their opinions on educational issues ... now is the time!"

This was the catchcry for the "Access Hotline" which ended recently after a very interesting eight weeks. Students from all over Victoria were asked to consider issues/topics such as: 'Fears at School', 'What's Unusual About Your School?', 'Country Kids', 'Boys and Girls', 'Discipline', 'Preparation for Work and Adulthood', 'Student Participation' and 'Teacher/Student Relationships', and to phone in their ideas and opinions to the Hotline.

STC students from Epping and Thomastown High Schools staffed the phones and recorded responses. They are now in the process of collating the data and producing a booklet which will be sent to participating schools and educational authorities. It is hoped that the results will stimulate further discussion and influence public thought on these issues.

While the final document is still a few weeks away, general trends and ideas are already apparent. A fear of failing subjects and of being unemployed were the major concerns of students. Other worries related to violence at school and a lack of equal opportunity in the classroom. This latter 'fear' was expanded in the 'Boys and Girls' week, where it became obvious that boys were more aggressive and attention-seeking than girls and consequently received more teacher time.

Isolation and a lack of local employment opportunities were the main problems faced by country students. However, they enjoyed the close and caring atmosphere of their schools and the community support that the schools received.

Most participants saw a need for clear and consistent discipline procedures and for students to have a greater say in the running of their school programs.

Relationships between teachers and students varied enormously, but most students agreed that a positive relationship improved their motivation and enjoyment at school. This was also the case if learning was relevant and helped to prepare them for the workforce and adulthood.

The 'Access Hotline' is an STC project organised in conjunction with the Victorian 150th Education Committee.

Vivienne Clare, STC Coordinator, Epping HS, McDonalds Lane, Epping 3076.
Accreditation Kit

A kit exploring the possibilities for accreditation of student participation on things like committees, is being developed in the Western Metropolitan Region of Melbourne. A group of students, teachers and support people have been discussing both the need for the kit and possible contents and form.

It is hoped that this kit could include both policy and, most importantly, tons of examples of how accreditation can work in practice. For this to happen, your support is needed! Have you been trying things that work? How are you giving students credit for their involvement? What has been tried and isn’t possible?

All your ideas are valuable and can be included in the kit. If it’s useful, people from the group may be able to visit your school and help you document what is happening.

Contact: Bert Van Halen, Western Metropolitan Region PEP Consultant: Curriculum Centre, May St., Footscray North 3011. Phone: (03) 318.3222.

YOUR COMMENTS

You may be interested in a brief update on our tutoring program at Ballam Park TS. This paper gives an account of some of the findings of a tutoring program at a special school.

I received a copy of the tutoring booklet published by PEP and thought it was a great idea to combine previous papers on a common theme in one publication. Keep up the good work.

Vic Wilson, Frankston

Oh no, we can’t be struck off the list! We hereby grovel and beg forgiveness. When you are sending a magazine (and reminder notices) to folks like us you can’t expect much more.

We now have a pilot group of six schools involved in a Regional SRC - they might even write an article sometime - and they now pay the money, collect the mag and forget to renew.

Richard and Zita, Box Hill
CREDIT FOR PARTICIPATION

THE CRUCIAL ISSUE

Increasingly, students are being asked to do more and more as participants in educational decision making, but they are not being given adequate support, assistance, time or recognition for their work.

Students who actively participate in educational decision making in accordance with Government policy are being penalised for their activity. Currently, they are being forced to choose between regular school work and their work for and on behalf of students in school communities.

Urgent attention needs to be given to according students due credit, as part of their curriculum, for their participation in educational decision-making processes in schools and on educational bodies such as Regional Boards, School Councils, Curriculum Committees.

WHAT IS STUDENT PARTICIPATION?

Student participation can mean many different things, including:

- enrolment at school, especially after the age of 15;
- active involvement in learning rather than passive attendance at school;
- involvement in student government and student advisory bodies such as student representative councils (SRCs);
- involvement of students alongside parents and teachers in bodies which make decisions about education eg School Councils, and in bodies which advise on educational matters eg Participation and Equity Program Regional Reference Groups.

For the purposes of this paper, student participation is defined as the participation by students in activities which enable them to contribute to decision making about education in general, about their education in particular and about the context in which that education takes place.

WHY DO WE HAVE STUDENT PARTICIPATION?

Student participation is Victorian Government policy. The Victorian Government, so states Ministerial Paper No 1: Decision Making in Victorian Education, is firmly committed to the implementation ... of devolution and broader participation ... This commitment will mean that parents, teachers, students, principals, administrators and others closely involved in the work of education will have the right to participate in decision-making processes. They come together as a group charged with the collaborative responsibility of reaching agreement or coming to a decision on issues to be resolved. This participation in the education system will occur at the school, regional and State level.

The statement above provides the framework for student participation. Within this context, the Government will implement a system in which people affected can participate in the decision-making processes and in which all students have the opportunity to develop the knowledge, skills and concepts to participate in a democratic society.

Ministerial Paper No 6: Curriculum Development and Planning, like all of the Ministerial Papers, reaffirms the participation of students in educational decision making. It says that, As institutions within a democratic society, schools should ensure that their own processes are democratic. They should:

(a) involve teaching staff, parents, students (increasingly as they mature) and, where appropriate, other members of the community in discussion and planning of the school’s educational program; and

(b) see that the members of its community are provided with the information and assistance ... they may need to contribute effectively to the process of planning and reviewing the school’s curriculum policies.

IMPLEMENTING STUDENT PARTICIPATION: THE PROBLEMS EMERGE

In trying to put the Government’s policy into action, schools and other educational organisations have created or come up against some major problems.
Many students have expressed the view that their participation is not being taken seriously, that their opinions are ignored or discounted or that they are simply 'token' student representatives.

Very few students have been adequately advised about what is actually involved in being a student representative, about what is required for the task, about the nature, role and mode of operation of the organisation, committee, Council or whatever that the student has joined or about the reasons for their participation.

Many schools have failed to provide their students with the opportunities to develop the knowledge, skills and concepts to participate in a democratic society as student representatives. Very few schools have provided students with the information and assistance ... (they) need to contribute effectively to the process of planning and reviewing the school's curriculum policies.

Added to this disturbing situation is the myriad of bothersome administrative problems, e.g. the school's responsibility for students travelling to other schools/towns etc to attend meetings, the provision of teacher-supervision and transport for students attending meetings out of school, insurance cover for students at meetings, the safety of students travelling to and from night meetings, organising elections for regional student representatives, providing mechanisms/networks for regional or state student representatives to report back to their constituencies and receive input from them, and so on.

But the major problem is none of those mentioned above. It is the fact that student representatives are currently educationally disadvantaged because they have followed Government policy and have participated in educational decision making.

THE PERIL OF STUDENT PARTICIPATION: EDUCATIONAL DISADVANTAGE

Time is one of the major requirements of a student and also one of the requirements of a person involved in educational decision making whether as a parent, teacher, student or community member.

For the student representative, as for any other person, it takes time to read, understand and analyse documents about the curriculum, the school, education and so on. Students on SRCs, School Councils, committees, Boards etc need time to read relevant paperwork. Without adequate time for reading, no educational decision maker can grasp issues, see implications or develop informed opinions.

Student representatives have to spend a good deal of time attending meetings - informal and formal: SRCs, School Councils and committees, Boards, reference groups and student networks at school, regional and/or state levels. Many of these meetings are held during class times, lunchtimes, after school, at night and sometimes on weekends.

To be effective student representatives, students need time to report back orally and in writing to students; they need time to prepare these reports and other written materials; they need time to check their facts before they report; they need time for informal meetings as part of this process.

Student representatives need time to ascertain student opinion. Time is needed for meeting different groups of students; for devising, administering and analysing polls and surveys of students etc.

Finally, owing to students' relative inexperience in educational decision making, time is needed also for seeking advice from sympathetic parents, teachers and community members on a range of matters including how best to proceed on an issue.

Student representatives are expected to find or provide this time without any compensation or due recognition being given to the facts that:

(a) these students often have to miss classes or parts of classes and they are required to 'catch up', in their own time, on missed 'school work';
(b) their 'own time' is already reduced because of their attendance at lunchtime, after-school and night meetings and because in their 'own time' they read, write, consult etc as part of their work as student representatives;
(c) in this already reduced 'own time' they must not only 'catch up' on missed school work but, as well, complete their standard homework exercises;
(d) often, however, because of after-school and night meetings and associated student participation tasks, this homework has to be deferred and be 'caught up on';
(e) on top of having less time after school because of commitments as a student representative and having to 'catch up' on missed 'school work' and having to 'catch up' on deferred homework, the student representative has to find time to study, especially in senior years. However, compared with other students, student representatives have less time available for study because of all those other tasks;
because student representatives have less time for their 'schoolwork', homework and study than do other students (although they do more overall work in education), they have less chance of performing as well as they could in their 'schoolwork' and this adversely affects their chances for the future. They are thus educationally disadvantaged.

Many students have recognised this dilemma associated with student representation and for obvious reasons have opted out of participating in educational decision making. Student representatives are currently educationally disadvantaged because schools and other educational bodies have not taken action to award students due credit, as part of the curriculum, for their work as participants in educational decision making. If schools and educational bodies are to support Government policy on student participation, then they must begin by eliminating the penalties which are currently incurred by student representatives. The only way to do this is to give student representatives due credit, as part of the curriculum, for their student participation. This is known as student accreditation.

STUDENT ACCREDITATION: WHAT IS IT? WHY IS IT NEEDED?

Student accreditation is the process of awarding students credit, as part of the curriculum, for their participation in educational decision-making activities.

It is inappropriate to award students recognition for their participation other than as part of the curriculum. Special references, letters of commendation etc do not overcome the educational disadvantage currently experienced by student representatives. Only through credit as part of the curriculum can this educational disadvantage be overcome.

SOME APPROACHES TO STUDENT ACCREDITATION

Many of these tasks performed by student representatives are identical to, or similar to, or highly appropriate to tasks for which students receive credit in class, but for which student representatives currently gain no credit. Some schools have recognised this and have negotiated 'exemptions' from classroom work on the basis of work done as student representatives. Other schools have introduced electives or subjects in which student participation and associated skills comprise major components of the courses. Some of the possible approaches are explored below.

Negotiated exemptions: Students negotiate with schools to receive credit for their work in existing subjects. At Echuca Technical School in 1984, for example, year 9 students involved with the Participation and Equity Program (PEP) Task Force negotiated with their English teacher to have their oral contribution in task force meetings, schools reference group meetings and student network meetings count towards and be assessed as part of their oral English work. The assessment was done by a task force teacher. Similarly, their written reports of all meetings attended, articles written for school bulletins and newsletters, speeches written for presentation at school assemblies etc, were accepted in lieu of other written materials as part of the assessable workload. It is possible that student treasurers could have their financial books etc regarded as part of their mathematics or accounting workload and that student researchers could have their surveys/interviews and findings regarded as part of social studies or politics subjects etc.

A more detailed case study of Echuca Technical School is included.

It is important that all students are treated equally in such negotiations. Because teachers might differ in the extent to which they will negotiate exemptions, it is important that school curriculum committees or Councils provide a guideline for negotiated exemptions or perhaps establish a moderating group for exemptions.

Work and life experience: Schools could decide that all students should do a component of 'Work and/or Life Experience' in each year level. Student participation could be one mode of work or life experience. This would mean that all students, not just student representatives, would be required to undertake real life tasks and write reports on these tasks etc as part of the curriculum.

Student participation subjects and electives: Schools could offer electives within subjects. For example, Politics or Social Studies classes could be offered from years 7 to 12 and one elective component within each year level could be 'Student Participation'. All of the student representatives' work could be credited and assessed within this component. One problem with this model is that it requires senior student representatives to enrol in politics or social science if they are to receive any credit for their student participation. This may force many students out of student
participation if they wish to study other areas or it may reduce students' real choice of subjects if they wish to contribute to educational decision making.

Alternatively, an all-age elective called 'Student Participation' could be offered. All student representatives could be enrolled automatically in it and be expected to attend some classes designed to impart skills etc and be given free-time to do their written work as student representatives or 'catch-up' on work missed. Assessment would be on the basis of the student representatives' actual student participation, not class exercises etc.

Another model is a non-timetabled subject. Teacher time is allocated to the subject but the staff do not conduct formal classes. Instead, they work one-to-one or with groups of student representatives in counselling on techniques, observing student participants at work, assisting student representatives in negotiations etc. The students similarly are not timetabled for classes but are given 'free periods' in lieu of their meeting time, for catching up on other work and consulting the student participation teacher.

There are numerous other variations which schools could adopt.

THE NEXT STEPS

It is urgent and essential that schools address the issues of student participation and student accreditation. A number of possible approaches have been suggested and it is now up to schools to select or devise the approach that best meets the needs of first, the student representatives and second, the school.

A starting point could be raising the issue in meetings of staff, students, parents, curriculum committees and School Councils. Following on from this, the Council or

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**Negotiated Exemptions and Substitutions:**

In 1984, Echuca Technical School became a Participation and Equity Program school. Among other things, this involved the school in further developing its student participation in educational decision making.

Very soon into the school's PEP activities, it became clear that the student representatives on the PEP Management Committee were missing many classes, falling behind in their work and being placed under great pressure because of their role as student representatives. It was apparent that action had to be taken to ensure that these students were not penalised for their participation.

One of the staff members on the PEP Management Committee was also one of the school's four SRC liaison teachers and, fortunately as it turned out, was also the English teacher of the PEP student representatives. Because of her involvement with a broad range of student representatives, she was aware of the tasks such students had to undertake as part of the educational decision-making processes and she saw their appropriateness to the school's curriculum. She decided as a trial scheme to negotiate exemptions or substitutions from the required work in her English classes for the PEP student representatives.

All students in her English classes were required to complete a minimum number of writing activities, varied in type and length according to the students' abilities and conceptual development. In term 3, all students were expected to complete 20 such pieces of assessable writing. The PEP student representatives were given complete exemption from five of these on the basis of off-setting time missed in all classes because of participating in meetings. The time that would have been spent on those units could be used to catch up on other missed work eg writing up, notes, studying for tests etc.

The PEP student representatives were also allowed (after negotiation on relative effort, degree of difficulty etc) to substitute written work done as part of their student participation for other written work which would normally be done for English. Examples of the substitution were:

- agenda and minutes of student subcommittees in lieu of summary-writing and technical/instructional writing exercises;
- letters to other SRCs, school committees etc in lieu of letter-writing exercises;
- reports of PEP meetings for the SRC and other student committees in lieu of report writing or essay writing exercises;
- articles written for school bulletins and parent newsletters in lieu of creative writing exercises;
- design and administration of surveys in lieu of major written assignments.
curriculum committee could form a widely representative Student Accreditation Sub-
committee whose brief it is to consult widely, explore the possibilities and recommend
policy and practice for the school.

Some of the areas to be explored would include:
(a) which model of accreditation is most suitable?
(b) what actual work is required of the student representative?
(c) how should this work be presented and/or assessed?
(d) what background skills and information does the student representative need?
(e) who will over-see the accreditation and make the assessment?
(f) should individual 'contracts' for each student be negotiated?
(g) should 'contracts' be negotiated with individual teachers, faculty/department
staff, curriculum committee or a student accreditation moderating group?
(h) how will the student representatives' performance and assessment be reported
back to the student and parents?

Perhaps the Schools Reference Group of PEP schools could assist schools to get
started by, for example:
(i) listing the tasks of student representatives;
(ii) identifying subject areas where those tasks might be appropriately assigned
and assessed;
(iii) recommending on models of accreditation;
(iv) drafting a policy guideline on accreditation;
(v) drafting a syllabus for a 'Student Participation' unit/elective/subject.

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One Example - Echuca TS

Oral English was a major part of the English syllabus and the PEP student rep-
resentatives, instead of being assessed on impromptu and prepared talks in class,
contribution to small-group and whole-class discussions in lessons and recita-
tions etc, were allowed to substitute their participation in committee meetings,
their skills in chairing meetings, their addresses to form, year and school
assemblies and their interviews with the Principal etc. Because the English
teacher was an SRC liaison teacher and on the PEP Task Force, the assessment of
these tasks was relatively easily arranged.

The reading activities of student representatives were also exempted or sub-
stituted. Because PEP student representatives were required to read a great
deal of documentation, including committee papers, Ministerial Papers, the PEP
Guide etc, they were required to read fewer novels, short stories and comprehen-
sion materials. Often, in class they were given the choice of reading materials
relevant to their student representative tasks or general English reading matter.

On occasions, materials used for clear-thinking exercises were directly re-
lated to the student representatives' work eg analysis of arguments for students
having more say in their own learning experiences. From time to time, writing
exercises were suggested that would help these students formulate their opinions
eg essay topics were set on such matters as "Should this school continue with
its present form of assessment? Discuss."

The students' reports clearly stated that they had been given exemptions for
certain tasks because they had participated in other activities. These other
activities were listed. The reports also stated that these students had com-
pleted a number of other tasks that had been included in their assessable work
as equivalent substitutions. These tasks were listed too.

There were a number of student representatives' jobs that could have been
substituted in other classes, but because of the trial nature of the scheme,
were not. These jobs included typing of documentation (Secretarial Studies),
taking of minutes (Secretarial Studies), keeping financial records (Accounting),
design of posters, publicity materials (Art or Graphics), devising surveys
(Social Studies).

In short, the negotiated exemptions and substitutions scheme not only re-
moved the penalties of student participation and awarded students due credit
for their participation but broadened the curriculum so that it was based on
real life experience rather than on academic exercises.

Margaret Ellis, Regional PEP Consultant
Part-Time Students at St Albans TS

BACKGROUND

The St Albans Technical School "Mixes of School and Work" program was established in 1984 and funded by TEAC (Transition Education Advisory Committee). Funding has continued in 1985 under the Schools Resources Program of PBEP (Participation and Equity Program).

The school to work program has two aspects: (i) part-time study, and (ii) the community workshop. Part-time study will be the subject of this article, and the community workshop will be explained in a future article.

The idea for part-time study at the Tech came out of an identified need to develop a program that (i) meets the needs of the youth of St Albans; (ii) recognises that many young people in St Albans find themselves unemployed, make mistakes about or change their mind about work after leaving school; and (iii) the growth in the number of young people in part-time, non-career jobs such as those available in the fast-food industry.

It was felt that these people should have the opportunity to re-enter schools, follow more options and, for example, undertake part-time studies. In trying to achieve this, the program was also addressing the broader issue of retention rates - creating a program that is attractive enough to have people want to complete their secondary schooling.

Before enrolling part-time students, it was necessary to understand why young people left school in the first place. Some of these reasons included: an inflexible school system, unable to do subjects students felt were relevant, feelings of having no control over decisions affecting their education and life and the lack of independence through lack of money.

To overcome these problems, it was realised that a more appealing environment that included strategies to overcome them was necessary. How the program has been able to do this will become apparent later on in the article.

THE RESPONSE

Once the program was advertised and after much consultation with the CES, CYSS and EPAY, we were amazed by the number of enquiries to do part-time study.

In 1984 and presently in 1985 the program has had a constant enrolment of around 20-25 with another 10-20 participants moving in and out of the program. This does not include the enrolment of the disabled or take into account full-time students who have elected to become part-time.

There are part-time students enrolled in most subjects in the senior school, with the overwhelming majority selecting Computer Studies, Typing, Mathematics and English. Despite the fact that part-time students have enrolled in similar subjects, their reasons for enrolling (their goals) are quite different:
(a) The participant wishes to use spare-time productively to improve employability:

I am doing it (part-time study) because I was sick and tired of staying at home doing nothing ... hopefully, I'll have a full-time job either as a typist or computer operator ...  
(Mary Keberling, 25)

(b) The participant is working part-time and wishes to study during spare-time:

One advantage is ... you do part-time work and you can do part-time school as well ...  
(Wayne Walker, 17)

(c) The participant has been out of the work-force for some time (eg married women) and wishes to update skills and enter the work-force:

I am a housewife but I would like to do a job ... a clerical job like I used to ... in order to brush up my skills I thought of following a part-time course.  
(Linee Jayalath, 35)

(d) The participant who wishes to upgrade qualifications with the goal of gaining a particular type of job or furthering education:

I started (the part-time program) ... because I didn't have enough subjects at form 5 (year 11) to get anywhere in the workforce or anywhere I wanted to ...  
(Kim Daly, 17)

(e) During the year, there have been many enquiries from full-time students who wish to become part-time. The reasons for this seem to be that some students don't see the relevance of some subjects as they relate to their planned employment or personal goals. Many also believe that they would like to keep their options open by having time to look for full-time work whilst they still do some subjects.

Part-time has helped me because you can study ... you can look for jobs ... can do part-time work somewhere ...  
(John Barbara, 16)

MAKING AN IMPACT

The project team had to try and make an impact at three levels during the first year of operation at school, community and systems levels. At the school level, we had to publicise our aims to the whole school and gain general acceptance. To gain admittance to the classes, we had to gain support of individual teachers. Over the year, we had to work with the administrative staff (the Principal, Vice Principals, office staff) to develop efficient administrative procedures including the development of appropriate forms etc. It is no exaggeration to say that the support for the introduction of part-time participants from the entire school community was very strong. People were willing to put themselves out and undertake extra work to ensure the program's success.

Community acceptance was rapid, reinforcing our view that an important community need had been identified. Pamphlets were distributed and visits were made to the CBS, CYSS,
EPUY, local Council, social workers and local community groups. Officers in such places as the CES gave their support and used their resources to publicise the program and referred people to us. TAFE colleges and high schools have accepted part-timers in year 12 courses (St Albans Technical School introduced limited year 12 courses in 1985) and employers are hiring some of our students.

At a systems level, we had to raise the issue of part-time participation with senior Education Department officers to try and secure recognition for enrolling part-time participants by way of Education Allowance monies and staffing credits. The legal status of part-time participants and the legal liability of the teachers for them, especially the mature-age part-timers, needs to be clarified. Liaison with both the CES and Department of Social Security had to be established so that those on unemployment benefits retained their entitlement. Personnel from both departments were most cooperative. (For a clear account of unemployment benefit eligibility for part-time students, see the Victorian TAFE Transition Newsletter No. 6, December 1983.)

PROGRAM EVALUATION

Evaluation of the program is on-going; a process where new ideas can be tried and tested, problems identified and action plans developed to overcome them. Evaluation occurs at both the formal and informal levels. Formally, it happens in task force meetings, meetings with part-time students and their teachers, through surveys and conferences. Informally, it happens by chatting with teachers and part-time students over a cup of coffee and at social gatherings.

(a) TASK FORCE MEETINGS

Members of the task force meet weekly. It consists of four teachers, two parents and two students. The role of the task force is to deal with the administrative aspects of the program, to develop strategies to implement new ideas and deal with problems that arise. Community groups such as CES, CYSS and EPUY also have a regular and important input to these meetings.

(b) MEETINGS WITH PART-TIME PARTICIPANTS AND TEACHERS

Initially, the program set out to hold two meetings a term with part-time participants, however pressure from part-timers has increased the number of these. The meetings are used to inform participants of any developments in the program and to provide a forum where ideas and problems are shared.

(c) CONFERENCES

Conferences are held involving part-time participants, teachers, community parents and guest speakers. The purpose of these conferences is to examine current issues that affect part-timers eg unemployment, alternative work etc. Probably the most important aspect of the conferences is to examine forces that block the progress of the program, identify the forces that drive the program and to develop action plans to overcome the blocking forces and plans to keep the program developing.

(d) SURVEYS

Surveys seeking the ideas, opinions and information on the problems of part-time participants and their teachers have proved extremely useful. This information provides data that has helped develop support structures for both groups, for example, report writing workshops for teachers and greater access to information for part-timers.

In summary, evaluation is as extensive as possible and is heavily linked to information and problem sharing with people involved at all levels of the program. It is also believed that the stronger a data base we have (the greater the collection of learnings), the greater our ability to solve problems and develop a program that addresses the needs of all those concerned.

EVALUATION, ASSESSMENT AND REPORTING

Part-time participants come into the program with specific goals in mind. These goals form the basis of their curriculum and assessment.

As a general rule, the school-to-work program does not seek to promote competitive methods of assessment. The program also encourages descriptive and goal-based methods of evaluation. There are, however, occasions where competitive methods of assessment are used, for example in courses moderated externally. This fact is mentioned in reports. Reference is also made to the future direction of the participant eg whether or not the participant has the ability to go on and complete TOP etc.
The school-to-work program also acknowledges that many part-time students come back to school for a variety of reasons and have varying and often diverse goals. If, for example, the participant's goal is to study science for the purpose of entering TOP science, then the appropriate assessment would be made. It may also be the case that a participant is capable of completing a course early. The program recommends that the completion of a course is based on competence, not time served in the course. Alternatively, in cases where a full year's course has not been completed, a fail would not be registered. In these cases, the evaluation should be made according to what the participant has achieved, the positive learning experiences that have taken place.

The different teachers who have taken part-time students into their classes have shown a great willingness to write reports following guidelines developed by the program. They have been willing to participate in report-writing workshops and meetings relating to part-time students. Teachers have also shown flexibility in both their teaching methods and by taking account of the individual goals of part-time students.

All reports, written certificates and records of things explaining any contributions or activities engaged in by participants are placed in a folder (similar to STC folders) and presented to participants.

The folders have printed on them a description of the program and participants are encouraged to present these to employers.

![Image](image_url)

OUTCOMES FOR PARTICIPANTS

The outcomes of the program vary with each participant. For some participants, there have been multiple benefits.

Of great importance to participants has been the increased chances of employment. For some of those who were unemployed and using the program to further develop skills or in some cases (eg typing) maintain skills, participation seems to have helped them gain employment. In some cases, employers have been impressed with the skills developed; in others, just the fact that a job applicant was involved in this type of program showed out as a factor. It should be noted that employers seemed to appreciate the skills-based descriptive reports we provided for participants.

To the older participants, mainly married women with school-aged children seeking to re-enter the work-force, the program has offered other benefits. They have had the opportunity to update their skills and retrain in areas such as typing/word-processing and accounting. A side benefit has been the more intimate knowledge of the education system of which their children are a part, that has been gained.

There are some common gains. The program provides new and sometimes enduring social contacts. Many of the participants share a great deal in common eg being unemployed but with clear goals of becoming employed, frustrations (etc) in attempting to gain employment, some degree of isolation as a result of being employed part-time or unemployed, spare time that they want to use productively, some life circumstances that have prevented them from completing their desired educational goals etc. They develop informal but nevertheless powerful support networks amongst themselves. The way the program is organised (ie its: negotiated and flexible programming, negotiated descriptive/non-competitive assessment, the accessibility and attitude of staff, acceptance of the full-time students) tends to encourage the part-time participants.
Brief mention of some individual cases might complete the picture. 'Joe' had left St Albans Technical School to do year 11 Art at a local college. He had failed a number of subjects he had that were pre-requisites for TOP Art. Having passed some subjects, he needed to do only four. He spent his spare-time working in a 'studio' he had set up for himself with the assistance of Art Department staff in a store-room. Joe also became involved in the development of the program itself and organised a very popular pen-pal program in the school. The end result is that he is extremely happy studying in the Prahran TOP Art course.

'Greg' also failed year 11 but was committed to doing a year 12 program. He achieved a similar result. 'Marko' could not find a satisfying job. He returned part-time to further develop his woodwork skills while still looking for a job in this field with V-Line and was offered the position subject to bringing a satisfactory reference and subject report from the program.

All participants do not have such immediate success. Some such as 'Elizabeth' are using the opportunity for longer-term as well as short-term gains. She successfully completed an HSC Art course but found herself in a part-time administrative job at Australia Post. With art qualifications, she thought her twin objectives of gaining a full-time position and being eligible for promotion were limited. She undertook part-time studies in typing and accounting at year 11 level to help achieve these goals.

Anna Vallone, 20 years of age, feels that participation in the program helped her gain employment.

In 1985 I found myself unemployed. I decided to do part-time courses at St Albans Tech to try and improve my chances of getting a job. I studied typing and computer studies. I have benefitted by doing their courses because it has enabled me to have a better chance of getting a job. Doing part-time classes has also given me time to look around for work. I have recently found work and doing these classes has helped me to get into the work I was looking for. I think part-time classes should be introduced in all schools, enabling students to have a better chance of increasing their experience, and while being at school they can also look for work. It has really helped me a lot. It has increased my knowledge of how the work force is. I am very pleased that I did take up part-time classes and with all the help I received from the teachers at the school. I think they should keep up their good work. Thanks to all the teachers who have given me this chance to prove myself.

The program has been effectively used by full-time students who, for various reasons, prefer to study fewer subjects part-time.

In summary, the program has given special opportunities for access to the work-force and for further study while providing the scope for personal satisfaction and developments.

OTHER ISSUES

A program such as this confronts and raises many issues when first implemented, even when in a relatively innovative and flexible school such as St Albans Technical School. At the beginning of 1984, the school still required some form of uniform for senior students. There were staff members who were concerned about things (in relation to part-timers) such as uniforms, smoking, library-book access, freedom of entry and access to the school and access to staff in places such as the staffroom. All of these problems were solved quite easily to the satisfaction of all or most. Participants were not required to wear uniform, they could smoke in their own lounge area, they could come and go as needed, an identification card entitled them to borrow library books and they were encouraged by the staff involved in the program to make contact both out of class and, if need be, out of working hours.

We learned a great deal about adults placed in a normal secondary class. There is the reaction/observation of a teacher who took some part-timers into her class: "The part-timers bring the reality of the outside world into the classroom in a way which my merely talking about it cannot do. Poor group pressure becomes a magical, positive thing when highly motivated, hard-working part-timers churn out the work in half the time and with twice the quality." (Sarma Tusek, year 11 English)

Another major issue to be worked through that has not been mentioned was the degree of administrative control that could be exercised. For example, attendance was purely the prerogative of the participant although counselling was undertaken if the subject teacher was concerned about progress. (Here progress is relative to the participant's own stated goals.) We came to live with the high turn-over that is characteristic of part-time students in any setting but which was new to this school. We kept track of participant progress as best we could with weekly meetings of the task force, occasional staff-participant meetings, and a staff-participant conference as well as many informal gatherings and chats in person and on the phone. A full-time student, David Zerafa,
compiled a computer data-base for the program so that we could easily up-date our enrol-
ment data. The costs of maintaining regular contact by mail was expensive but not pro-
hibitively so.

Occasionally some problems developed, eg when groups of part-timers were late for one
class. Part of the cause of this problem was the wish of the mature-age participants
wanting to avoid very crowded corridors. As is the normal practice, all problems are
discussed at meetings and conferences of those involved in the program.

BENEFITS FOR THE SECONDARY SCHOOL

Our experience has shown that the inclusion of part-time participants into the life
of a school can be beneficial to the school itself as well as to the participants. As
has been stated above, there are benefits to classes. The part-timers become counsellors
to some of the class members. Students raised general concerns to part-timers
that they did not feel able to raise with their subject teachers. Part-timers raised
new issues, both actively (assessment, dress etc) as well as just by being present.
Many made extremely positive contributions to the school.

'Joe', for example, organised pen-pals programs for over 50 students. Their partici-
pation in conferences and other decision-making forums was very helpful to the develop-
ment of the program. Part-time participants were able to help the school make new and
more meaningful links between the community in general and specific groups and agencies
as well. This has built on the already extensive community network developed by the
school in the Community Projects Program reported in previous issues of CONNECT, which
was a precursor to the development of the part-time program.

During the development of the community projects program, integration of the disabled
became a real issue in the school. As a result of this, over the past four years, the
school has been enrolling students from the St Albans Special School, the Keilor Spastic
Centre, the Multiple Sclerosis Society on a part-time basis. There are presently 14
boys and girls from the St Albans Special School enrolled part-time in Home Economics,
Engineering Workshop Practices and Textiles.
The enrolment of disabled students has developed an awareness of the social and employment needs of these people. 'Anna' for example, a 19 year old student with muscular dystrophy, referred to the program through the Multiple Sclerosis Society, makes some very pertinent points: "During the new year I wanted to do something worth doing, something I gain from doing it. I promised myself that I'd do this and I'd do that but I gave up very easily. I started getting lazy and my lifestyle got very boring ... My mum enrolled me at the M.S. centre where people learned art and crafts. This helped a bit but my mind started wandering a bit. I still needed something to fill my hours. One day I just happened to flip through the district newspaper and saw that there were a lot of jobs available for people who knew how to handle computers and also typing for people who could type rather well ..."] Anna enrolled part-time in Computer Studies and Typing. She was impressed by the great support she received from other part-time students. People who are unemployed, working part-time or disabled, experience a certain amount of isolation. Peer group and professional support can do a lot to help self-esteem, confidence etc. Anna goes on to write: "I'm glad I started these courses because I really want to get a job sometime soon and to be qualified for something makes a person feel appreciated for what they can do and know. I'm learning something different every day, about new machines, new techniques, new jobs for the future, so I'm glad I've decided to do these courses at St Albans Technical School."

In essence, the part-time participants were like a breath of fresh air in the school that raised new issues, drew attention to previously unseen needs and concerns and provided an important force in the addressing of these issues, needs and concerns.

The program takes people out of isolation into a support situation where goals have a productive end, ie a qualification. As a result, it develops the school's understanding of the needs of young people and allows for a controlled but flexible learning context to be developed.

FUTURE DEVELOPMENTS

The need for the program was identified as a result of a cyclic approach to the evaluation of the program that St Albans Technical School offers the St Albans community. The future directions of the program will emerge in the same way. Certainly there are some interesting developments and external influences emerging that will influence it. Most notable of these is the implementation of the Blackburn Report's recommendations including the establishment of senior colleges and the future of TAFE involvement in year 11 and 12 courses. The implementation of the integration report will also influence the development of the program. Broader economic and labour-market developments, especially the continuing developments in part-time jobs, job-sharing and unemployment levels, will all have an effect.

For further information, contact: Peter Blunden, St Albans Technical School,
James St., St Albans 3021. Ph (03) 366.2111

FRIENDS OF Y.P.

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Peter Blunden (St Albans, Vic)

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Jan Hargreaves (Toowong, Q)
Klekor Heights HS SRC (Keilor East, Vic)
Chris Holliday (Kew, Vic)
Rod Maher (Nth Fitzroy, Vic)
Participation and Equity Program (Adelaide, SA)
The Next Wave Festival

La Mama Season
La Mama, the famed theatre at Launceston, has given a call to all young people with four separate venues for the NEXT WAVE Festival. A vast array of events and experiences is available.

La Mama Season Live: March 1-31
La Mama Season Live brings a range of workshops, performances, and events for young people.

La Mama Season Live: April 1-28
La Mama Season Live continues with more events and performances for young people to enjoy.

NEXT WAVE FESTIVAL DANCE
KINETIC ENERGY DANCE COMPANY
Kinetic Energy Dance Company presents a dynamic showcase of contemporary dance.

NEXT WAVE FESTIVAL: THE FURNISHED ROOM
A unique theatrical experience

NEXT WAVE FESTIVAL: GALAXY OF STARS
A stunning visual and auditory experience

Next Wave Festival

JG, Specs, and Angie
Four's Company presents JG, Specs, and Angie by Chris Dickens

JG's life is O.K. He's the school captain of almost everything, and he's doing well and truly under control - until his parents decide to split

Angie is tough, she needs to be. She's a new school and no place for a wimp, especially when boys get all the attention anyway

Specs - he's different. The eternal dreamer who triumphs over conformity.

This is Life in the Fourth Grade.

JG, Specs, and Angie - a celebration of children for children - a sparkling event for the whole family.

Where: Guild Theatre, Union Building, Melbourne University, Swanston Street, Carlton.
When: 7pm, 23rd, 24th August
School Performances: 1pm, 19th, 20th, 21st, 22nd August
How Much: $5, $3, $5 Concession
Bookings: 344 9675 or BASS

NEXT WAVE FESTIVAL

NEXT WAVE FESTIVAL: GHOST SHIRTS
In association with Cargo Culti Films

REBEL WITHOUT A CAUSE
Acme Film Theatre, Melbourne University
Based on the classic film classic by director James Dean, Rebel Without a Cause is an exploration of the conflict between youth and tradition.

Tick Where Applicable in TICKS IN HELL
At the Universal Theatre

More information on the events can be found on the Next Wave Festival website.
The Next Wave Festival begins in Melbourne on August 16th. This "festival of young people and the arts" will continue until August 31st. Thirteen local festivals throughout Victoria have already started and will continue into November. While (continued next page)
it is not Connect's usual policy to advertise such events, Next Wave has provided us with a large amount of material. We share some of it with you. Apologies to non-Melbourne based readers for our geo-centricism.

A Trilogy by John Barton
NIDA Theatre

FAST FLIX
At the Grierson Cinema.

"Young" Films programmed by Paul Harris (Film Buff's Forecast, A.F.L.) Program includes "Rough Cut and Ready Dubbed" and "Fast Talking".
Presented by NEXT WAVE in association with the Australian Film Institute.

Where:
The Grierson Cinema, 17 St. Andrews Place,
East Melbourne.

When:
7:30pm, 22nd, 23rd August.
2pm, 24th, 25th August.

How Much:
Donation.
Not necessary.

Australian Film Institute
Tuesday, August 27th, 3pm and 6pm
Wednesday, August 28th, 3pm and 6pm
Thursday, August 29th, 3pm and 6pm

NEXT WAVE YOUNG FILM-MAKERS FESTIVAL

Due to the successful last year, NEXT WAVE presents another competition this year, in which entrants are free to submit their films in any genre. The film must be made by one or more of the age group 14-17.

The Grierson Cinema, 17 St. Andrews Place,
East Melbourne.

NEXT WAVE FESTIVAL

The Yiddish Youth Theatre At The Kadimah

The Junior Group

The Yiddish Youth Theatre is a new group of young actors working under the roof of the Kadimah Centre and National Library in Melbourne.

Join us at The Kadimah, 263-271 Lygon St., Melbourne. Tel: 9328 4925.

The Grierson Cinema, 17 St. Andrews Place,
East Melbourne.

NEXT WAVE FESTIVAL

DETOURS
At the Powerhouse, Albert Park Lake.

A feast of original music and songs together with sensational dance theatre - a most unusual evening of full on entertainment! Featuring the exceptional Stephen Crecente, on top of the charts with Gaminara, from his recent solo album, backed by some of our finest musicians, backed by live vocals by Stephen Crecente, music by Peter Crecente (ex Duggal), with sensational keyboard player Venita de Porter and guitarist John Crecente.

All new choreography by Jonathan Taylor, Jan Scioley, Margaret Wilson and Chris Jones promises a power-packed night with some of the best movers in the crowd!

Suits and costumes by Melbourne designer, Laurel Frank. Put it all together and you have THE rock dance event of the year!

DeTours III

Where:
The Powerhouse, Lakeside Drive, Albert Park Lake.

When:
5pm, 20th-21st August.
6pm, 23rd-25th August.
8pm, 30th August.

How Much:
$3.50, 18+ $5.00.

Tickets at Door.

DETOURS

NEXT WAVE HOTLINE - 8778104 or 8778105
Research at Ardeer High School

THE SUBJECT AND THE PROCESS

I set up a subject with the idea of accrediting middle school SRC students with a school issues research unit.

As it turned out, the difficulties in placing the subject within the timetable grid, made the involvement of the students impossible.

I was attempting to develop the use of research methods rather than the open slatwise assignments our students tend to produce. I really wanted to address the problem of lack of rigour in research at the school.

The essential skill which was lacking in students generally came out of the very passive nature of the students. They were waiting for the teacher to tell them what actions to perform rather than thinking of questions and planning. They had the view that the only real authorities were books and didn't have discriminating sense of what was well researched or what was relevant. I wanted students to use sources other than books so that they would be more discriminating in their understanding of the world about them.

I decided to start the course with personal research in areas of interest then move on to an examination of aspects of schooling, teaching skills of surveying, interviewing and use of visual data and observations and collection of information in context of these pieces.

Because research was new to our students, the course was started in a way which was most familiar to the students (a written project), but the process was quite new to them. This was to emphasise the change in approach behind the whole course - rigorous questioning and answering.

Use of a structured format for written presentation was important in emphasising the purpose of research for each section had a definite type of content and approach and promoted organisation in students.

OBSERVATIONS ABOUT CHANGES IN STUDENTS AND IN THE RUNNING OF THE COURSE

The forming of a central question and its investigation was a key stumbling block for many students as they had not been asked to think in this way. This meant that rather lengthy consultation had to occur before both the student and myself were content with the question and the appropriate approach to answer it.

Not only was the initial forming of the question difficult but the sticking to that was hard. Constant referral to the question and the factors which needed investigation to answer the question were necessary for poorly motivated students. The length of time to gather information and amount of organisation required to do this were periodic stumbling blocks. Motivated students could overcome these setbacks with greater ease.

The delays is getting replies to letters and the slow process of collecting data lead to having two research projects going at once. This had mixed success: it did mean that there was always work for students to go on with, but it meant twice the amount of consulting about the progress of the research.

This constant referral to the teacher and peers was where the changes in learning seemed to occur. Students became more competent in following a key idea and sorting out relevant information and one could see the development of an ability to think ahead.

Students were sometimes overly ambitious in projects which they did not have the skills to complete and a feeling of disappointment occurred if they could not do the question of their choice or if they failed to answer their question. This was not really soluble and students could not perceive the skills they had gained in the process as they regarded the product as the 'real' work.

The change in type of sources used by students was very pleasing, for initially they were resistant to using telephone and letters or consulting people and organisations.

The use of the community as a source was a great stimulus to students who organised individual unsupervised visits out of the school. It also took the pressure off detailed organisation from the teacher and placed it upon the students as well as stimulating others in the class to broaden their thinking about possible sources of information.

By having a variety of ways of presenting information other than written work, gives success to students who were reluctant writers. The projects which had a definite audience other than the teacher, stimulated this same group of students to work. One student used a level 7 class as her audience for a project on rap dancing and thus brought about a change in behaviour and attitude
to the subject and led to a development of cooperative work.

The development of initiative and responsibility in students was evident and rewarding for me to observe. The confidence with which students set off on their interviews was a far change from the "what will we do now?" attitude with which the class started.

In this particular class, the single most frustrating aspect was that of classroom control. It served to remind me that good learning cannot occur unless there is a reasonable environment. To solve this problem I had to split the class into two groups and lump the unruly together so that they were not distracting the learning of others. The members of the unruly group gradually moved towards working but only when they perceived the rewards which were given to those working seriously.

Not all students were reached in this subject. One person's language and thinking skills were very undeveloped and he had no feeling of success in his work as the sizes of the pieces of work he undertook were too big for him. When he undertook more simple questions, the attitude of his peers was crushing - which re-indicates the importance of the environment of the class in allowing work to be valued. Generally the weaker students were reached in the class as they tended to select areas which were of interest to them. The type of student who was not reached was the "arrogant male" type who would not listen to instructions about the purpose or process of research, and so continued to see bulk as the purpose of work rather than questioning or quality.

The amount of organisation required to run a subject like this is massive and I am still not certain whether I would recommend the practice to other teachers because of this. In particular the difficulties associated with a series of excursions and small group visits which the teacher has to organise, getting people to mind one's class etc. The amount of running about to cope with the diversity of different projects occurring simultaneously is exhausting. Keeping tabs on the process of 20 or at times 30 pieces was mind-boggling.

There is a bit of a chicken and egg problem with the introduction of the course. If students do not have the skills of research, a sense of failure can quickly occur. If you teach the skills first before the students get to follow their own direction, their motivation drags.

I started my course with a written assignment which was organised into parts so that I could develop the ideas of a central question which is answered step by step and a conclusion is reached, after information is collected and sifted for relevance, and all sources of information is acknowledged and labelled. As this is a time-consuming and lengthy practice, it was not as immediately engaging for students some as some of the more active research used later. It did, however, give the class a central focus and common problem which would have been difficult to tackle when the class used a variety of methods of collecting and presenting information as they did later.

A balance between engaging activities and methodical processes are needed to set levels off. I suggest a group piece based on visual comparisons leading to recommendations for others to follow as a good starting point. A piece of research which is based on first-hand experience and collection of data in a range of ways (like the school study we did).

The subject requires personal organisation on development of motivation if neither of these was able to be evident then students did not make leaps and bounds in their work. All students managed to understand the concepts of having a question answered using evidence. Some needed assistance in finding the appropriate sources to be considered or ideas for sources of information and all developed their awareness of the school and environment. Each student used a range of types of information and took a broader view of where to get appropriate information.

John Holt, Ardeer High School, 
Glengala Rd., Ardeer 3022.

- from their 1984 TEAC Report.
TUTORING
A FOLLOW-UP REPORT

BACKGROUND

Historically, the documentation of the process of cross-age tutoring appears as early as the first century AD when younger children were observed learning their lessons from older children.

In the 16th century, both German teachers and Spanish Jesuits employed a decurion system whereby 10 students in each grade were taught under the leadership of a student monitor.

John Comenius in the 17th century described specific benefits to the tutors as well as to those who were taught. He is credited with the saying: "He who teaches others, teaches himself." (We might now say: "One who teaches also learns.")

Late in the 18th century, Andrew Bell in India utilised the ancient Hindu system of tutoring to develop the monitorial system. Quaker teacher Joseph Lancaster followed up the idea in England.

Lancaster, responsible for educating poor London children in a classroom with hundreds of students, trained a team of pupil monitors whose principal duty was to keep order. Monitors were also used to teach academic knowledge to their pupils.

The first cross-age tutoring program in America appeared during the 19th century whereby monitors were used to impart factual knowledge to their peers. However these programs were restricted to schools for the poor and with the arrival of public money to education in the early 20th century, most of the tutoring programs ended.

Interest in the concept of cross-age tutoring began to develop again only as late as the 1960s, arising from concerns about the impending teacher shortage in America.

In the early tutoring programs in the USA, the general emphasis was on improving the learning of the recipient - the tutee. The general finding was that the tutees may improve only a small amount in the learning.

Peggy and Ronald Lippitt, during the 1960s, focussed attention on the potentially significant benefits that may accrue to the tutor. These benefits included increased motivation, an enhanced self-esteem and greater interest in the whole learning process by the tutors.

Gartner, Kohler and Riessman (1971) believe that learning to teach others becomes another dimension of one's own learning process. Inherent in the tutoring process is a change of role for the tutor - from being a passive recipient of knowledge to being an active participant in their own learning.

At the present time, educational researchers have little empirical evidence of the possible affective changes among student tutors involved in a school cross-age tutoring program.
A report entitled: "Cross-Age Tutoring: An evaluation of a cross-age tutoring program in a Special School", is an extensive evaluation study of such a tutoring program. It was conducted at Narangga School and the adjacent Ballam Park Technical School during term one (thirteen weeks) of 1982.

Fifteen Ballam Park students aged 12-16 (from years 8-11) tutored Narangga pupils aged 5-16 (juniors - seniors). The tutors (11 girls, 4 boys) worked in the classrooms as well as specialist areas at Narangga. Their tasks varied widely, depending upon the area to which they were assigned. The primary objectives of the tutoring program were to develop the tutor-tutee relationship and to give the tutor the responsibility to be involved in the learning of the tutee.

The report focused attention on the interaction and participation of a number of people: teachers, tutors, tutees, parents and the school community.

Tutor attitudes were selected as the main area for measurement, however the study incorporated a variety of data which broadly represented the cross-age tutoring program.

Research literature on cross-age tutoring programs shows trends towards moderate positive changes in tutor attitudes to school but only small changes on the variable: tutor self-esteem.

**RESEARCH HYPOTHESES**

H1: That there is a significant difference in gain scores on the 'Attitude to School Questionnaire' (ASQ), 'Self-Appraisal Inventory' (SAI) and the 'School Dimension' sub-scale of the SAI.

H2: That there is a significant difference between pre-test and post-test scores for the tutors on the three measures of ASQ, SAI and SAIS.

H3: That there is no significant difference between the pre-test and post-test scores for the non-tutors on the three measures of ASQ, SAI and SAIS.

H4: That there is a significant correlation between tutors (or non-tutors) gain scores on ASQ and tutors (or non-tutors) gain scores on SAI.

H5: That there is a significant correlation between tutors (or non-tutors) gain scores on ASQ and tutors (or non-tutors) gain scores on SAIS.

H6: That tutors will have a lower absence rate than non-tutors.

**RESEARCH DESIGN**

The randomized pre-test/post-test control group experimental design was chosen as a suitable framework to test the above research hypotheses and cross-validate data collected by survey methods.

**RESULTS OF EMPIRICAL STUDY**

(a) Both groups had higher mean scores on the post-test measures than the pre-test results, with the tutors having the largest increase on ASQ, SAI and SAINS.

However, an analysis of the gain scores for both groups revealed that there was not a significant difference on gain scores between the groups on the three measures [Reject H1].

<table>
<thead>
<tr>
<th>Inventory</th>
<th>% Gain</th>
</tr>
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<tbody>
<tr>
<td>ASQ</td>
<td>9.4</td>
</tr>
<tr>
<td>SAI</td>
<td>13.0</td>
</tr>
<tr>
<td>SAINS</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**A COMPARISON OF TUTOR AND NON-TUTOR MEAN PERCENTAGE GAIN SCORES ON ASQ, SAI & SAINS**

The mean scale score was computed by summing the item scores and dividing by the number of items in the scale on the pre- and post-tests of each inventory for both groups. The mean scale gain score was then computed as the difference between the pre- and post-test mean scale scores and expressed as a percentage of the number of possible responses on the questionnaire. These results are summarised in the above table.

(b) The overall gain scores on each measure favoured the tutors (see the table). There was a significant difference between pre-test and post-test scores for the tutors on the SAI (t = 1.87, p<.05) and SAINS (t = 2.25, p<.025) [Accept H2].

(c) The tutor ASQ gain scores and the non-tutor gain scores on all three measures failed to reach significance. [Accept H3].

(d) The only correlation coefficient to reach significance on the gain score analysis was between the tutor ASQ and SAI gain scores (r = 0.51 at p<.05) [Accept H4, tutors only; reject H5].

(e) Ballam Park Technical School students who were not tutors (ie the control group) had a six times greater absence rate (24%) from their Selected...
Studies program held on tutoring days than the tutors (4% absence rate) [Accept H6].

OTHER OUTCOMES

Apart from the tutor's self-concept and attitudes to school being enhanced, most tutors increased their capacity to communicate by becoming less nervous and building a strong friendship bond with their tutee. They were able to relate better to adults and younger children.

Most tutors became interested in and committed to their own learning as evidenced by tutors being more eager to learn and willing to cooperate in class when being taught at BPTS.

A majority of tutors displayed independence and responsibility towards their learning by preparing short lessons for their class and attending the tutoring sessions regularly. Tutor motivation for school success was enhanced by practice in an 'adult' role of teacher, giving greater student responsibility for their own learning.

OVERVIEW

This study revealed that both the tutors and non-tutors had moderate increases in their self-concept scores at the end of the program. The difference between the groups on this measure was not statistically significant.

In respect to attitude to school scores, the tutor group had a moderate increase at the end of the program compared to a small increase by the non-tutors. Again this was not a statistically significant difference although it may be interpreted that the tutoring program is more effective in enhancing scholastic attitudes rather than the more global attitudes to self.

A discrepancy between the intended outcomes and observations occurred with a junior tutor placed in a junior class. This pupil lacked the necessary confidence and maturity to cope with student behaviour problems. A modification for future programs would be to place the older or more mature students in the junior classes of a special school.

The questionnaires revealed that some tutors saw the program as an opportunity to gain work experience. Other tutors said the program gave them the feeling of being wanted and needed, the feeling of having achieved something and the feeling of being important. One tutor felt the program was interesting and fun.

Tutors described the weaknesses of the program as follows: writing dia-
ies, doing the evaluation sheets, doing the same things each week, teaching the same class and teaching older pupils. Three tutors felt that the tutoring time was too short.

The Naranga teachers saw the CAT program as an excellent opportunity for student interaction between the two schools. The teachers stated that the Naranga pupils needed much individual attention and that the tutors were helpful and much appreciated.

Among the criticisms of the program, one teacher said she would have preferred an older student. Her tutor was shy, lacked confidence and initiative which she said was essential for tutors placed in Junior classes.

The observations from the pupils reveal that all the Naranga students liked the BPTS tutors. Most tutees thought that the tutors helped them with their work. 73% of the tutees asked for their tutors' help. However, a high proportion of tutees (53%) did not know their tutor's name. A modification to future programs would be to ensure that all the Naranga pupils are made aware of who their tutor is.

The parents of the Naranga pupils stated that the main strengths of the program were: providing extra help for the teacher and their child; developing community awareness that the tutees are the same as the tutors with special learning difficulties and forming closer bonds between the two schools.

The major weakness of the program was that some parents of the tutees were not aware of the program at Naranga. A future modification would be to outline the program's aims in a Naranga newsletter seeking parent comment before the commencement of the program.

The parents of the tutors gave many valuable evaluative comments. These
include: "...The program allows our students to see the difficulties experienced by other children." "It teaches them to care about other people; schools should have more of these programs." "The program is an excellent and worthwhile project. My son enjoys being a tutor. It gives him a closeness to the children he teaches and a lot of satisfaction." "The program gives the child an awareness of the teacher-pupil aspect at school. It is invaluable to the development of the character of the pupils involved."

Other strengths of the program, according to the tutors' parents, include: "It is a good insight into the career my daughter has chosen; the training is very helpful and much appreciated; my daughter looks forward to every session and from all accounts the Ngarara children like to be involved with her also." "It makes the children realise that these special children are entitled to an education too."

The only concern mentioned by a parent was that she wondered if her daughter would be better spending more time on English and Maths instead of all the other things they seem to do at school today. As the CAT program was part of the elective program at BPTS, no students were missing their normal allotment of academic core subjects such as English and Maths.

The above comments show that the tutors were able to help their tutees and also develop strong friendship bonds. Through tutoring, the students had the opportunity to improve their ability to communicate with people of different age groups. The tutors developed their social skills by interacting with their tutees.

There are several implications in this study for school curriculum and teaching practice. The opportunity for students to assume responsibility for the learning of others is taken very seriously by the tutors, and may account for the very low tutor absence rate. Tutoring can provide students with relevant work experience and enable those students to make a smoother transition from school to work.

The program taught the tutors valuable skills such as: understanding others better; being more considerate of others; being more patient; getting along with others; feeling more useful and confident. Teacher and parent comments indicate that tutors were seen as useful, competent and worthwhile. CAT helps strengthen school-community relationships.

**CONCLUSION**

The present study showed that teachers do have the opportunity to participate in ongoing evaluation of school programs so that relevance to the real world of youth of what they are teaching can be continually available to them, and modified accordingly.

This suggests continued smaller-scale adjustments rather than the occasional wholesale upheaval that sometimes now occurs with curriculum decision making. A question that may be raised from the present evaluation is whether the change in tutors' attitudes are of a lasting nature. This question could be answered by follow-up studies on students who were trained as tutors.

However, it seems likely that a one term program in cross-age tutoring may not be sufficient time to significantly affect student attitudes. Longitudinal type studies are therefore recommended. The CAT program is not intended as a replacement for classroom teaching but as a supplement. The CAT curriculum enables students to be genuine participants in their own education.

Understanding what it means for the tutor to take the role of the teacher involves the tutor taking an active learner role which may help him/her understand the tutee's way of viewing the world. In this way, the tutor can become a more effective teacher/learner.

The evaluator believes that the CAT program was successful as it resulted from careful planning, enthusiastic cooperation and support from students, teachers and parents. An analysis of the collected data suggests that nearly all of the participants in the program benefitted.

Cross-age tutoring can provide a novel experience which may open up many different career paths to students.

**Footnotes:**

1. In 1985, the CAT program at Ngarara finished due to a time-table change in the elective program at BPTS. However the tutoring program is still running at the local primary school and at BPTS itself.


Vic Wilson
Ballan Park Technical School
Belair Ave., Frankston 3199

[The full report on the program, including the Attitude to School Questionnaire and the Self-Appraisal Inventory is available from Connect: photocopy #219 - 8 pp; 80c]
Queensland Students Get Involved

Students in Queensland are involving themselves in educational and community based programs.

The formation of the South-East Queensland Student Representative Contact Centre has involved itself in the compilation of information on Student Representative Council (SRC) structures for schools.

The Contact Centre is working toward the development of a Brisbane Metropolitan Student Council to observe the working of the Brisbane City Council, to develop an awareness of this local government organisation, and ultimately to have student input into this government level.

At Kelvin Grove State High School in Brisbane, students have involved themselves in the Community Based Learning (CBL) program which has been well received by the ten students taking the course. CBL is a practical alternative to the senior academic years for students wanting to enter the workforce after year 12. The course involves hands-on experience in job training, banking, computing skills etc. Excursions to the community occur on a weekly basis and approximately 40% of the total school hours is spent in the 'real' world.

Ms Sophia Robinson (CBL teacher at Kelvin Grove High School) explained that the program has developed an attitude in students that will benefit them in coping with life's problems.

Students involved in CBL have the opportunity to choose particular areas of education they would like to be educated in, answering many other questions concerned with the outside world.

Many of the students made particular note of the excursions, with mixed reactions to particular outings.

One student of the CBL course, Rosaria Rockella, said she was doing this course to gain work experience.

Overall, student participation in South-East Queensland has seen a new phase of development and in future years should reap impressive results for students as we approach the year 2000.

Jason Dixon
South East Queensland Student Representative Contact Centre
C/o Kelvin Grove State High School,
L'Estrange Tce., Kelvin Grove 4059 Q

Review of Limitations on the Employment and Training of Young People

Teenagers are over-represented amongst the unemployed. Even in areas where job opportunities are expanding, young people are still missing out. In order to systematically document this trend, the Victorian Minister for Employment and Industrial Affairs, Mr Steve Crabb, has established a tripartite Review. This Review includes representatives from employers, trade unions and the State government.

The terms of reference for this Review are:
- to identify age limitations contained in legislation or awards which restrict the employment or training of young people;
- to assess the extent to which these limitations are necessary and/or desirable;
- to assemble information on other informal barriers to the employment and training of young people;
- to recommend measures to reduce restrictions or barriers to the employment and training of young people.

The Review has called for submissions from agencies and individuals. By the end of 1985 the Review should have pulled together a picture of young people in the labour market, discovered what barriers exist and how these may be overcome.

Enquiries may be directed to Ms Beth Parker on (03) 606.3282.
3RRR-FM in Melbourne has a magazine titled "Radio City". The format is changing to a magazine - a cassette magazine. It will be a fold-out program guide to RRR, an hour-long cassette of interviews, new music releases, program highlights, national reports, film and record reviews etc. The 60 minute cassette is designed to be re-usable: when you're finished with the info on the cassette, erase it and tape what you like.

If RRR receives ads from schools or other groups that are imaginative and sound great, they'll use them on air. They're looking for ads that highlight the new style Radio City magazine.

Humour, bizarre ideas, straight ads - anything: you're limited only by your imagination. The ads should be between 45 and 60 seconds long. Cartridge is the preferred format but cassette or reels are OK.

Contact Robert or Phil on (03) 419.2066 ext 25, or write to 3RRR at PO Box 304, Fitzroy 3065.

Youth Radio Festival

The next major event for the Youth Radio Project at 3CR and 3RRR in Victoria is a week-long Youth Radio Festival. The Festival is planned for the last week of the school holidays, 2nd September to 6th September - Monday to Friday. 3RRR will be going to air from 9 am till 12 noon; 3CR from 12 noon till 6 pm; 3RRR again from 7 pm till 12 midnight.

As part of the Festival, we are negotiating with the Melbourne City Council to go 'live-to-air' from the Melbourne City Square between 11 am and 1 pm every day - given that sponsorship can be obtained.

Many groups of young people are involved in both stations - school groups, CYSS groups, EPUY groups, TAPE groups, community school groups, as well as many individuals not attached to any specific groups.

The country component is coming along quite well, with groups as far east as Moe and Sale, as far west as Warrnambool and Portland and as far north as Inglewood and Castlemaine getting involved.

The Project is sponsored by Victoria's 150th celebrations. The Festival, to date, is shaping up to be 90 hours of quality youth radio, with young people from most parts of Victoria joining together to produce a week-long Youth Radio Festival.

Contact: Uschi Bay (3CR), Bruce Berryman (3RRR), Roger Taylor (3CR and 3RRR).

3RRR: (03) 419.2066  3CR: (03) 419.8377
Some Conferences

We've recently attended or been invited to a number of conferences. Some are now past, or open to a restricted group – short outlines follow:

STUDENTS ON SCHOOL COUNCIL DAY

A day was held for all students on School Councils in Melbourne's Western Region on Wednesday July 31st.

After a warm-up exercise – role play on 'School Council type situations', a panel of student, parent and Principal members of School Councils talked about their experiences. The first round of workshops gave the 70-80 participants a chance to talk about School Council worries in small groups and then to compare possible solutions.

The second set of workshops in the afternoon covered topics of 'Representation', 'Presenting Proposals', 'Meeting Procedures', 'Finance' and 'Accreditation'. Each workshop talked about strategies and designed action plans for students to take back to their schools.

The forum day was organised jointly by the Student Action Project and the Western Metropolitan Regional Office. Information from the day will be compiled and issued later in the year. Contact the Student Action Project, 34 Kingsville St., West Footscray 3012 (Phone 03.314.1177 – Pamela Ward or Vivienne Savage) for further info.

QUEENSLAND IYY YOUTH CONFERENCE

This conference will be held from the 27 October to 1 November in Caloundra, Queensland. It aims to allow young people (ages 16-25 and not at school) to discuss policies and practices that affect them.

There will be 130 participants. Applicants should register their interest by August 9th.

For more information, contact the IYY State Coordinator (Morrie Gunn), GPO Box 9985, Brisbane 4001 (Phone: 07.227.6894).

CENTRAL HIGHLANDS-WIMMERA REGION FORUM

A student forum for the Central-Highlands-Wimmera Region of the Education Department (Vic) was held in Ballarat on 24th July.

About 70 students from all over the Region, spent the day talking about issues of concern to them: SRCs and other committees, accreditation, drugs, sport and so on. The day was organised by a group of students from Ballarat, who divided the organising tasks between themselves. (See Connect 33.)
**NATIONWIDE WORKERS WITH YOUTH FORUM**

The Nationwide Workers with Youth Forum will hold its Biennial Conference at Orford in Tasmania from 22nd to 25th October. The Conference will have an overall theme of "The Social, Political and Economic Analysis of Working with Young Women and Young Men". Within that theme, there will be sessions on "How can we as workers with young women and young men help create a better future?", an analysis of the class/gender/race dimensions of working with young people, and "models of social change - what value base do we use?".

More information, including Conference Bulletins, can be obtained from NWWYF Conference, Youth Affairs Council of Australia, PO Box 108, St Kilda South 3182. Phone (03) 537.1833

**GIRLS SPEAK UP ONCE AGAIN**

The last 'Girls Speak Up' forum day was held on October 12th, 1984. (See Connect 32 for a report on video and written material coming from that day.)

Girls from schools around the Western Region (Vic) were invited to discuss sexism, their rights and how to participate in School Councils and SRCs effectively.

There's now a second day been held on 2nd August at the Essendon Community Centre. The response was again overwhelming and over 300 students applied to attend.

A full report of the day will be included in a future issue of Connect.

**THE WORLD WE ARE BUILDING**

The Youth Affairs Council of Australia is staging a Young People's Participation Fair: 'The World We are Building'. This Fair will be an event of International Youth Year, providing a focus for the IYY theme of 'Participation'.

The aim in holding the Fair in conjunction with the ANZAAS Science Festival is to draw widespread community attention to the various ways in which young people are currently participating in their society. Their participation and innovation in areas such as employment, communication, education and the sciences will help determine the future of our world.

The Fair will be held on 28 August at St Kilda Town Hall (Victoria). It will include 200 students from the ANZAAS Youth program, people interested in youth participation issues and the sciences and members of the general public.

Ten projects will be chosen by the Youth Affairs Council - "youth managed innovative projects" in areas such as student government, action-research projects, inventions, employment generation, the media, the sciences, prototype development, computer-based information projects etc.

For more information, contact Rita Kriening or Oliver Scofield on 03.537.1833 (reverse charges if necessary). Applications for projects closed on the 29th July.

**VICTORIAN STATEWIDE STUDENT FORUM**

The Victorian statewide student forum will be held at the Institute of Educational Administration in Geelong from Sunday 27th October to Tuesday 29th October.

Each region of the Victorian Education Department will be invited to send five student representatives "from a broad base of students as is possible" eg an existing regional student forum, working party, network or similar representative gathering. Each region is being asked to provide one adult support person to accompany the team. As far as is possible, each regional team of students should be balanced in regard to gender and age representation. Main representation is expected from years 7 to 11, but others (eg from primary schools) could be included.

The detailed planning for the forum is to be carried out by a planning group of 10 students drawn from five of the Regions.

It is also desired that each region will ensure that there's an opportunity for students within the region to identify and suggest agenda items and issues for the Forum. These should be sent to the Planning Group by August 23rd.

Further information can be obtained from the support group to the Planning Group:

Rosemary Tovey, PEP Student Participation Officer: (03) 329.5677;
Keith Andrews, Deputy Director, IEA: (052) 78.7366;
Ray Davis, IYY Coordinating Committee: (03) 651.2728.

The Forum is jointly sponsored by the Institute of Educational Administration and the Education Department's International Youth Year Committee.
"The Participation Project"

In 1985, the Fremantle Education Centre is running an exciting new project funded by the Participation and Equity Program and the Curriculum Development Centre in Canberra.

The theme of our project is participation, and by that we mean the bringing of parents, students and teachers into the decision-making processes of schools. We recognise that schools have different needs and traditions and that the extent to which decisions will become participative will be something each school will have to develop in consultation with its own community, so the project does not offer any guidelines or rules for this process. Rather we aim to help schools to develop a climate such that the process of consultation and negotiation can take place, and each school work towards developing its own participation strategies.

1985 is a particularly good year to be doing this kind of work, for not only is the involving of parents into schools one of the themes of the Participation and Equity Program, which funds our project, but also the Beazley Report into Secondary Education in WA, brought down half-way through 1984, devotes an entire chapter to the issue of community involvement in schools. This importance is also reflected in the number of people now working in the area - the Education Department of WA has recently appointed four community field officers (one in every metropolitan region) to undertake developmental work with schools along the same lines. One of the aims of the Project is to liaise with these people, and to keep ourselves informed about other initiatives, as well as to inform the interested public of our own achievements.

The project differs from many of the new developments taking place in Western Australian education, because one of its primary aims is to work with a cluster of schools drawn from both government and non-government schools, in order to allow parents, students and teachers to learn from and share information with people in different education systems. Four schools, which we refer to as the 'Cluster', have agreed to take part. These are all from the Fremantle area and include two government schools (Kwinana Senior High School and Melville Senior High School) and two Catholic schools (Christian Brothers College, Fremantle and De La Salle College). These schools have committed themselves to trial various ways of forging closer links with their parent and student communities. Each school is going about this in an individual way, and the resources of the project (money, personnel, advice, reference material etc) is at their disposal.

In addition, the Fremantle Education Centre has mounted a number of activities designed to bring together people from the four schools and other interested parties, to meet one another in friendly and informal ways, to listen and learn from one another, to explore ideas and share information. At the heart of these activities is the monthly Cluster Meeting which is held on the second Wednesday of the month at 4 pm, rotating between the four schools. At these meetings, participants report on the activities within their schools, make new friends and take part in activities which are themed around various issues eg communication, or asking questions of one another. The attendance averages around 30, with a good combination of parents, teachers and students. Although the meetings are called Cluster Meetings, they are open to anyone interested in these issues.

Other centrally arranged activities include fortnightly workshops. So far, we have held one workshop for each of the teacher, student and parent groups, and all future workshops are open to everyone. The project also puts out its own newsletter and copies of this
and all other Project information can be obtained by ringing the Centre on (09) 335.5444 and asking to be put on the Project mailing list.

Although the life of the Project is only 12 months, we believe that the work we are doing is so exciting and important that the ideas that have been developed, and the new strategies that have been identified and trialled will live on, in the schools, and in the people who have been involved in the Project. We welcome all enquiries, requests for information from schools that are interested in relating more closely within their communities, and information about initiatives that are happening in other schools and other places.

There are many changes taking place in education throughout Australia in the mid-1980s. One important new emphasis is on the creation of democratic curricula that will offer students schooling that is relevant to their needs and life-styles. Throughout education circles, there is now recognition that the process of creating such curricula depends on the input of all involved parties - parents and teachers and students. In the Participation Project, we are helping a few schools to develop ways in which this can help.

Wendy Loxley, Educational Consultant, Fremantle Education Centre, PO Box 452, Fremantle 6160

In May 1982, Tess Lyssiotis wrote and directed "I'll Go to Australia and Wear a Hat", a play in English and Greek and performed at La Mama Theatre in Carlton.

In March 1983, a project using the methods and ideas in that production commenced at Brunswick East High School.

In October 1983, a production entitled A New Life was performed at Brunswick East High School a number of times to audiences from the school and broader community. This production used the Greek, Italian, Arabic and English languages. It was built around stories that the year 11 group who performed it brought from their own and their parents' experiences as migrants new to Australia.

In June 1985, a small publication documenting this process was finally printed, much to the delight of those involved in the project (and the secret relief of those who funded it!).

In July 1985, a celebration was held at Brunswick East High School to mark the completion of this project and the publication of A New Life. Appropriately, the book was launched by Giovanni Sgro MLC, a man with a long association with the school and one who has championed the cause of multi-cultural education both from the gallery and floor of parliament.

In a concluding note, the editors state:

The use of home languages was probably the most stimulating challenge the students faced in this program. They clearly enjoyed presenting something that was understandable to all nationalities. An overwhelming benefit to the students was the pride it generated for them in their cultural backgrounds.

Much can be learned from this small publication of an approach to multi-lingual drama, explored extensively by Tess Lyssiotis at La Mama theatre in Carlton, and here skilfully adapted to the school environment.

The publication is available from Richmond Community Education Centre, 123 Church St., North Richmond 3121; West Education Centre, 34 Kingsville St., West Footscray 3012; Child Migrant Education, 250 Elizabeth St., Melbourne 3000 and Brunswick East High School, 232 Albert St., Brunswick 3056.

For further enquiries, please ring Natalie Halstead: (03) 663.2781 (Tuesday and Thursday) or Liz Jones: (03) 380.1817 (Monday, Thursday, Friday)
FLYING FRUIT FLY CIRCUS SCHOOL STUDY

The Flying Fruit Fly Circus is one of Australia's foremost youth achievements. Through their performances in Canada, through their training seasons with the Nanjing Acrobatic Troupe of China and through their seasons in various parts of Australia, the students who make up the Circus (aged 6 to 18 years) have become well-known and brought acclaim to both the Albury/Wodonga area and to Australia as a whole.

The proposal to develop a local special interest school in the acrobatic arts and performance skills has been under active discussion in the community since 1981. A feasibility study into such a school has just been completed and submitted to state and federal governments. It recommends a small Government school in Victoria, combining primary and secondary ages and stressing a high level of student and parental participation. The school would use the Circus as an 'organising theme' for the curriculum.

The report contains valuable resource material on structure, organisation, curriculum, needs, staffing, facilities and so on. Enquiries to: Cathy McGowan, Murray River Performing Group, PO Box 479, Wodonga 3690. Phone: (060) 21.7615/21.7433.

PEACE EDUCATION IN A LIVEABLE WORLD

The 'Peace Education in a Liveable World' conference in March 1984 attracted over 150 teachers, students and other interested people from around Victoria. The Conference Report has now been published.

With practical education being a central focus of the conference, the Conference Papers form a worthwhile and useful resource for all teachers and students interested in Peace Education.

Features include: keynote addresses from Art Pearl and Cathy Block, workshop papers investigating teaching 'peace' in the primary, secondary and post-school sectors, as well as general theoretical approaches to peace education. Also included are lists of resources and ideas for teaching 'peace' in the classroom.

Copies of the report can be obtained for $5 (wage earners and institutions) or $3 (students and unemployed), plus $1.50 postage and handling per copy, from: MCAE Students' Association, 757 Swanston St., Carlton 3053.
ARDEER HIGH SCHOOL: TEAC TEAM REPORT

This document outlines the work of the Transition Education Advisory Committee (TEAC) team in 1984. The report contains sections on the background to the school, the process (task force model, action research methods), individual reports on student participation and girls education, an outline of the team's impact on the school (including the introduction of STC) and finally some reflections on the project.

The section on 'student participation' includes descriptions of 'active learning strategies' in Maths, Practical Chemistry and English, plus outlines of work in Journalism, negotiation in History, conferencing, cross-age tutoring and research as a method of accredititation of SRC participation.

The report presents a valuable example of one school in the process of change and evaluation. Enquiries to Ardeer High School, Glengala Rd., Ardeer 3022.

BACK CHAT: AUSTRALIAN IYY SNAPSHOT

This smart publication is produced by the National IYY Secretariat in the Office of Youth Affairs. It provides a summary of 40 International Youth Year projects throughout Australia. These vary from provision of a youth centre to media access programs to establishment of the ALPHA Task Force (Action for Less Police Harassment Association) to an interview by Express Australia with John Dawkins.

The paper provides good PR for some of the activities being supported this year. It also contains information about IYY contacts throughout Australia and about a couple of forthcoming projects: the Australian Young Writers' Project and the Schools Photography Project.

Enquiries to: Office of Youth Affairs, PO Box 2060, Canberra City 2601. Phone: (062) 72.5832. Copies are also probably available at the IYY office in each state.
GIPPSLAND TEAC REPORT

This report on the Gippsland Transition Education program 1980–1984 contains an overview of the program, both from an organisational point of view and from a schools' projects view. For schools it identifies areas of 'establishing a project', 'interest and support', 'monitoring and projects' directions'.

The report marks the beginning of student participation issues in the region, giving examples at Mirboo North, Wonthaggi, Neerim South, Orbost, Drouin, Swifts Creek and Cann River Highs.

Queries about the report could be directed, again, to the Victorian Participation and Equity Program.

MALLETEAC EVALUATION REPORT

The Transition Education program was subsumed within the Participation and Equity Program (PEP) in 1984. That marked the final year of the original transition program and a number of 'final reports' of regional projects have been produced. The Loddon Campaspe – Mallee Region has published a report containing summaries of projects at Irymple Technical, Sea Lake High, Kerang Technical High, Manangatang Consolidated and Murrayville High Schools. It also contains some analysis across projects of learnings, outcomes, issues for program developers, conditions for success and other issues. These include interesting comments on Manangatang's community newspaper and Murrayville's community radio station.

There's also general comment on "student input", "activities which are socially useful" and "applying learning".

The report has been published by the Victorian Participation and Equity Program, Equal Educational Opportunities Branch, 416 King St., West Melbourne 3003.

These reports are not available from Connect but may be perused by arrangement (03.489.9052). They are, however, available from the addresses indicated.

The next issue of Connect, due out in October, will be the 'Primary Issue' – accounts of student participation in primary schools. We would welcome articles by September 15th. Pass the word on!
Articles:

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Publications Received:

We wish to stress that the following publications are not for sale. However, they are available for perusal by arrangement. Contact CONNECT on (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS

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<td>Focus (Albert Park HS, Vic)</td>
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<td>Ascolta (Brunswick schools, Vic)</td>
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<td>Small Talk (Lynall Hall Community School,</td>
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<td>Rave (Winlaton Education Centre, Vic)</td>
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Other Sources

Next Wave: program guide

The Ticket (The Rocks, NSW) Vol 6 No 4 May/June 1985
(The Still Here) Collective Notes (COSHG, Vic) No 5 July 1985
Back Chat: Australian IYY Snapshots (Office of Youth Affairs, ACT) July 1985
Listening Post (2SER-FM, Sydney, NSW) July 1985
Update NIE (Newspapers in Education, USA) Vol 11 Nos 5, 6 May/June, July 1985

Other Ways (AERG, Vic) No 22 April/May 1985
Network News (Surry Hills, NSW) June 1985
Humpty Dumps (Fringe Network, Vic) No 34 June 1985
Volunteer Centre News (Sydney, NSW) Vol 6 No 2 June 1985

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