This Issue

The main feature of this issue of CONNECT is a resource listing of videotapes about or useful to student participation. While there's not been exactly a rush to produce such tapes, a few have been finished and are now available. As well as a straight listing, this issue includes short reviews and background information on some of them.

We're interested in feedback from you on a couple of grounds:

1. Do you know of further video resources we should add to this list?
2. Have you used these videos? How? What was the reaction?

Subscriptions

In the recent months a pile of new subscriptions have come in... welcome and thanks! These include a few schools ordering multiple subscriptions, obviously to use with classes or SRCs. Any comments about how you're using CONNECT and about what sorts of articles would be valuable? How about sharing information about what's happening in your school?

And how about spreading the word about CONNECT further? I bet you know a whole lot of people who aren't getting CONNECT and should be. Birthday, end-of-term (etc) gifts of a subscription? We can promise to gift wrap a copy, but we're sure it would be appreciated throughout the year!

Roger Holdsworth

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Until recently, there was a decided lack of video resource material about student participation in education or to support such participation. There’s still not an enormous number of video-tapes but a few are starting to be produced. The following is an initial listing. Do you know of others? CONNECT is interested in add to this list in future issues.

A. SPECIFIC TAPES IN SUPPORT OF STUDENT PARTICIPATION

1. "Trust Kids" Shows student participation in the Maroondah Region (Vic). Produced as part of the TEAC evaluation in that region.
   1984; 30 minutes; VHS or U-Matic; colour
   Available: PEP (see below)

2. "Seen and Heard" Meeting procedures for students; shows how a group of students go about getting changes in their school. (reviewed)
   1985; 19 minutes; VHS or U-Matic; colour; poster
   Available: PEP, R, V.

3. "Our Rights, Our Schools, Our Futures" Shows a part of a student forum in the Western Metropolitan region of Melbourne attended by over 150 people representing 24 schools. About student rights and school decision making.
   1983; 25 minutes; VHS or U-Matic; colour
   Available: West Education Centre

4. "Girls Speak Up" Shows part of a student forum in the Western Metropolitan region of Melbourne attended by approximately 200 girls. About issues affecting young women in school decision making and school communities. (see review, this issue)
   1985; 20 minutes; VHS or U-Matic; colour; booklet; poster
   Available: West Education Centre, E.
5. "Students in Action" Education Department program interviewing several students involved in school (SRC and School Council), regional and state committees. About powers and issues facing them.
   1984; 24 minutes; VHS or U-Matic; colour
   Available: V.

6. "Why Not the Kids" Set in a Primary School, a group of students and their teacher talk about student participation in decision making, particularly around the Supplementary Grants Program.
   1984; 8 minutes; VHS or U-Matic; colour; folder

B. VIDEO-TAPES RELEVANT TO STUDENT PARTICIPATION

These video-tapes have not been made specifically about student participation, but contain material which would be useful in supporting such activities or have been produced in collaboration with students.

7. "IYY Videotape" Outlines the issues and themes of International Youth Year. Gives a large number of examples of projects and activities within these areas, including several in education.
   1985; 25 minutes; VHS or U-Matic; colour; booklet/kit
   Available: V.

   1983; 30 minutes; VHS or U-Matic; colour; kit
   Available: V.

9. "A New Classroom: A Study of Classroom Dynamics" Part of the focus is on student awareness of the differing treatment they receive because of their gender. Students from three different schools scripted and performed drama pieces highlighting their own observations of sexism in the classroom.
   1984; 28 minutes; VHS or U-Matic; colour; booklets (2)
   Available: V, E.

10. "Fair Go - Your Rights at Work" Information for students produced by the Trade Union Information and Resource Centre - includes reference to student rights.
    1984; 24 minutes; VHS or U-Matic; colour
    Available: API.

11. "Boys Will Be Boys" For and about adolescent boys. Looks at role stereotyping, gender models for boys and peer pressure. In the form of a drama and discussion: scenes in the schoolyard, kitchen, pool room, disco and zoo are each followed by discussion.
    1984; 20 minutes; VHS or U-Matic; colour; kit (in prep.)
    Available: V, E, PEP.

12. "You and Your School Council" As part of an introduction to the roles and practices of School Councils in Victoria, this program talks with a student on a School Council about difficulties she faces.
    1984; 28 minutes; VHS or U-Matic; colour
    Available: V. (Often linked with #5.)

13. "Punching Keys" About the effects of technological change, in particular about the increasing use of screen-based equipment in clerical work. Documentary-drama format, designed for use
with students, community organisations, unions and in the workplace. (review in this issue)
1985; 20 minutes; VHS, U-Matic, Beta; colour
Available: API, Commercially, E

C. VIDEO-TAPES MADE BY STUDENTS

This list could be endless. A few interesting examples we've come across are listed here. One school responded: "We'd be really interested to share our products with other schools and see what they're producing."

14. "East Doncaster High School" A short tape showing the setting-up and operation of their radio station.
1987; 7 minutes; VHS; colour
Available: PEP, school

15. "Schools Like This" Made by the Media Class at Lynall Hall Community School. About some of the community schools in Melbourne.
1982; 20 minutes; VHS; colour
Available: Tony Pronesti (03) 359.5341

16. "Kensington Community" An overview of Kensington Community High School including insights into the "workshops" in the school.
1984; 12 minutes; VHS; colour
Available: Garry Murlarvey, (03) 376.1953 (school).

17. "The Big Switch" The transition from year 6 to year 7 at Albert Park High School. Made by year 10 students.
1983; 20 minutes; VHS; colour
Available: PEP, Barbara Gibson (03) 690.1633 (school).

1984; 40 minutes; VHS; colour
Available: Justine Dalmau (03) 61.3869 (school)

19. "Peer Group Pressure", "Street Dance", "Not the Nine O'Clock News" Various tapes from students at Waverley High School; includes a dramatisation on the pressures on year 11 students to smoke and drink.
1982-1984; each 8 minutes; VHS; colour
Available: Dawn Brown (03) 277.1076 (school)

20. "Outside Projects" 1987; 2 at 20 minutes; VHS; colour; Oakleigh TS
Available: Andrew Wilson (03) 579.5533 (school)

SOURCES: The following sources have been cited above:
PEP: Participation and Equity Program, 416 King Street, West Melbourne 3003
Contact: Margaret Plese; Marion Norbury (03) 329.5677
R: Regional offices (Victorian Education Department)
V: Videotape Dubbing Service, Materials Production, Curriculum Branch, Education Department of Victoria, 123 Bouverie St., Carlton 3053
(03) 341.4564; 341.4550
(copies are available free to Victorian Government schools on provision of a blank tape)
The Big Switch

The introduction to this report outlines the project:

"The Big Switch" is a video produced at Albert Park High School by students and teachers. It is about the transition from primary to secondary school.

This report outlines the development of the video project and evaluates the 'intangible product' - the outcomes and by-products - things which are even more important to the participants than the video itself.

"Making the video brought us face to face with questions of power, of the position of young people in relation to adults, of the problems girls encounter, of what English really is, assessment, curriculum planning and negotiation." (Linda)

In 1981, Albert Park High School had received its first allocation of TRAC funding for a horticultural program on a site near the school. With re-funding in 1982 however, a change of TEAC staff, combined with an increased awareness amongst teaching staff dramatically changed the nature of the program. The emphasis changed from an 'add-on' program, aimed at 'at risk' students to a classroom based program concerned with curriculum intervention.

In that year, several programs were initiated which were both new to the school and very exciting for those involved. These included cross-age tutoring at the local primary school, nursing aide work at the local nursing home, oral language sessions with local elderly citizens and the writing and publication of an English text book "for kids, by kids" titled Move Over Teacher (Australasian Educa Press, 1982).

In the latter part of 1982, Linda Cutting, year 10 English teacher had approached Margot Gorski, TEAC Project Officer, for assistance with a cross-age tutoring project. The success of this mini-program, involving a year 10 group and lasting only three weeks, was to inspire Linda to attempt another "special project" with 1983's 10F.

In initial stages, it was never envisaged that 10F's project would become so large, nor did Linda, Margot or the students foresee that they would become so intensely involved and committed.

In fact the video project began to gather a momentum of its own; it took over the Basic English class.

The 10F students began to feel special. Linda and Margot began to feel exhausted. Both students and staff went through periods of wondering if it was ever going to be completed.

"There were times when we wondered who was keeping whom going. Were we supporting the kids, or was their sheer determination driving us?" (Margot)

Finally, in September, the video was completed, with just enough time left for students to put it to the use for which it was originally intended - showing the video to grade 6 children from each of the eight local primary schools. (pages 1-2)

The report goes on to detail the production of the video from the beginning: "Let's do something" to the use of the completed program. Through quotes from the adult participants, the process of decision making is reflected upon - the report itself becomes an example of teachers learning.

Both the video and the report are available from the Participation and Equity Program (Vic), 416 King Street, West Melbourne 3003. Phone: (03) 329.5677.
One of the difficulties facing students involved in decision making about their education has been the lack of resource material. This has particularly affected those students elected as representatives on SRCs or School Councils, who have struggled with meeting procedures and with understanding the extent of their power.

On training days, students have looked at descriptions of procedures, argued over rules, and have screened Meetings, Bloody Meetings. Very funny, but it's about businessmen! "We need something that relates to us!"

So, towards the end of 1984, some funds from the Systems Level Initiatives of the Participation and Equity Program (Victoria) were put aside to explore production of a video on meeting procedures for students. Further funds were approved from the Publications section of the PEP budget.

At the same time, students attending regional student meetings were alerted to the possibility of the video production. Would they be interested to collaborate on its production? They would and left their holiday phone numbers. So, in January, about 30 were contacted and 12 were available.

The students met with the producers/scriptwriter several times. Initially they talked of their experiences in meetings and about what the video could show. It became quickly obvious that it wasn't simply the in-meeting procedures that needed to be addressed. How about preparation, lobbying, researching, the 'proper channels' and so on? These were also important issues. An enormous list was compiled.

By the second meeting, an outline script was provided, based on the comments of the students. It was amended and adopted. The students began to role-play the outline and the dialogue was taped. This then formed the basis of the more detailed script. Individual meetings between the students and the writer fleshed the roles out further.

The students often re-wrote the parts, right up to the dates of shooting - and in fact continued to experiment in different takes. Debarney Park High School offered a location and extras - both students and adults. After four days and 220 minutes of tape, Seen and Heard was 'in the can'.

It took another few weeks to produce an edited copy, complete with subtitles (for humour, information and effect). These were again suggested by students in a post-shoot meeting.

Seen and Heard is about a group of students trying to get a school policy change adopted. The video follows them through initial discussions, an SRC meeting, a meeting with the Principal and two meetings of the School Council.

It was launched on April 1st, 1985 and is now available for borrowing (see details on page 3 of this issue). It is accompanied by a colour poster.

The video should prove to be a valuable resource for use with students generally, and particularly with students on SRCs, School Councils or in regional meetings.
Girls Speak Up

"If girls get together we can really change things!"
"Girls shouldn't be afraid to speak about what we feel!"

And get together and speak up they did! In fact, over 200 girls from the Western suburbs of Melbourne spent a day together late in 1984 speaking up about what affects them in schools and at home...

The Forum Day was organised through the Student Action Project based at West Education Centre. The organisation of the day was in response to issues discussed within the Project and consistently raised by students and teachers within the schools. A group of girls from several schools came together with Pamela Ward (project worker) and some teachers and planned the day.

What were the outcomes? The day generated and focussed an enormous amount of energy and enthusiasm within the participants and schools in the area. Also, two forms of permanent record of the day now exist. One is a video-tape entitled Girls Speak Up (colour, 20 min.); the other is an accompanying booklet with the same title.

The video depicts young women sharing ideas and information about a range of issues including:
* girls and curriculum eg mathematics and science;
* sexual harrassment;
* girls, sport and self-esteem;
* classroom dynamics: 'speaking up' in class etc;
* expectations of girls' roles in the family;
* girls in formal decision-making forums.

These areas were discussed in workshop sessions and the video shows both those sessions and group representatives reporting on their discussions. Girls interview each other about their impressions of the issues emerging and of the whole Forum Day.

One of the important aspects of the video is that it clearly demonstrates the politics of the day: girls coming together, participating and owning the framework of the idea, sharing their ideas, talking with each other, receiving validation of their experiences as young women. Even so, the importance of positive role models for the young women was acknowledged by the attendance and address by Ms Joan Kirner (MLC, now State Minister of Conservation, Forests and Lands) and Ms Jenny Beacham (Victorian ALP Womens' Organiser and now Lady Mayoress of Melbourne). Both are shown in the video addressing the Forum about their own experiences and providing key statements around which student reports and comments are grouped.

Despite its production on a limited budget, the video of Girls Speak Up is a lively and energetic example of girls exploring and tackling issues of sexism. It is an affirming video depicting girls understanding and articulating views on what affects their lives.

"I saw that I don't have to just sit back and take everything; there are people I can go to and things I can do myself!"

"I saw that I don't have to just sit back and take everything; there are people I can go to and things I can do myself!"

The video is accompanied by a booklet which expands upon many of the issues depicted in the video and upon the processes involved in organising and running the Forum Day. Together they can be used in the classroom, at SRC meetings or to run a similar Forum Day in other regions or schools.

Girls Speak Up has been shown at some schools already. Girls have responded with an emphatic "yes ... that's us!" and "Can we have one too?"

Details about the availability of Girls Speak Up are contained in the listing on p.3. The booklet is available from the Student Action Project, West Education Centre Inc, 34 Kingsville Street, West Footscray 3012 (Phone: (03) 314.1177): $2 for postage.

Pat Thurgood and Roger Holdsworth
Punching Keys is a new and exciting video, written and directed by Sally Ingleton (previous production: A Better Life Than Them).

New in the sense that it helps take the debate about technology and its impact in the paid workforce several steps further. It examines the problems of rapid technological changes in traditionally female occupations and leaves no doubt in the viewers' minds that employers, employees and government can harness technology.

Exciting in the sense that its presentation shows how well video technology can be used. Its entertaining documentary-drama format makes it accessible to a variety of audiences - students, teachers, parents, community organisations, unions and especially female clerical workers.

Already a number of female clerical workers where I work have viewed it during their lunch-breaks, have talked about their experiences and their future concerns. Such discussion has come about because Punching Keys raises some startling issues about the effects of technology, including the concern about whose standard of living will be improved, the grave picture of the paperless office of the future where clerical work has become deskillled as many jobs simply mind and/or feed machines, and the impression that white collar work of the past is becoming blue collar work of the future.

We have to consider that clerical jobs, which employ approximately one in three women in Australia, are becoming deskillled, repetitive and hold little opportunity for promotion. But most significantly, the work environment and design of the new computer keyboards and screens is creating a whole new vocabulary in occupational health and safety, eg repetitive strain injuries.

Pat Thurgood

The video 'Punching Keys' would be an excellent resource for students to research their future career areas. Contact could also be made with the variety of organisations working in this area, with a view to students preparing reports about desirable modifications to conditions in workplaces.

For the availability of 'Punching Keys', see the listing on pp 3-5 of this issue.
The Ascolta Radio Group in Brunswick has published its second report. (The first, reviewed in CONNECT 24, December 1983 is still available from CONNECT or from the Participation and Equity Program (Vic) for the cost of postage.)

The following statements are extracts from the introductions to the current Report:

ASCOLTA in Italian means "listen" and that's what the Ascolta Radio Group (ARG) is about. ARG has been operating for about eight years and produces the Ascolta Show, broadcast on 3CR every Thursday at 6.30 pm and on 3PBS-FM every Sunday morning on the Student Access Breakfast Show.

ARG provides access to all aspects of radio production and to air time for students and staff in Brunswick primary and secondary schools. ARG is based at Moreland High School where a small pre-recording studio has been set up. In 1985, ARG will also have access to the pre-recording studio to be installed at Lynall Hall Community School.

A full history of ARG up to 1983 can be found in last year's ARG Report. At the end of 1983, ARG applied to TRAC for a full-time Project Officer. The request was approved in principle, however lack of funds made it impossible to finance fully and ARG found itself with a half-time Project Officer again in 1984. ARG now involves seven schools and a number of community groups such as Shopfront, Don Bosco, BRUSEC Equal Opportunity Project, School-Work Program, the NOW Centre, Tightrope and Turana. The scope and range of community involvement is limited only by the resources of the Project. In 1985, both running costs and the Project Officer's position will be funded through Supplementary Grants. A full account of the 1984 funding saga is documented in this Report.

This, the second Ascolta Radio Group (ARG) Report, is unique in several ways, the most important being that it is the only TEAC Report, as far as we can ascertain, which actively involved students in its production. Five students, two teachers and a member of the non-teaching staff from Lynall Hall Community School have worked collaboratively in the researching, writing, laying-out and collation of this document. This process was a most valuable learning experience for everyone in the Lynall Hall Radio Group and we trust that this Report will similarly aid and encourage learning about radio for staff and students in many schools.

This Report further differs from standard TEAC reports in that it is accompanied by two taped cassettes to be used in the classroom. These tapes introduce Ascolta Radio and integrate practical and theoretical information important to the study of radio production and radio journalism. Each of these tapes is half an hour in length and can be used as a self-contained lesson.

The audience for this report is both young people and adults. We intend that it be used by teachers as an educational resource and, in conjunction with the two tapes, as an introduction to Ascolta Radio. The magazine-style format of sections of this report was chosen in the interests of making information attractive, accessible, lucid and easy to locate. We hope that these features will encourage interested students to read the Report in part or in full and to allow teachers to lift sections for use in the classroom. This format certainly allowed for fuller participation and contribution from students in the Lynall Hall Radio Group by enabling them to submit work to specific areas of the Report.

The Lynall Hall Radio Group has worked from the Management Committee's recommendation that the data in, and the format of, the Term 2 1983 ARG Report need not be repeated. Accordingly we have shortened, yet updated, some sections and omitted sections such as an appendix. On the other hand, we have expanded and lengthened the section on programs made during the year and introduced new sections such as the
"ARG Crossword", "Letters to the Editor" and an "Editorial". We have also taken up issues, questions and recommendations found in the 1983 Report with the intention of establishing an on-going dialogue. We strongly recommend the 1983 ARG Report as informative and comprehensive reading.

This Report has several purposes. It can be used as an educational resource as well as being "an event within the structure of a continuing evaluation of the Ascolta Radio Project" (1983 Report).

We intend that this Report will provoke reflection by participants of the Ascolta Radio Project on its progress, changes, difficulties and possible future directions.

The 1984 Report contains sections on the equipment, the Management Committee, the Project Officer, 'Young Women in Radio', Program details and responses to interview questions. The report is available from the Ascolta Radio Group, Moreland High School, The Avenue, Coburg 3058 or from CONNECT for the cost of postage ($2).

Lynall Hall Community School Group, Contact: Jane Landman, Luigi Acquisto, 178 Victoria Street, Brunswick 3056 Phone: (03) 380.9837

YOUR COMMENTS

Hooray! I'm finally going to be in CONNECT via a letter.

Please find enclosed a document handed to me at one of the student conferences we seem to meet every month/week/day. The "Epping Declaration" is the best statement I've seen in a long time about what "student rights" in education means. It deserves the widest publicity - is there anything better than CONNECT?

Lesley Podesta, South Central Metropolitan Region

We are very keen that all students become aware of the NEXT WAVE Victorian Youth Arts Festival, and hopefully many will choose to participate either by proposing their own projects or joining in large festival events such as the opening Umbrella Extravaganza and Gum-Boot Boogie.

Helen Sharp, Project Officer, NEXT WAVE Festival

On Wednesday 10th April to Sunday 14th April, students mainly from Western Region High Schools (but also a number from other regions) will be meeting for their Regional Association of Student Governments (RASG) camp. The camp will take place at Lake Burrendong Sports and Recreation Camp near Wellington, NSW.

This is the sixth camp since RASG was started in 1981 and the key element this year is the proposal to form a State Association of Student Councils.

In this Year of Youth, the RASG Camp represents a way of actively allowing young people to participate and develop the themes of IYY in their respective schools. IYY needs our support, so help us make 'IYY Fly in 85'.

Peter Sheargold, West Wyalong High School (NSW)

FRIENDS OF Y.P.

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

PATRON SUBSCRIBERS ($20 pa):

Mrs B Gibson (Albert Park, Vic)
Ann Mercer (Newport, Vic)
Les Mayes (Churchill, Vic)
Clanmow P/L (Hawthorn, Vic)
John Firth (West Melbourne, Vic)
Andrew Ius (Williamstown, Vic)
Marion Norbury (West Melbourne, Vic)
THE STUDENT COUNCIL CAMP

The camp took place over the weekend and Monday, which was the 27-29 October 1984. The camp was attended by students from Brunswick East High School and Sydney Road Community School, ranging from year 7 to year 11. The teachers in charge were Gil Freeman, his wife Meredith Freeman and Lyn Harding. The camp site was at Lake Eppalock.

The aim of the camp was to get two school councils from different schools to come together and go away on camp where they could learn about each others' councils and exchange ideas on ways to improve both schools.

The camp consisted of three meetings adding up to six hours of meeting time. All three were on Sunday. There was one on Sunday morning which was a group discussion about each others' school and their differences. The one on Sunday afternoon was a continuation of the morning's meeting and the third meeting was on Sunday night where the two schools were broken up into five groups to talk about particular issues. Apart from the meetings, there were various other enjoyable activities that went on.

To conclude, the camp was an educational and fun success in which we achieved many things.

Antoinette Daou, Brunswick East High School, 232 Albert Street, Brunswick 3056

THE EPPALOCK DECLARATION

We the students attending the Student Council camp discussed a number of important educational issues. We have drawn up this statement of our conclusions for the consideration of teachers, the School Council and the Curriculum Committee. There are five sections:

1. Taking the participation of students in meetings seriously;
2. Changing rules we think are not sensible;
3. The rights of girls, particularly the right to have their own space around the school;
4. Improving subjects by ensuring greater participation of students in deciding on subjects and subject work;
5. Some general conclusions.

1. TAKING THE PARTICIPATION OF STUDENTS IN MEETINGS SERIOUSLY

* In a meeting, students should be given time to report about the student points of view and they must do their own reporting - no-one else must do it.
* Student reports should not be at the end of a long and boring agenda.
* Students need to understand the language of the meeting and not be put down or patronised.
* Students need to understand the background of motions, suggestions or teacher talk.

As a suggestion, we believe that there should be a translator who can interpret difficulties during the meeting.

As another suggestion, because meetings can be long and complicated, there should be a 'tea and bickie' break in the middle. During this time students can find out more about the meetings.
* Students should not be tokens in the meeting or given jobs just so people can say there is student involvement.
* All members of the meeting should have a booklet of rules about the meeting.

2. CHANGING RULES WE THINK ARE NOT SENSIBLE

* Students should have rights to be partners in making up rules.
* Students will attempt to give good reasons for changing rules that are not sensible.
* Students will be willing to negotiate and compromise on such rules.

We looked at two rules and tried to work out how these things would apply:
Example: Uniform for all years 7 to 10

Reasons for changing rules on uniform: Students need to preserve personal identity. Students have a right to individual choice on clothing.

Willingness to negotiate and compromise: Students in years 7, 8 and 9 only should have to wear uniforms; or The uniform should be available and optional.

Another example: Wearing thongs

Reasons for changing rules on thongs: Thongs provide comfort. Thongs are good for the feet. Students have a right to individual preference in clothing.

Willingness to negotiate and compromise: Where there is an issue of safety and hygiene and protection of feet, thongs should not be worn eg in Woodwork, Home Economics, PE etc.

3. THE RIGHTS OF GIRLS – PARTICULARLY THE RIGHT TO HAVE THEIR OWN SPACE AROUND THE SCHOOL

* Most girls don't want to participate in activities that boys are interested in (eg soccer, cricket, rap-dancing etc).

* Girls and boys should be on a rotation basis in regards to the gymnasium (eg Monday, Wednesday: girls only).

* Because boys dominate games, we need more teacher support and supervision in activities where boys and girls play sport together (eg as the volleyball is working on Wednesday after school).

* Girls want a place where they can be away from everyone and socialise without boys interruptions. The toilet is the only place at BEHS for this. As a suggestion, half of the girls changing room can be blocked off and opened up to the toilet - that can be a common room during lunch times and recess.

4. IMPROVING SUBJECTS BY ENSURING GREATER PARTICIPATION OF STUDENTS IN DECIDING ON SUBJECTS AND SUBJECT WORK

* Students should have at least as much say as parents in what subjects the school offers.

* Choosing a subject doesn't mean anything if teachers have to recommend you to do it in the first place anyway. Students should at least be given a trial. If students really want to do a subject, they will probably work well in that subject.

* Students should also be able to give a subject a trial. If they don't like the subject, then the subject should be changed in the following ways:
  - Teachers should give you work that you can understand and can do;
  - Teachers should appreciate and value the work students do and not be critical of every little thing they do wrong.

If these changes are not possible, then the students should be allowed to change subjects.
5. SOME GENERAL CONCLUSIONS

* SUR as it is now is not working. It could become a time for discussion or journal and diary-writing.

* Students are now members of CUCOM and should be encouraged to come to all meetings.

* Students are involved in schooling in a different and deeper way than their parents. So parents should not be able to exercise more influence over curriculum changes (e.g., voting against the planning of STC) or new rules (e.g., voting for uniforms) than students.

Students do not like the way their wishes can be ignored in these situations.

FOR STUDENTS ON SCHOOL COUNCIL

The following statement was prepared by Craig Kyte, a student School Council member from Bendigo High School. It is part of a longer list written by Craig as a 'handbook' for students on School Councils:

A. SCHOOL COUNCIL REPRESENTATIVES:

1. Should be encouraged to join, and informed about the Council prior to the elections so they know what they are getting into.
2. Student forums should be held a few days prior to the Council meetings using the agenda to the coming meeting.
3. Students on Council should have access to school resources, typing paper, and photocopied for communication purposes.
4. Money should be set aside for transport costs and for the education costs of the students for their job.
5. You are outnumbered by others but keep on trying.
6. Lack of support from students to their representatives.
7. Suggestions for improving student effectiveness:
   7.1 Ask previous students what was wrong and why they left;
   7.2 Communication via a newsletter, PA system, or assemblies;
   7.3 Students should be responsible for discipline;
   7.4 Delegation;
   7.5 'If any initiative is taken in a way that perpetuates activities done to students, then it changes nothing. Rather it must support approaches done with students.'
   7.6 Access to information at school.
   7.7 Ask students to take on a job, research it and report back.
8. Skills acquired by being on School Councils are: management, meeting procedures, diplomacy/negotiation and public speaking skills.
9. Be wary of people telling you that something is against Department Regulations - often used to confuse you via red tape.

B. REQUIRED CHARACTERISTICS:

Organised, motivated, determined, controlled, confident, responsible, human, loyal to peers, able to communicate, involved, possesses courage, truthful, enthusiastic.

C. ORGANISATION:

1. Time efficiency.
2. List items of interest for meetings.
3. Plan each item: how, why, when, cost.
4. Be brief, simple and knowledgeable.
5. Notes of meetings must be compiled and analysed before the following meeting.
6. Notes should be arranged under three categories: Meetings; Memorandums and Acts; and Other.

6.1 Meetings should be arranged uniformly: Minutes, Agenda, Financial Report, Other Reports and Other.
G. MEETING PROCEDURE: ORDER OF BUSINESS:

1. Agenda.
2. Present.
3. Apologies.
4. Minutes.
5. Correspondence:
   5.1 Outwards
   5.2 Inwards
6. Reports:
   6.1 Education
   6.2 Finance
   6.3 Parents and Citizens
   6.4 Principal
   6.5 Resources
   6.6 Students
   6.7 Receipt of reports

8. Next meeting.
9. It is important that in a meeting there is consensus in voting.

H. PROBLEMS AND SOLUTIONS:

1. 1.1 Students not really listened to and opinions are not requested.
    1.2 Speak up! Demand to be heard.
    Lobby other people.
    Ask for agenda early.
    Present suggestions in student reports.

2. 2.1 Students have difficulties in understanding some mature language and abbreviations.
    2.2 Ask them to translate.
    Ask again if still not heard.

3. 3.1 Meetings move too quickly.
    3.2 Learn meeting procedure.
    Ask them to slow down and explain.

4. 4.1 Difficulty in putting forward ideas and views.
    4.2 Use established procedures.

5. 5.1 Difficulty in reporting back to students.
    5.2 Establish specific channels for such things.

6. 6.1 Students feel that they are given but a token representation.
    6.2 Make yourself heard.

7. 7.1 Difficulty in understanding finances.
    7.2 Ask the treasurer to explain.

8. 8.1 Student committees do not have the full support of staff.

9. 9.1 Students are unaware of decisions made by committees.
    9.2 All committee reports be sent to the student representative body.

10. 10.1 Requests and motions are not fulfilled.
    10.2 Ask for information on the particular subject to be tabled.

11. 11.1 Students are not informed of meetings.
    11.2 Always ask for meeting dates, times and locations far in advance.

12. 12.1 Students' work is not recognised by the school with reference to marks.

13. 13.1 Students are not counselled before attending their first meeting.
    13.2 Ask immediately for all information about your job - this statement for example.

14. 14.1 Time of meetings is inappropriate, during school times.
    14.2 Make your commitments known and request a change of time.

15. 15.1 Names of other School Council members.
    15.2 Ask for a list of names, addresses, status and occupations prior to the first meeting.

16. 16.1 Time sharing of commitments to subcommittees.
    16.2 Share the load of meetings between the other student representatives.

17. 17.1 Time for School Council meetings comes from homework time.
    17.2 Teachers should not give homework on Council nights or nights should be changed during exams.
18. 18.1 Missing classes due to School Council commitments.
19. 19.1 Are you mature enough?
18. 18.2 Staff should support the student and help where possible.
19. 19.2 The responsibilities placed on you will hasten the maturity process and you will become more mature and learn how to cope with it.

I. MEMBERSHIP:
1. A minimum of 1/3 parents.
2. A maximum of 1/3 teachers.
3. One Principal.
4. Two or more students.
5. A maximum of 1/5 co-opted (community).
The numbers of each must be decided via consensus.

J. DUTIES:
1. Policy making.
2. Rule making.
3. Curriculum.
4. Finances.
5. Staffing.

K. PUNISHMENT, RULES AND RIGHTS:
1. Teachers are instructed to avoid all degrading punishment or any punishment that is likely to harm the student bodily or mentally.
2. Teachers are forbidden to use any form of corporal punishment:
   2.1 Deliberately striking a student with an instrument or causing a student to be struck by an instrument.
   2.2 Deliberately causing a student unreasonable physical discomfort or pain.
   2.3 Deliberately striking or molesting a student with a part of the body on a part of the body of the student.
   2.4 Deliberately throwing any object or missile at a student.
3. It does not include acts necessary to restrain students from harming themselves or others.
4. On the disclosure of this to the Director-General, action will be taken.
5. Detentions are allowable. Five minutes during recess, fifteen minutes during lunch or half an hour after school.
6. Suspensions and inquiries into suspensions: possible acts for suspension:
   6.1 Harassing a teacher in every class.
   6.2 Acting in a dangerous manner towards a teacher, student or staff.
   6.3 Refusing to do something that a teacher feels is a reasonable request.
   6.4 Being in a condition that is offensive or dangerous to the health of other students, teachers or staff.
   6.5 Being guilty of grossly improper or disgraceful conduct.
7. The Principal is required to inform the Regional Director, School Council and parents or guardians of the student, along with a copy of the instructions given by the Education Department.
   7.1 The student may not be sent home until after the completion of the school day.
   7.2 The school still has the responsibility of educating the student.
   7.3 The parents are given legal responsibility for the school hours.
   7.4 The student is not allowed in the school grounds under any circumstances.
8. The Regional Director must investigate the reason and cause of the suspension, the special support required or as to whether a transfer is required.
9. Seven days before an inquiry and within seven days of your suspension, your parents are required to be informed as to:
9.1 The time and place of the inquiry, the names and positions of the people involved.
9.2 A written explanation of the events before, during and after the inquiry and a statement as to the rights of parents and other people who will be involved. Students' rights are not mentioned.
9.3 Make sure that any information relevant to the inquiry is made available to the parents of the student.

10. Suspension and refusal to enrol you in a state school is impossible for reasons related to disability or lack of access to support services.
11. Suspension is not possible on the grounds of religious or political beliefs of the student or parents.

Craig Kyte, Bendigo High School

"Murals, murals, on the walls, why are students in overalls?"

Students of West Wyalong High School have just completed two separate mural projects which are guaranteed to brighten their lives and astound visitors accustomed to a sober, sparse school environment.

One is the final mural of three which now adorn the back walls of the school's mathematics classrooms. Like the previous two (also completed by students), this one depicts in fine detail one of the mathematical conundrums of the legendary M.C. Escher - a seated man contemplating a geometric cube which seems to have no front and no back but is in fact still recognisable as a cube.

The other mural addition to the school cannot be missed. It's out in the open.

Inspired by a Student Government Camp held at the beginning of term 3 1984, Student Council representatives attending decided it was time to put a little colour into the school.

What they got was not a little bit but a lot - of striking images, shining colours and significant student involvement.

(Charles Kingston has sent us the following photograph of part of one of the six walls decorated. That part is right under the Student Government office and related rooms and includes the logos for Youth Forum, RASH, WWHS Student Government, drawings showing a student pressing the words 'student strength' together next to an animalistic figure with a human head saying "I get so frustrated!", a gavel and minutes book with maps of Australia and the USA and an arrow directing the viewer to the RASH-NASC connection.)

The 1985 vice-captain Maree Shepherd and year 7 representative Robyn Mind first obtained the approval of the Student Council and the school Principal. Together with the entire year 11 Leadership Class, they then wrote a submission to PEP under the Student Initiatives Grant Scheme.

Their request for the maximum allowable $500 was approved in November. The money would pay for paint, brushes and photographic materials to record the project.

The labour was to come from some 50 students from years 7, 8, 9 and 11.

The students next used the techniques of brainstorming and prioritising their ideas to set their plan in motion. Their ideas became the basis for the content of each panel within the main quadrangle of the school and for the colour scheme.

from the West Wyalong Advocate, 21/12/84
GETTING STARTED AND KEEPING GOING

Following the success of "Girls Speak Up" day in the Western Metropolitan Region (1984), a day is being held for women and girls about School Councils. It is called: "Getting Started and Keeping Going".

If you are a student, a teacher or a parent and you're interested in School Councils or are on a School Council, you are invited to this day for women and girls. It will be held at the West Education Centre, 34 Kingsville St, West Footscray 3012 on Saturday May 4 from 11 am to 4 pm.

The day will consist of discussions, workshops, speakers and information sessions. Lunch is provided but costs $2 for non-wage earners, $4 for wage earners. Limited child-care is available. For more information, contact:

Diane Tabone, School Council Liaison Officer, WMW Regional Office, Metro House, 12 Pascoe Vale Road, Moonee Ponds 3039 Ph (03) 377.8222 or Pamela Ward (03) 314.1177.

NEXT WAVE

Victoria's first major festival of young people and the arts, NEXT WAVE, is preparing to break over Melbourne in August this year.

The festival is building up to create quite a splash in Melbourne from August 16 to 31 and is seeking proposals from professional arts organisations and young people for inclusion in the festival program.

The festival's Executive Director, Andrew Bleby, said the festival was looking for quality, innovative productions, projects and ideas in all artforms. "Theatre, music, cabaret, dance and media will all play a part," he said, "as long as they are by, with, for or about young people." The festival will cater for all ages, but will concentrate on those aged 12 to 25. Professional artists, young people and collaboration between young people and more experienced artists will all feature in the festival program.

NEXT WAVE will occur throughout the inner city area in venues ranging from Fitzroy to St Kilda, with concentrated activity in the Victorian Arts Centre, St Martins Youth Arts Centre, the Universal Theatre and many other selected venues. There will be performances and other events by young people all over the city, and special events including a gigantic Umbrella Extravaganza parade from the City Square featuring hundreds of gumboot dancers, choreographed umbrellas and home-made rainwear.

Schools and youth groups are being invited to take part in this huge celebration for the opening of the festival. Designers, choreographers and musicians will be available to conduct workshops in schools aimed at creating a spectacle of music, colour and movement in Melbourne's City Square on Friday August 16th.

In defiance of Melbourne's notorious winter weather, the rain-or-shine opening event will feature hundreds of umbrella and innovative rain outfits designed by young people in a course of workshops with young professional fashion designers.

Three months of preparation with schools and youth groups will also lead to the creation of a huge percussion band, leading the event with an irresistible Brazilian beat.

Beginning with small events scattered across the City Square, another team of 100 young dancers, movers and acrobats will come together in a vibrant lunch-time performance all over the square and on a specifically contructed stage.

Any individuals or groups, such as schools working in the art, craft, design, music or dance areas are invited to participate in these workshops in preparation for the Umbrella Extravaganza and Gum-boot Boogie.
NEXT WAVE doesn't only occur in Melbourne. Groups of interested people in regional centres and outer suburban areas are invited to set up their own NEXT WAVE festivals with assistance from the central festival organisation. Up to ten regional NEXT WAVE festivals will wash over the state between June and October, featuring local artists and events, touring performances and the creative talents of local school students.

For further information, contact: Andrew Bleby, Executive Director, NEXT WAVE Festival, GPO Box 1073J, Melbourne 3001. Phone: (03) 61.2632

REPORTS:

Several reports of projects or seminars that relate to youth participation have been produced late in 1984 or through the start of 1985. Elsewhere in this issue we have referred to the Ascolta Radio Group's Report and to the report of the "Girls Speak Up" Forum Day. In addition, we have received copies of the following:

YOUTH ACTION PROJECT

Previous issues of CONNECT have highlighted the Youth Action Project (YAP) operating in three Melbourne schools. (Particularly note issue 26, April/May 1984 which was almost totally devoted to the YAP Conference of November 1983.) The Victorian Institute of Secondary Education (VISE) has now produced a report of this curriculum initiative: "The Youth Action Project: A report of the implementation of a curriculum initiatives project in three Victorian schools", VISE, August 1984. The following extract is taken from the Preamble to that report:

The Youth Action Project is a collaborative curriculum initiative involving the Victorian Institute of Secondary Education and three Victorian schools. The project set out to establish that school reform can best occur from a sound theoretical curriculum base. It is not therefore about a prescriptive model but rather an integrated set of principles which together embrace a vision of what a good school may look like. It is that vision that has been taken up by the teachers, students and parents in the three schools. They have translated that vision in quite different ways into a practice which illuminates the effectiveness of the curriculum framework....

This report of the implementation of an interdependent curriculum framework, the Youth Action Project, is presented in three parts. The first part of the report considers the project in perspective. Chapter 1 examines the literature that informed the specification of the curriculum principles and establishes the inter-relatedness of the framework. Chapter 2 locates the Youth Action Project within the educational agencies responsible for schools and curriculum.... Finally the chapter outlines the establishment of the project in three schools and the strategies used for the evaluation of the implementation of the curriculum framework.

The second part of the report considers the three school programs that evolved. This is the most substantial part of the report and represents the collation and interpretation of data collected over twelve months (1983), from the schools and their communities. It has been presented in three chapters each describing the manner in which a school implemented the curriculum framework, and the relationship between the curriculum principles and the educational outcomes as perceived by students, parents, teachers and administrators.

The final part of the report provides an overview of the project across the three schools. It considers data collected from the administration of questionnaires alongside the range of data collected from each school and discusses the significant issues that are raised in terms of the broad goals the curriculum framework supported.

The report clearly endorses the implementation of the curriculum framework as producing positive outcomes from the perspective of the schools, the teachers, the students, the parents and the administrators....

The Youth Action Project staff at the three schools have taken a vision of what a good school might look like, critically considered it and translated it into three distinct and valuable educational programs. They deserve to be singled out. It is to be hoped that they can be given the time and space necessary to share their valuable experience with their peers.


Available from VISE, 582 St Kilda Rd., Melbourne 3004. Phone (03) 51.9921

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PARTICIPATIVE PLANNING

"For unemployed youth (the) planning process is crucial. Unemployment denies them responsibilities and opportunities to participate in most aspects of our society. It prevents them from experiencing everyday situations which help them develop as independent adults. It is important therefore that courses involve students in responsibility and decision making to enable them to take greater charge of themselves and their lives." (p.4)

This paper, developed by Christine Hogan of the TAFE PEP Resources Unit in WA, aims: "to examine the technique known as The Participative Planning Process (The Search Conference) and to discuss:
* what that process is - its philosophy and development;
* why the process is being used in TAFE;
* how to conduct a participative planning workshop;
* the role of the facilitator." (p.1)

The booklet is simply and directly written and contains much useful practical material including sample discussion sheets in the appendices.

An associated pamphlet "Content, Process and Metaprocess" looks at student participation in the choice of process of learning. Again, examples are given of discussion sheets that will be useful on this.

Both documents are available from:
Direct Step, TAFE PEP Resources Unit,
3 Alvan St., Mt Lawley WA 6050.

A WAY IN

The TEAC (Transition Education) Project at Collingwood Technical School involved a Project Officer working with a group of year 10 and 11 students. The Project aimed (among other things) to "create a viable means for involving the student body in devolution of decision making" and also in building bridges between the school curriculum and community needs.

The Project Officer has published an end-of-Project evaluation report which has been reprinted by the Participation and Equity Program (PEP) in Victoria. The report covers project design, the submission, perspectives from the project committee, students and teachers as well as from the Project Officer. There are substantial examples in the appendices of useful documents, questionnaires and so on.

A Way In: The TEAC Program at Collingwood Technical School, Ms Joe Manton, TEAC Project Officer.

Available from PEP, 416 King Street, West Melbourne 3003. Ph (03) 329,5677
COMMUNITY PROJECTS PROGRAM: ST ALBANS TECHNICAL SCHOOL

CONNECT has featured several articles and interviews about the Community Projects Program at St Albans Technical School (Vic). Unfortunately, an early document in the description of the Program has been out of print for some time. However, the Participation and Equity Program in Victoria has now reprinted the Transition Education Case Study report by Lynton Brown on that Program.

The report contains a description of the range of community placements used by the school, an indication of the development of the Program (and the school context that made it possible) and perspectives on and from project workers and students.

St Albans Technical School: Community Projects Program, Lynton Brown (Case Study Number 2). Available: PEP.

MATERIAL AVAILABLE

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<td>&quot;Fourth Stream' Youth in Australia&quot; (The Educationally Disadvantaged in the 15-19 Age Group); Inter-Church Trade and Industry Mission; August 1984</td>
<td>34 pp</td>
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<td>208</td>
<td>&quot;Barriers Between the Producers of Skills and the Users&quot; (Draft); Inter-Church Trade and Industry Mission; Dec. 1984</td>
<td>27 pp</td>
<td>$2.70</td>
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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: (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS

Collections (English B, Eltham HS, Vic) November 1984
Mercury (Eltham High School, Vic) 1984
Focus (Albert Park HS, Vic) March-April 1985

OVERSEAS STUDENT PUBLICATIONS

Foxfire (Rabun Gap, Georgia 30568 USA) Vol 18 No 3 Fall, 1984

Other Sources

Youth Affairs in Australia (YACA) No 16 February 1985
YACA Briefs (YACA) No 11 February 1985
A Way In (Collingwood TS, Vic) TEAC Project Report, 1984; Ms Joe Manton
Other Ways (AERG, Vic) No 21 February 1984
Update NIE (Newspapers in Education, USA) Vol 11 No 3 March 1985
The Youth Action Project (VISE, Vic) Report, August 1984
The Ascolta Radio Group Report 1984 (ARG, Brunswick, Vic)
Listening Post (2SER-FM, Sydney, NSW) March 1985
Network News (Surry Hills, NSW) February, March 1985
Fringe Bugle (Fringe Network, Vic) No 30
Work in Progress (Fringe Network, Vic) No 31 March 1985
"The Big Switch"; A Year 10 Video Project (Albert Park HS, Vic) 1983 Report.
Participative Planning (TAFE, WA)
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* Lynall Hall Community School 1982 Yearbook ($1.50) ............... $........
* Riff Raff Soundtrack Album (LP) ($8 but need to collect) ........ $........
* The Fitz-Coll Directory ($1.50) - Fitzroy HS students ........ $........

PHOTOCOPIES: Copies of the following articles:

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TAPES: Various tapes - Art Pearl (6 tapes); SRC Day ($4 each/$2 + tape) $........

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