Organising the Student Council

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& Incorporating the PASTA Newsletter #41

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This Issue:

At the start of each school year, Connect focuses again on the formal representation of students in schools through Student Councils and similar groups (SRCs, JSCs etc).

We’ve noted in previous years that practices in such Student Councils often fall short of the exciting possibilities for students as true partners within school decision-making. Traditional Student Councils engage a limited and often select group of students; they become trapped in relatively trivial and marginal issues; they struggle for support from other students. Last year, we set out some challenges and strategies around new structures, new ideas, new ways to participate.

In this issue, some of these concerns and ideas continue to resonate in the moves described towards Student Action Teams (involving larger numbers of students) and in inquiries about better ways for student voice and action. Even within relatively traditional structures, there continues to be questioning and challenge about better ways to operate.

In parallel with this, I noticed that in England there’s been a campaign of students (in primary and secondary schools) around the standard of school toilets (the ‘Bog Standard’ Campaign - see School Councils UK for more details). Who knows better than students about these issues of health and service provision? Who is better placed to mount a campaign to ensure that students have the right to expect good facilities? What is the situation here? Is this something of concern to SRCs and JSCs?

One of Connect’s plans is to collect together a range of articles from recent years and publish these in a more enduring book format. This would include the ‘Challenges’ from issue 145-146 of 2004, but also articles such as that on Student Council structures from issue 133-134 in 2002, and some of the JSC/SRC training ideas that have been published over the last 10 to 15 years. It would contain case studies as well as practical information and worksheets. Would this be useful to you? (I can’t give you a definitive answer about costs or availability yet, but would like to have it available for under $20 - and as soon as possible. I’ll let you know as it develops.)

In the meantime, Connect needs as many examples as possible about what is working ... and what is not. Nikiti Gemmill asks in this issue for your support and advice too, as she researches approaches around effective participation for her school - and promises to share these.

Connect launches into its second quarter century: dedicated to documenting, ready for reflections and supporting you to share what you do. I hope you’re ready to make a difference too!

Roger Holdsworth

NEXT ISSUE: #152: April 2005
Deadline for material: end of March, 2005
Planning the Year: Developing An SRC Calendar

Many Student Councils limit their effectiveness by not planning ahead - planning action for the year in advance. Ideally one of the first meetings of the SRC should prepare such a calendar of events and activities. This needs to take place as soon as humanly possible - all the teachers in the school will be frantically trying to book dates on the school calendar for excursions, guest speakers, professional development and lots more. And some of this even began last year.

If you - the SRC - are not competing for some of the good dates now, you'll likely miss out on all of them. Make an SRC calendar your priority at the beginning of the year.

Begin by discussing your goals for the year - what do you want to achieve? Then list all the ideas and events you want to include in your year. There are many events that are traditional for the SRC, so start by listing these: Casual Clothes Days, Carnival Day, Assisting the School Production, Curriculum Committee meetings. And so on.

Do you wish to continue them? It is important that the SRC spend its talents on events for the right reasons. Just because the SRC has always done these events in the past is no reason to continue them.

What else do you want to do this year? Many of the members of the SRC will have a particular reason for joining the SRC, so ensure that these ideas are all heard. Get as many ideas as you can. Remember that you are representatives above all. What does the rest of the student body wish you to organise for them?

It might be helpful to list activities and dates in order of priority from the SRC's point of view. You will not be able to complete all the events you have listed, so there needs to be a way to start whittling the list down.

You should include:

- Other major events the school is holding. At least be aware of what else is happening on any given day in the school. There's no point holding a carnival day when two year levels are away on an excursion.
- SRC meetings.
- SRC members' birthdays - it's just a nice thing to do.

You don't need to include everything about every ongoing development project you are working on, such as refurbishing the bike shed, or the work of the publicity committee. These are great and dates for meetings and launches can be added to the calendar, but they have little of a bearing on the SRC organisational events you are planning, as they can be worked on simultaneously.

David Mould

Sample SRC Calendar:

This is a calendar that any SRC can create and achieve with a little hard work and dedication. A really enthusiastic and efficient SRC should be able to add much more to this. Remember to balance this calendar with your personal and school lives so that you do not wear yourselves too thin at any given point.

**Term One:**
- Week One: First SRC meeting
- Week Two: Year Seven SRC Elections
- Week Three: Swimming Carnival
- Week Four: Casual Clothes Day
- Week Five: SRC Training Day
- Week Six: Send your SRC Teacher Adviser to a Professional Development Seminar
- Week Seven: SRC Hosted Brainstorm Luncheon
- Week Eight: SRC Activities and Discussions Week
- Week Nine:
- Week Ten:

**Term Two:**
- Week One: First SRC meeting
- Week Two: SRC Sponsored Guest Speaker
- Week Three: SRC Multicultural Day
- Week Four: SRC Hosted Comedy Debate
- Week Six: Regional SRC Conference
- Week Seven: SRC run open forum for all students
- Week Eight:
- Week Nine:
- Week Ten:

**Term Three:**
- Week One: State-wide SRC Conference
- Week Two: SRC Sponsored Guest Speaker
- Week Three: Sports Carnival
- Week Four: Casual Clothes Day (Theme Dress)
- Week Six: Fundraiser for a charity
- Week Seven:
- Week Eight:
- Week Nine:
- Week Ten:

**Term Four:**
- Week One: Casual Clothes Day
- Week Two: State-wide SRC Ideas Expo
- Week Three: Finish SRC Elections
- Week Four:
- Week Five:
- Week Six:
- Week Seven:
- Week Eight:
- Week Nine:
- Week Ten:

This information has been adapted from the Second Strike SRC Resource Kit Organising Events. To find out more about this and other resource kits, contact Second Strike on: 03 9655 8900 or info@second-strike.com

February 2005
Magill Junior Primary (in Adelaide, SA) has a strong history of active student participation in its R-2 school. We recently published the first issue of our newspaper, the Magill J.P. Messenger, which reports on a new model of participation that has been trialed in 2004, with all children and staff involved. This model is based around Student Action Teams.

Here are some children's descriptions of some of the Teams:

**Action Teams**

At Magill Junior Primary School, every child belongs to a Student Action Team. The groups meet each Monday and have a special focus or task. Some groups plan special events. Others talk about being healthy and fit. Others solve problems at school.

There are seven groups which are called buddy groups.

The Action Teams are important to our school.

*Thomas Nunn*

**Helpful Peer Mediators**

The peer mediators are here to help you solve problems. The peer mediators have been working with Mrs Cooper. They have been talking about telling the Year 1s about being a peer mediator and how the peer mediators are chosen. Peer mediators also plan the 'Focus of the Fortnight'.

*Anthony Markey*

Peer mediators are here to help you. If you have a problem, go to them. They will tell you to get the other person and bring them to the peer mediators so they can talk to them. The peer mediators help us all.

*Niel Renna*

**Who Wants to Hear About AFL?**

The AFL (Active for Life) group have been busy all year. This term, we have learnt about PE activities. One of the special activities was a Jump Rope display and the Jump Rope team showing us how to skip and how to tie the ropes. I like to be in AFL because I like skipping.

*David Huynh*

Casey has been a member of the successful Magill Junior Primary Jump Rope team in 2004. The team is the youngest in the state and is regularly invited to schools to give skipping demonstrations and talk about being fit and healthy.

*Jordan Leovic*

I think Jump Rope is good because it keeps you healthy. Skipping gives you strong bones and your heart beats strongly. Jump Rope is good for your lungs.

*Evea Noble*

**Choir**

The Choir Action Team does performances at assemblies. Every Friday, the choir practices in the Music Room. One of the songs we sing is "I am boy, I am girl, We are children of the world". It is fun to be in the choir because it is fun to sing.

*Lara Seymour*

At choir you have to sing at the start. Everyone has been working hard. When you sing you sit in a circle and sing your name.

Next we listen to songs and we sing together. It is really cool and sounds very good. At choir I have met new people. I think we should have many more people in the Choir Action Team. It is great fun and I like it!

*Mariam Mehn*

**Buddy Groups**

I am in Yellow 3 buddy group. We read a book about Franklin. At buddy group I have met new people. I felt happy.

*Daniel Hvasanov*
Busy People in the Library

The library monitors have been working hard but it is still fun. I know because I am a library monitor. We plan and move the tables and sort out books. Other library monitors from Yellow 2 are Tim, Mitchell and Third.

Other classes have library monitors too. I feel great being a library monitor because I like books.

Lilly Hay

The library monitors have been very busy. They have been stamping books, moving shelves, moving books onto the new shelves and moving crates of books.

I feel grateful to be a library monitor because I like helping and learning more about the library.

Mitchell Fehlandt

The library monitors have been doing difficult things like stacking books, moving shelves and doing work on the computer.

They move tables, put the books in the right shelves and make posters. They have to check the numbers and letters to put the books on the right shelves. If they are not on the right shelves, they have to move them. They stamp new books.

I think the library monitors are important because they do important jobs.

Logan White

Environment Team

The environment team does lots of cleaning up. Each day they find lots of rubbish. They do some gardening and they make posters. They like it in the environment team. They do lots of sweeping and picking up rubbish. They like making posters.

Callum Horan

The environment team does lots of cleaning up. Each time they meet they find lots of rubbish. They also do some gardening. They make posters pick up rubbish and sweep the paths and steps. They make posters to remind people about putting their litter in the bin and about special events like Environment Day. Lawrence said he liked making posters.

Lawrence (interviewed by Callum Horan)

Student Council

Every Wednesday, the Student Council meets and talks about different things that are happening around the school. Each person on the Student Council has been voted in by the members of their Action Team or Buddy Group.

Student Council is like a class meeting. We think about new ideas for the school. It is interesting being on Student Council because we can tell the class about new things in the school.

Grace Anderson

Magill J.P. Messenger

Action Teams

At Magill Junior Primary School every child belongs to a Student Action Team. The groups meet each Monday and have a special task or task.

Some groups plan a special week. Others talk about being healthy and H.O.T. are solve problems at school.

There are seven groups which are called buddy groups.

The Action Teams are important in our school.

By Thomas Mann

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Grace Anderson

School Image

The School Image Action Team has planned several casual days during the year and also organised Children's Week. During Children's Week, we had a casual day and raised money for children in an orphanage in Cambodia. We work very hard for the school. I am glad that I have been part of the School Image Action Team.

Benjamin Krieg

For more information, contact:

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Adelaide Street, Magill 5072 SA
03 8331 8675

February 2005
Junior School Councils: An Investigation

My experiences with Junior School Councils started when I, myself, was in primary school. I was elected as a member of the council twice, with my second time being further elected as President. Over the years my interest in student councils hasn’t faded and I have been able to extend my experiences within councils by being a representative, experiencing other leadership roles and also working with teachers at various leadership conferences.

In 2004, I was able to visit five Melbourne primary schools and interview some students and teachers about the ways in which students can be part of school decision-making. In most cases this occurred through Junior School Councils (JSCs). First, I wanted to find out:

What forms of student leadership are in Primary Schools?

Schools all have some form of student leadership. From delegating students with monitor tasks, being sports and house captains, to school captains or Junior School Council members, these are all roles that require students to be responsible for themselves and others as student leaders. We may view some of these roles as trivial, tokenistic or convenient, however the students involved often feel a sense of responsibility and pride from what they do.

Leading can be a spontaneous performance. Otto Rank said: “Like living itself, leading people is a performing art that is not attained once, but must be created anew and for ever anew.”

How actively students and teachers get involved with these roles is both up to the individual person but is shaped by the individual school. When it comes to leadership we only get out what we put in, on an individual and school basis. If the leadership roles of young people within a school are purely for tokenistic and self-promoting reasons, are they really leadership roles?

We need to recognise that the whole idea of ‘leadership’ is contentious and can change meaning according to the situation in which it is used. “Leadership. It is a term full of ambiguity and has a range of interpretations. It is a ‘humpy-dumpy’ word that can mean ‘just what we want it to mean’.” (Smith, 2001:4)

Roles and responsibilities of a Junior School Council (JSC)

I wanted to find out how JSCs are organised in schools and what they do. The schools I visited were both government and non-government, and based in Melbourne’s northern and southern suburbs. Many of the schools indicated that their JSC was for students from Years 3 to 6, though some had a broader age range. Student elections were common for nearly all of the schools, and in these cases a nomination process involving a speech and election format was conducted.

Within the JSC, the roles of president and vice president were often taken by the school captains (if the school had them), and other positions of secretary, social service liaison and treasurer were elected within the Council itself.

However, there were other models and, in one school, each classroom teacher nominated two students who they thought would benefit from being in the JSC. The students were of mixed ability, with one being a stronger leader than the other. They said that this was so that the two students would help each other through their term of office. The JSC had no senior figureheads — everyone was equal and shared roles. The JSC term of office was also for half a year and then the whole Council started over again and this allowed more students to participate.

Other schools described aspects of their processes:

- “The student representatives choose their own roles but it is supervised and organised by me as Junior School Council Coordinator.” (Primary School A)
- “It is organised by both students and teachers. The students fundraise and liaise with other students and staff. As a teacher, I’m there to support and help.” (Primary School B)
- “It is driven both by teacher and student. Initially ideas and issues are presented from fellow students, staff, parents or the principal. These ideas are sorted through and either accepted or rejected with reasons given from the students. The ideas are then looked at and people volunteer to work on something that interests them. We set target dates to help with the process of getting the idea done. The responsibility is then upon the students to get what they need to get done within the two weeks before the next meeting. I am therefore the facilitator for the children and there to help.” (Primary School C)
- “Children, parents and teachers suggest ideas. We as a group look at these ideas, get approval if needed and initiate activity together. The approval depends on where the idea came from. If it was from the principal, the approval would be from the students and vice versa.” (Primary School D)

What are the advantages and disadvantages of having student leadership in schools?

Many teachers can easily identify the advantages and disadvantages of having student leadership roles in schools. In relation to Junior School Councils, the responses below point out the advantages and disadvantages that some teachers have found:

Advantages:

- It helps the school operate better: “students contribute and help to make decisions about their school”; “allows for direct and clear communication”; “allowing students to identify priorities”.
- It helps students develop specific skills: “develop leadership skills within students and schools”; “public
speaking/confidence”; “developing listening skills”; “developing decision making skills”; “promotes problem-solving and conflict resolution skills”; “parents see value in child gaining new skills”.

- It helps students develop personal and social attributes: “have students take ownership of projects within school”; “make students aware of roles within a group or committee”; “give children a sense of responsibility”; “role models for other students”; “encourages students to become more approachable”.

- It provides extension activities: “great way to extend and challenge capable students”; “allow children to experience new things”; “further leadership opportunities”; “reference for high school or other leadership programs”.

Disadvantages

Major disadvantages suggested by teachers at these schools were: “Time”; “Disappointment at times when the School Council knocks ideas back”; “Doesn’t include all students”, “Too many leadership roles”; “Meetings in students’ own lunch can put people off applying” and “Secondary schools may not have active leadership positions for Year 7 students”.

A Junior School Council Description:

From this research, this is a generalised picture of what a Junior School Council is:

The Council has representatives from each Year 3 to 6 class. The Representatives have a buddy class in the lower levels. An election process is followed: nomination, speech, then election. There is gender equality (if possible) in selecting representatives. JSC’s have fortnightly meetings (during lunchtime or class time depending on teacher availability). These meetings follow some form of formal meeting procedure. Executive positions are appointed from within the Council (though sometimes a President and/or Vice-President can be automatically be filled by school captains if this applies to the school). Students are encouraged to participate in running Assemblies. The JSC liaises with other staff, the Principal and the Parents Association. It is often a fundraising body for the student to support charities and help improve school grounds, but is mainly the voice of the students for the students.

“Listen to us, and use us as collaborators, not just someone you ask when everything is decided.” (MacBeath & Moos, 2004:13)

Teacher’s role

Many teachers said that their role within a Junior School Council was that of support and guidance rather than of instruction. I’d like to give them the term of ‘facilitator’ as it encompasses what many of these teachers believe they are. They say that to be an effective facilitator for your students you need to:

- Act as a resource for information;
- Help the group to focus on specific goals;
- Strengthen interpersonal, cognitive and intrapersonal skills;
- Allow time to talk and share experiences with others;
- Demonstrate sensitivity and flexibility in responding to the changing needs of students;
- Be an active listener;
- Be a helper ie don’t do everything;
- Allow the students to work through their failures and successes;
- Be a steward of our efforts and ideals;
- Be a stimulator of conversation and dialogue only if and when needed;
- Be a conscience to remind others of the value of their own opinions and those of others;
- Mediate a conversation if needed. (Donaldson & Marnik, 1995)

Do’s and Don’ts of leadership

From these conversations and from reading in this area, I think that some of these points may be helpful for both students and teachers involved with student leadership:

Do:

- Clarify what you mean;
- Establish a focus for leadership/responsibility;
- Don’t wait for others to act: initiate;
- Provide help and support to others;
- Think collaboration;
- Think involvement;
- Practise what you preach.

Don’t:

- Overstate your position;
- Over-rely on mandate – by statute or regulation;
- Wait for money;
- Get ahead of yourself; rather think small: initially ‘a journey of a 1000 miles’;
- Get into ‘turf’ battles with other students/staff/parents;
- Wait for others to initiate things;
- Accept the response “you can’t do that” or “it can’t be done” (as adapted from Angrig, 1979; cited in Kaagan, 1997).

“Declare the goal, set achievable targets for the goal, break the targets into tasks, mark and give feedback on the tasks, revise the targets.” (Smith, 2001)

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References and Further Reading:


INVESTIGATING FRAMEWORKS FOR
STUDENT LEADERSHIP DEVELOPMENT

What are the most important leadership skills that all students need to learn? The recurring concepts my colleagues at Eltham High School (Victoria) suggested were responsibility, initiative, communication, self-confidence, organisation, people management and decision-making.

Van Linden and Fertman (1998, p.17) argue that leaders are “individuals who think for themselves, communicate their thoughts and feelings to others, and help others understand and act on their own beliefs; they influence others in an ethical and socially responsible way”. Looking at leadership in this way - as a set of skills and attitudes that all students can learn - has such positive implications for our society as a whole. Imagine the vigour of our democracy were all citizens to have these skills!

But how do we go about teaching these skills? How do we ensure they are learnt?

Student leadership has been identified as a school charter priority at Eltham High School. A wide variety of opportunities are already offered to students through peer support, Year 12 House leaders, a Working Communities elective and subject-based extra-curricular activities such as sport coaching, debating, performing/visual arts etc. However, the skills learnt through these opportunities need to be coordinated, acknowledged, utilised and promoted. A clear direction and framework need to be established so that skills are progressively developed and acknowledged at all year levels and in all students.

In 2004, the position of Student Leadership Development (SLD) Coordinator and a SLD Committee were created, an audit of student leadership opportunities was undertaken, and staff and students were consulted on how they define ‘student leadership’. Five possible models that provided frameworks for student leadership development were outlined to staff for consultation:

- vertical home groups;
- building SLD into the curriculum and classroom practice;
- formal annual leadership positions across all areas of the school;
- SRC;
- horizontal form groups.

Staff support for the latter two were low, since they had been tried before and were not perceived as having been successful.

It is my task now to investigate potential models. Whilst some investigation can be done through academic research (and Connect has already proved very valuable for this), direct observation of other schools’ practices and discussion with the staff involved

**Characteristics of Leadership**

<table>
<thead>
<tr>
<th>Transactional Leadership</th>
<th>Transformational Leadership</th>
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<tr>
<td>Values the participation and contribution of others</td>
<td>Values problems and solution identification</td>
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<tr>
<td>Takes all viewpoints and advice into account before making a decision</td>
<td>Makes decisions - even if everyone hasn’t been heard - in order to move forward</td>
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<tr>
<td>Considers individuals within their contexts and situations</td>
<td>Uses standards and principles as guides in decision-making</td>
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<tr>
<td>Uses individuals to test their decisions</td>
<td>Develops the self to be a better decision-maker for the group</td>
</tr>
<tr>
<td>Develops the self first to be a better contributor to the group</td>
<td>Gets things done</td>
</tr>
<tr>
<td>Learns from experiences to generalise to ‘real life’</td>
<td>Recognises the importance of the product</td>
</tr>
<tr>
<td>Recognises the importance of the process</td>
<td>Takes charge (personal power)</td>
</tr>
<tr>
<td>Shares leadership (group power)</td>
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</tbody>
</table>

Source: Van Linden and Fertman (1998, p.18/19)
will be vital. Under the Victorian Blueprint for Government Schools, I've gained professional leave for term one to achieve this.

My focus for observation and discussion will be:
- the aims of the program/set of practices;
- how it is implemented and sustained;
- how participating students are acknowledged and their skill development assessed;
- how programs/practices are evaluated.

One possible framework to identify and evaluate methods of teaching leadership to students is Van Linden and Fertman's characteristics of leadership (see the Table opposite). They differentiate between transactional leadership (doing leadership tasks) and transformational leadership (being a leader). They argue that any model of student leadership development should balance these.

I'm hoping this outline of my project will inspire you to contact me if you are aware of schools or individual educators that are developing the leadership skills of their students. Teaching is such an invigorating profession because there are always new things to learn and share. This is an exciting opportunity for me to learn from others and share my results.

Any suggestions or comments will be very welcome. Please contact me via email:

gem@internal.elthamhs.vic.edu.au

Nikki Gemmill
Eltham High School
Student Leadership Development Coordinator

Reference:

Victorian SRC Update

There seems to be a great deal of hype among many youth organisations about providing the 'student voice'. There are a few problems with this.

Firstly, many groups don't seem to realise that students already have a voice: their own. They do not need an 'adult voice' to agree with them in order to legitimise their own voice. Each individual idea or feeling of each individual is legitimate purely by its existence.

Secondly, many organisations seem to take on the belief that the students that they are working with are able to accurately represent the view of all students. This is generally not the case. To be able to accurately say this, each individual must be fully endorsed by the group that he/she is representing. It is then the task of the representative to find out exactly what the views of this group are, and put forward these views instead of his/her own (if they differ). Having true representation means that you get a range of views - as opposed to just the loudest.

It is for these reasons that the VicSRC does not consider itself to be a youth organisation per se. Rather, it is a student run organisation. Everything is decided and organised by the students themselves. This is easily done by changing the often blurry barrier between 'young' and 'adult' to a distinction between those 'in secondary school' and those 'out of secondary school'. Adults (those who are no longer in secondary school) may not tell the group what is best. They may make suggestions and discuss ideas, but have no formal voting rights. The VicSRC also recognises that it cannot be the voice of the students - merely an outlet for discussion and debate with others, in order for the students themselves to express their views and from this make relevant and lasting change.

The VicSRC, thanks to a grant from the Reichstein Foundation, is now in a position to be able to offer even more to its members than it has previously been able to. As of February 2005, every school that is a member of the VicSRC will receive:
- Access to the support and resources of the VicSRC in order to strengthen their own SRC;
- Formation and membership of an SRC cluster in their local area;
- Discount SRC training days from Second Strike;
- VicSRC-run elections to nominate a representative voter from each school;
- Youth Affairs Council of Victoria (YAC Vic) membership;
- YouthLaw membership;
- A subscription to Connect;
- Membership of VISTA (Victorian Institute of SRC Teacher Advisers) for the SRC Teacher/Adviser at that school;
- Discount on professional development seminars and conferences;
- Facilitation training.

While all this may seem a bit daunting, upon registration a VicSRC representative will be made available to come out to your school and discuss how your SRC can make use of and directly benefit from these resources.

To find out more about the VicSRC, contact Teigan Leonard on 0422 225 946.

February 2005
Are you making a difference?

Monday March 21 2005
MAD DAY

Through action and awareness, you can make a difference!

Join other Australian schools to Make a Difference in your school or community for a day.

Contact Adrian for more details
adrian@educationfoundation.org.au

Education Foundation
KIDS CAN DO
4th Floor 252 Collins Street Melbourne Victoria 3000
Phone: (03) 9650 4277 Fax: (03) 9650 5443
Website: www.educationfoundation.org.au

ruMAD? is supported by The Foundation for Young Australians, Myer Foundation, Stegley Foundation, De mnoch Foundation and the Grosvenor Settlement.

When finished with this poster please recycle. Thanks
**MAD Day 2005: Monday March 21**

Kahlil Gibran: "Your children are not your children. They are the sons and daughters of Life's longing for itself."

Roger Lewin: "Too often we give our children answers to remember rather than problems to solve."

Welcome back!

2005 has begun in dramatic, life-changing fashion with the tsunami disaster and the bushfires in South Australia. No doubt these will be issues that will be addressed in the coming school year. One of the spaces the students may be going through is a feeling of powerlessness (just like we have). How can they do something about all of this?

On March 21 we will be coordinating MAD (Make A Difference) Day throughout Australia. It is a one off day where students can learn and take action to make a difference in the world and their local communities.

MAD Day is your way to have the students see they can make a difference. It has them see that they can be leaders of their learning. It empowers students to become changemakers, be creative, resilient, peacemakers and proud partners for the future.

The main theme for 2005 is Reconciliation and Harmony. This is a wonderful opportunity for having the students more intimately related with each other as well as people of all cultures. The MAD Day kit that we can send out to you contains a number of other themes and ideas for values-based projects that will unfold the possibility of students profoundly impacting their world.

Request your MAD Day Kit NOW (it is free) from adrian@educationfoundation.org.au

Please email your name, school and postal address.

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Level 4, 252 Collins St
Melbourne, Victoria

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**SA Professional Practice Workshops**

**Student Engagement in the Middle Years: Authentic Student Voice**

Moving traditional student councils to a new, more authentic level is an important challenge for educators in our schools. Young people have passion, commitment and a will to make a difference. This workshop will introduce the idea of student action teams as a strategy for building authentic student participation and leadership capacity building in the middle years (Years 5 - 9).

This workshop will be of particular interest to middle years co-ordinators, teachers, curriculum leaders and all those involved in building student voice in schools. Teams are especially encouraged to participate.

Cost: $55.00 + GST per person $60.30
Refreshments and workshop notes provided

Registrations due Monday 28 February 2005. Enquiries: 0428 888 900

For registration forms, contact: Council of Education Association of SA (CEASA) c/- 2nd Floor, Education Development Centre, Milner Street, Hindmarsh SA 5007; Fax 84635855
What is ESSA?

ESSA is working to become the representative body for secondary students in England. It aims to support students in expressing their views about education by providing workshops and a network of support with other secondary school students.

The people who make decisions about ESSA’s activities are young people who are, or have recently been, part of the education system. They are given advice and support by adults, but the decisions about ESSA’s aims and activities are taken by students. By joining ESSA you can also have the opportunity to steer its direction. To register your interest in being part of ESSA please e-mail info@studentvoice.co.uk

Why do we need it?

School is the place where young people spend the majority of their time. It is perhaps the most important community, other than home, in which we participate. For many it is a positive experience, but for others it is something to be endured rather than enjoyed. ESSA has a dual role. It will promote the benefits of young people becoming part of the decision-making process that affects their school lives, and it will provide individual students with support for voicing their views and opinions.

Article 12 of the United Nations Convention on the Rights of the Child says that children and young people have the “right to express views freely in all matters affecting them”. This includes views and opinions on schooling. ESSA aims to help students express those views effectively.

Nearly all other European countries have some form of representative body for Secondary Students. The Organising Bureau of European School Students’ Unions (OBESSU) is the umbrella organisation for these European bodies. OBESSU acts as a European platform, whose main objective is to improve the position of school students in secondary education, and to increase cooperation and exchange of information between school students in Europe. At present, the UK is not represented at OBESSU, and thus the views of UK students are not addressed alongside their European counterparts; ESSA would change that!

What can ESSA do?

ESSA’s work has two main strands: it aims to provide training, guidance and advice to empower students and equip them with the vital skills needed to become actively involved in the decision-making processes in their own school communities; and it aims to work in partnership with other organisations to bring the views of secondary school students to the attention of local and national policy-makers, as well as the media, in relation to educational issues.

How can I get involved?

ESSA is currently involved in a growing number of projects, and is always keen to expand its connections with students from across the country.

Check the ESSA website at:
http://www.studentvoice.co.uk
and click on the links below to find out about some of our current activities:

- 2005 Conference
- Local Education Authority Consultation
- Confidence in Communication training initiative

In addition, ESSA is always pleased to hear from students who would like to become regional representatives in their own geographical area or who would like to join one of the ESSA working groups. If you would like to get involved, please e-mail:
info@studentvoice.co.uk
and we will send you further information about ESSA activities.

If you are an adult and would like further information, or would like to support ESSA’s work, we would also like to hear from you. E-mail enquiries@studentvoice.co.uk and we’ll get back to you.

Rajeeb Dey
Founder and National Coordinator of ESSA

Contact:

English Secondary Students’ Association
C/o Phoenix Education Trust
60 Aubrey Road, London E17 4SL
Phone: + 44 (0)208 509 1589
PASS THE PASTA

Welcome to what I feel sure will be the start of a very rewarding year in student leadership for both you and your students. During the holidays we once again had a reunion with the delegates who attended our seventh leadership tour to North America. This time we were lucky enough to not only have most of the delegates attend, but also Jim and Kathleen from Montana who were in Australia on their honeymoon. Kathleen, who was the resident nurse at Camp Cheley and had come to know most of our delegates in her official capacity, was very pleased to have the opportunity to catch up with everyone and to share her memories of the week with us all.

Towards the end of January, Charles and I met with Stuart Hearne to again share thoughts on what PASTA and the NSW DET are doing to promote student leadership. Our priority was to plan the program for the next Fresh Start activity. This is a personal development day for those involved in assisting in student leadership programs. This year it will be held at the NSW Professional Teachers Council building in Leichhardt. Those who have attended previous such days have found them very worthwhile and have gone back to their schools with both useful ideas and lots to think about. If you haven’t been to one before, please make the effort to attend, and if you have been before, feel free to come again.

Other matters discussed on the day were:
- the updates to the DET SRC website to reflect the increase in support from the DET to SRCs;
- how the current restructuring will affect SRC networks and what can be done to minimise any disruptions;
- the role of both the Primary and Secondary Principals’ Councils in providing directions for support of SRCs;
- the usefulness of a number of documents and papers put out by the Commission for Children and Young People;
- how PASTA could be more involved in supporting SRC advisers.

In March, we are looking forward to a delegation of five USA advisers and 16 students visiting our shores. These visits have eventuated as a return for the hospitality that we have been shown by a number of schools on our annual tours. While here, they will be hosted by both Narara Valley High School and Asquith Girls High School and will not only see some of the attractions that Australia has to offer but also take part in a number of educational/leadership activities.

Ken Page
PASTA President

Check out ‘How To Join’ page on our Website:
http://hsc.csu.edu.au/pta/pasta/
or contact the PASTA Secretary: esheerin@ozemail.com.au
LEADERSHIP TRAINING
AT ASQUITH GIRLS HIGH SCHOOL

Asquith Girls High is a NSW State comprehensive girls’ school of approximately 900 students in Years 7 to 12. It is located in Sydney’s northern suburbs near Hornsby. The school offers a wide curriculum with a strong focus on both a student voice in school decision making and student leadership.

Leadership training at Asquith Girls High School is a major part of the Leadership Program in the school. Each year about fifty students and three teachers attend an overnight Leadership Camp held at Glengarry, a Guides property in North Turramurra.

What makes this any different from leadership training held in other schools? The answer is that the student leaders run the camp themselves; the entire camp is a training activity, from planning the menu for meals, shopping and cooking, to designing the training program and running the workshops. Since the first off-campus Leadership Camp held in November 2000, a chance to attend has been a wonderful incentive to students considering standing for election to one of the many groups that comprise the Student Leadership Team at Asquith Girls.

At Asquith Girls, there is a Prefect Body as well as a Student Representative Council, each group having clearly defined roles that enable them to make meaningful contributions to student life at the school. In addition to these groups, students can join or be elected to the Transport Prefects, House Captains, Social Justice Team, Student Led Roll Call, Junior Leadership Team as well as the newly forming Environment Team and Media and Events group.

At Leadership Camps, the Prefect and SRC executives run workshops on Leadership Qualities, Goal Setting and Action Planning, Communication, Conducting Meetings and Self Esteem. These students draw on experience gained from attending previous Leadership Camps, as well as district conferences and outside leadership activities to devise the workshops. Younger students and newly elected student leaders respond well to learning from their peers. Some workshops are also run by the attending staff.

In 2004, some innovations appeared at Asquith camp. In August of that year I had attended a National Leadership Camp at Camp Cheley in Colorado, as a teacher adviser to the students on the PASTA Tour to Canada and the USA. While our students had a great time engaging in all the camp activities, my fellow teacher adviser, Tony Gleeson, and I joined the American teacher advisers in some professional development run by an officer of the National Association of Secondary School Principals, the body that runs the National Leadership Camps. As well as further developing our skills in things like goal setting and project planning, we learned some great activities for use in helping to develop the abilities of student leaders.

I was keen to try out some of the things I had learned at Camp Cheley, so the 2004 program included several team building and group process activities we teacher advisers had tried out in Colorado. Activities like ‘The Perfect Balloon’, ‘Bandanas’ and ‘Buddy Ropes’ were a great success. Another innovation was a Tranquillity Session at the end of the day. This quiet time of reflection, run by the students, proved to be the perfect solution to the problem we had in previous years of getting everyone to settle down after a day of excitement. I was even able to add to the students’ repertoire of circle songs, already large due to their exposure to other students who had attended a PASTA tour to the USA. ‘The Great Big Moose’ was considered to be a great addition!

Christine Murray
Student Leadership Co-ordinator
Asquith Girls High School

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to Connect magazine.
TEAM BUILDING ACTIVITIES

BANDANAS

Group size: Unlimited
Purpose: Illustrates impact of every action on all members of the group
Materials: 4 or 5 bandanas, light plastic mugs, water
Directions:
1. Arrange the group into smaller groups of 4-5 people in each group.
2. Each member takes a corner of the bandana and pulls until the bandana is taut. Place a mug of water in the middle of the bandana.
3. When the mug is stable, the group must carry out an instruction like sitting down, or moving to a spot a few metres away.
4. If the mug is spilled the procedure must be started again.
5. The group keeps trying until it succeeds.

Processing:
1. Did this you succeed with this activity?
2. How did your success or failure depend on the actions of each team member?
3. What does this activity tell us about the way we should look at our own actions and activities in our leadership groups?

BUDDY ROPES

Group size: Unlimited
Purpose: Illustrates impact of every action on all members of the group.
Materials: A collection of buddy ropes.
(To make buddy ropes you will need approx. 1 metre of soft clothesline rope per buddy rope. Make a loop at each end and knot securely.)
Directions:
1. Give each team member a buddy rope.
2. Ask everyone to practise tying a single overhand knot in her rope.
3. Now ask everyone to get into a group and stand in line holding buddy ropes to connect them person to person. (There will be one buddy rope extra so collect it.)
4. Instruct the team to tie a single overhand knot in the centre buddy rope, without letting go of the ropes they are holding!

Processing:
1. Did this you succeed with this activity?
2. How did your success or failure depend on the actions of each team member?
3. What does this activity tell us about the way we should look at our own actions and activities in our leadership groups?

2005 - 2006
PASTA Calendar

February 26: AGM, Leichhardt (All welcome)
March 19: Fresh Start 2005
March 25: Visit by USA SRC staff and students
April 2: USA delegation returns home
April 20: PASTA/NSW DET meeting (date to be confirmed)
April 23/24: USA delegation orientation
May 28: PASTA general meeting
June 17: 8th Leadership delegation departs for USA
July 20: SRC tour group arrives back in Sydney
July 30: PASTA general meeting
August 1: Expressions of interest for 2006 USA tour called for
September 30: PASTA/NSW DET meeting (date to be confirmed)
October 29: PASTA general meeting
December 10: PASTA general meeting
January 2006: USA tour reunion
February 25: AGM

PASTA MEMBERSHIP

Tax Invoice: ABN 49 398 096 539

PASTA membership gets you a full year of regular publications, access to resource modules and professional development opportunities, while at the same time showing your real support for our main job of lobbying for more time, training, resources and recognition for SRCs and advisors.

A full membership form is on our Website's 'How To Join' page at: http://hsc.csu.edu.au/pta/pasta/

For now, just complete the details below and send your payment to:

The Secretary, PASTA
50 Balmoral Drive
Gorokan, NSW 2263

NAME: ______________________________

CONTACT DETAILS: ______________________________

TYPE (inc. GST):

☐ Student/Concession ($27.50)
☐ Ordinary ($55.00)
☐ Organisation ($88.00)

(indicate which)
USING GROUP ACTIVITIES

The following is Part 1 of a workshop presentation given by Charles Kingston at a professional development day for NSW SRC advisers. In it he explains how group activities can be utilised to enhance your group’s leadership skills. Other parts will follow in future issues of Connect.

Group activities can be used to build positive group interaction. They can be used in many ways and reused, with variations, in multiple situations:

- at the start or end of meetings (or as a quick energiser in the middle if interest is flagging);
- during a one or two period workshop with a limited specific focus;
- as the vital process components, one building on the other, in a one day workshop;
- at an overnight retreat;
- as the core curriculum of a longer term workshop or camp;
- at a conference as preparation for and follow-up to presentations;
- as part of activity projects for the student body organised by student councils;
- or any other occasion that could benefit from having group members feel comfortable with each other.

Ideally, the leadership curriculum underpinning student representative councils and the like – for which citizenship and civics education can be one catalyst – is an active process. In addition to the above alternatively timetabled opportunities, it should occur also in many timetabled classrooms. Such activities – appropriately chosen, competently facilitated and regularly reinforced – can be ideal for both pupil/pupil relations and teacher/pupil relations as well as being invaluable ways of supplementing the curriculum of many subjects.

Guidelines For Using: From Icebreakers To ...

Each icebreaker, energiser, trust activity, skills development exercise, or other activity used with a group should be incorporated into your workshop and lesson plans for a reason. This may mean a shift in thinking so that all group members are aware of what is to be gained from the activity. The facilitator should be sure to point out its objectives and benefits, as well as devise any follow-up that may be necessary at the conclusion of the activity.

Purposes May Include, But Are Not Limited To:

- getting to know one another and making newcomers feel welcome;
- understanding individual and group strengths and weaknesses;
- creating and sustaining focus and motivation;
- practising targeted skills, including those of:
  - encouraging and improving communication;
  - stimulating brainstorming, open discussion, lateral thinking;
  - building confidence, building competence and building consensus;
  - identifying and prioritising needs, solving problems, creating action plans;
  - evaluating – ourselves, our topics, our group endeavours.

Things For Leaders To Keep In Mind

Group leaders must keep in mind that any structured activity can be misused. To minimise the risks and maximise the benefits of using activities, the leader should keep in mind the following guidelines:

- Group members should never be forced to participate in an activity. Although the group leader may encourage total participation, each learner must understand that he or she has the right to refrain from engaging in anything that appears too uncomfortable or awkward.
- Unless otherwise agreed, the information generated during an activity should be considered confidential. In particular, the ‘Getting Acquainted’ and ‘Feedback and Disclosure’ divisions that contain things which may solicit personal information, should be treated with care.
- The group leader serves as an important role model for the participants. The group leader will find that his or her active participation may help reduce some of the participants’ initial inhibitions and thus promote moderate risk taking.
- Before carrying out any activity, the group leader needs to consider carefully its appropriateness. The leader needs to keep in mind that these activities are simply an aid to learning.
- Although icebreakers, unlike some other forms of structured activities, do not require formal debriefing, the group leader should maintain an acute awareness of the development of the participants and of the group itself. Issues regarding disclosure, trust, team building, risk taking, control, and dependence should be monitored continuously.
Connectiveness is elusive. You think a link is secure. Then it breaks. You feel sure your message is clear. Then some mis-communication - or none at all - reveals the opposite. Or, at best, a foggy view instead of a clear vision.

Like the communication of our messages, participation also contains the risk of being lost in translation. Participation means a whole bunch of different things to a whole bunch of different people. And, in respect of the institutions within which they work, it is fraught with obstacles - some real, some imaginary; some perceived; some not.

In asking us, the readers of Connect, to contemplate and consider where we would like participation to be by the time another century and a half of issues is pressed, editor Roger Holdsworth challenges us in many ways. To move on? Certainly. Time has a way of doing that to us, whether as individuals aging inevitably or as institutions, projects, themes changing. Inescapably.

But also to keep going. With what has proved valuable in the past. With the participation we already sit comfortably with as well as the institutions that do, even with their obstacles, enable some participation to happen.

WHAT?

It may seem odd to stumble upon an article presumably, by its title, about furniture and architecture in a magazine devoted to young people power. Choice of title is frequently an author’s greatest challenge. As choice of what for, where at, who with, when and how we participate must be a constant challenge to each of us. But, in this case, for this magazine, for this 151st issue, the choice was clear. As clear as that enunciated many times over the years of the first 150 issues.

Roger’s analogy of the 3-legged stool as a guiding metaphor for participation in the nation’s schools conjures up not only a whole furniture mall full of choices, but, as well, a veritable school of architectural metaphors that, if understood and applied in practical ways, has the potential to put participation in this new century at the forefront of what our schools not only say they do, but actually credit and immerse themselves in with gusto.

How? ‘Let Us Count The Ways’... This article advocates that more furniture is needed, more building needs to be done.

Real furniture was the real subject of a recent Sydney Morning Herald ‘Good Weekend’ magazine article (‘Fee, fie, faux’ by Stephen Lacey, 16/10/04). In it, the author quotes Tina Engelen, of the Sydney design firm Engelen Moore.

“A bland copy hasn’t got the thought process behind it, and the trouble with our public is they’re not very literate or educated about these things. Our culture cares more for sport, we don’t have discussions about design at dinner tables.”

Nor about real student participation. In our schools. With our communities.

“We’ve got to this mass consumer facsimile photocopy world and it’s all become so normal to just sample things - sampling and cutting and pasting, sticking and regenerating.”

Instead of crediting and sustaining solid support for the original idea. Later, she makes another significant point, this time about those who try and claim they are producing the real thing, and the value of the real thing itself:

“The fake product is all about facade. It’s just an image. Whereas the real thing addresses authentic design principles. It’s a piece of art and it may also have broken new ground in terms of manufacturing. There are a whole series of ideas and principles that are embodied in the authentic product.”

February 2005
About what?

So what is this 3-legged stool, the original design? In Roger’s own words:

“Student participation within schools must link curriculum and governance approaches. We can draw an analogy with the stability of a ‘three-legged stool’ or ‘tripod’, in which the legs are:

• student representation on school decision-making bodies;
• student-run organisational structures;
• participatory approaches within the curriculum and classroom.

“Without any of these aspects, the model ‘falls over’.”

[Amongst other articles in other issues, Connect 116, April 1999: 6-9; and Connect 126, December 2000:11-14 explore this in more detail.]

To move forward, accepting the validity of this still valuable 3-legged stool comparison, then we need also consider the sad reality that it is not being used - adequately, consistently and broadly - in the nation’s schools.

Put another way, as a piece of valued furniture, when used at all, the stool is trotted out for the ‘little folk’, while the ‘big folk’ adult or, as also often happens, older students - still choose to sit in chairs. Or stand. Above ‘us’.

As Roger has also written:

“When we talk of ‘student participation’ in primary and secondary schools we mean an active role for students in decisions about, and implementation of, education policies and practices, and of the key issues that determine the nature of the world in which they live. This implies that participation must value the contribution that students make, meet genuine needs (ie be about real things), have an impact or consequence that extends beyond the participants (ie outside the classroom), be challenging to participants, and provide the opportunity for planning, acting and reflecting.”

Certainly, there are schools where ‘best practice’ in the civics and citizenship curriculum includes some student decision-making. There are others where student-run structures do outstanding things without much adult assistance. There are doubtless also many schools, in both government and non-government sectors, at both primary and secondary school levels, where student participation in classroom-focused activities is strongly encouraged.

But is it planned? With students? Is it reported? On school reports? Is it made widely known to others? In the media? Is it taken for granted? As fundamental to education? As a responsibility and a necessity for all schools and systems? As a right and a responsibility of all students? If not, change it.

How?

Turn the three-legged stool upside down. In fact, try upending and repositioning all such furniture. Metaphorically.

If balancing your participation proudly on the three interconnected legs of the stool is satisfying, then move on. Roll with the rocking chair and enjoy the challenge - the responsibility as well as the freedom - of moving back and forth with it instead of being rocked by it.

Go further. Take the stuffing out of the sofa and create bean bags. For everyone: teachers and administrators and parents and business people and community members and senior citizens included. It requires effort on your part. But that’s the foundation of all participation, right?

And, yes, even with the risk - a considerable one - of seeing such topple over momentarily, refashion your architecture. Place the pyramid on its point. Plunk the personal backyard shed into the living room. Put the classroom on the outside of the walls.

In other words, institutionally speaking, challenge gravity, all that presently weighs us all down - teachers often as much as students. For the sake of future growth.

For the creation of concepts which will build a lasting architecture of participation, that will provide practical means of working together better, not just being comfortable (or ‘politically correct’), within it.

Risky? Of course.

Sustainable? Yes, with patience and perseverance.

Worthwhile? Certainly. For without risk, nothing of new value is created. Especially not without risk.

Let us count some ways ...

The 3-legged stool is a useful piece of furniture. It’s also an outstanding metaphor. However, lack of progress or, perhaps better identified: some significant cracks - in some key administrative ways - suggest the compatible need for the 4-legged swivel chair, the one into which any bod, young or older, can rest his or her participatory bum and survey the busy building around it.

At the admitted risk of belabouring the metaphor, let’s do it anyway. For one person’s metaphor can so often become another’s missile, rocketed at the wrong targets, used unthinkingly. Consider the 3-legged stool. Done that? Now visualise the 4-legged swivel chair. As pieces of furniture, they are both admirable. They both support us. They can both be moved. By us.

True, the stool is simpler, less subject to mechanical breakdown. But, barring the fires which destroy one equally as the other, whatever the flaw in the furniture that might temporarily make it unserviceable, both can be repaired.

Now, for the future, consider the advantages of the swivel chair. Unlike the stool, you don’t have to get up to move your swivel chair. You don’t have to stop, interrupt your action plan and reposition yourself. Swing yourself around in it for a sec. Go on. The full 360 degree turn. There. You’ve seen the world. Well, at least your part of it. Given the shape of our globe, it should not be difficult to grasp the implications of that. On rollers, the swivel chair can be self-propelled. That can be a decided advantage when those one finds oneself working with are less mobile in their own views.
And, as for that fourth leg, that 'other' sphere which, I maintain here, is the one least utilised for the consistent, universally applied support of student participation and leadership, think how much firmer our furniture can be with four firm foundations instead of just three dangling limbs.

As metaphor, as symbol, as acronym, the perspective possible from a 4-legged swivel chair provides the 'TRIPLE A' rating these areas of education so vitally still need, viz. the seal not just of acceptance, not just of approval but, justly, of widespread and widely recognised acclaim for these activities as essential curriculum, as vital life and career empowering self-governance, and as real self-generated citizenship projects about real issues.

In addition, a 'Triple A' acronym label also works as practical reference points:

- Administration;
- Accountability;
- Advertising.

In other words, three essential features of educational institutions and practices. It is a sad irony that, already nearly half way through the first decade of the 21st century, the optimistic promises of 'the new millennium' continue to be thwarted, not alone as nightly reported in the news, but daily, in so many nation's schools.

And this state of affairs still largely applies. A quarter of a century on from 1979, the International Year of the Child, in which the premier Australian student magazine for youth participation, Connect, was first published; nearly two decades on from 1985, the International Youth Year, in which the first attempt to physically connect with like-minded participation people and projects in North America met Australian institutional rejection.

In spite of multiple and repetitive past rejections, both personal and public, it remains a fond, not foolish optimistic desire that the next 25 years will see that sad irony transformed into this happy paradox: the 'work load' for everyone lessened because nearly everyone - most especially students - have both been enabled to and, personally and as a generation, taken to heart their 'rights' to exercise in practical ways their and our 'mutual responsibilities' for:

- school, departmental and professional association administration being shared in practical, persistent and pertinent ways throughout each year;
- school, departmental, university, local, state and federal government, parental and business accountability concerns about education recognising, incorporating and accrediting, in specific systemic as well as special ways, the invaluable significance of these activities to the total development of each individual child and to the creation of an aware, educated citizenry;
- school, departmental, community and media reporting and publicity (ie 'advertising') being genuinely, creatively and regularly (in the case of the media, this means daily) designed to emphasise and educate about the positive achievements and benefits of these active citizenship activities.

Let's then, on this optimistic and vital start to Connect's next 150 issues, resolve to make this a studied and achievable goal, to achieve - as both a right and a responsibility for both students and the adults who work with them - student governance structures, activity projects, classroom practice and administrative/accountability/advertising which reflects the natural linkages between all of these, which are inclusive, not exclusive, which link all groups to the good of all. For, like it or not they are all, after all, part of the same school and community.

Including the national and the global communities. It is long past time to rid ourselves of the petty jealousies, precious egos and geographically-defined agendas that still, in spite of many fine words and some fine actions put forward by many well-meaning people, fail to be recognised for what they are obstacles to progress. Get over them. Bury them. Write and talk to each other. Share and work together. Isn't that, after all, what connecting is all about?

*Your enthusiasm is caught, not taught.*
Who?

You - as an individual. You are the one who must believe you have the responsibility to participate. Then, seeking whatever good guidance you feel you can credit and handle, act. That's where it starts. And stays. Always.

Beyond that? Well, your peers? Depends. Are they positive peer models? Is that really where your interest lies? Or are you just going along with a crowd? Being swept up in the idolatry of false idols? Allowing your innate common sense to be negatively instead of positively manipulated?

Your SRC or professional association? If you have a working one. Or one you can help make work. Your family's concerns? Your community needs? Media priorities? What departmental or school authorities say is important?

Hmmmm? Perhaps. At some times even all of these are relevant. On some scores, legally yes. Until the law is altered. And on many counts, ethically correct. Often wise. Even if you don't see it. Yet. But without your participation in seeking to see it, they are nothing. Without your willingness to do something about what matters, together with others, complaints about nothing ever getting done are meaningless babble.

Teachers, administrators, ancillary and cleaning staff, parents, government, business and community groups, the media: all these have significant roles to play in the participation process. But your 'right' as a student is to assert your 'responsibility' to participate in as many positive ways as you possibly can.

With whom?

With whoever will work with you. Bend over, pick up and dispose properly of a piece of litter. Ask a friend to join you. Especially in the school playground. Silly? Not cool? Think again. From such small steps larger leaps become easier. Just ask Ian Kieran.

Ian, an Australian, not only launched the annual 'Clean Up Australia' Days but the 'Clean Up The World' campaign as well. The Australian government, like the USA government, may be reluctant to sign the Kyoto Agreement, but many of you as a nation, based on the positive actions of one fellow countryman, are doing your individual and collective bits towards its goals.

Age is no barrier. Or shouldn't be seen as such. Nor position. Yes, by all means, as students presently more favourably positioned and/or enthusiastic than most, take the lead. But be conscious of Year 12 ageism. (Or, if you're still in primary school, Year 6!) It's one thing to distance yourself from teachers and other adult advisers who sometimes may appear to 'take over'. It's another to tolerate older teenage intolerance of younger people's participation ie ageism. Hypocrisy, bloody-mindedness, ego and myopia is not confined to adults.

One example of ignoring potential is the recent proliferation of designated 'leadership teams'. Whether by design, ignorance or laziness, many such exclude younger students, never or only rarely communicate with already established SRCs and, in effect, recreate a type of prefect system, far less than truly participatory and irrelevant to real student needs. Examples of teams which are truly integrated with or working cooperatively in other ways with younger and/or alternative groups probably do exist, but the more common pattern appears to be one of exclusivity rather than inclusiveness.

"It is important that those students who have been otherwise excluded from success and value, be the particular participants in such approaches ... Selection of only the 'best' students to positions of responsibility and to 'represent the school' are anti-educational, self-defeating and do nothing to alter existing or past inequities." (RHI)

Just as important is the responsibility you have to reach out beyond your school community. Don't wait for others to come to you. They won't, except perhaps out of self-interest, be it career motivated or politically driven.

As participants in your own education, write letters about issues. Ring up and talk. Visit. With other schools, with community groups, with those working on issues of relevance in other neighbour-hoods, other towns, other states, other countries. And invite those others - 'out there' - to visit you.

Be careful of communication. Be wary not of mixed metaphors, but of images which are counterproductive.

But do it. With whoever will work with you.

Where?

Inside, outside, all around your school. In other words:

- in the SRC meetings (or in any or many of its varied activities);
- in the 'leadership team' or other student-decision making bodies;
- in the corridors, in the playground (remember the litter, and the lone boys and girls littered in isolated corners around the school grounds);
- in the classroom (through the questions you ask, the answers you give, the frequency and the manner in which you take part in positive discussion about the topics expected to be covered as well as those you put forward);
- in your 'homework' (your assignments, your projects, your essays of course but also in how you communicate and relate your participation to your home - your family and friends);
- in the casual as well as the formal occasions when you interact with others, be they the adults working with you or younger or older peers;
- in your personal journals, letters, e-mails and SMS text messages;
- in your local community, which needs you to show them what is possible when active young citizens work together within their school and, with them, on local projects and global issues at a local level.
Where else?

"I live in a very small house but my windows look out on a very big world."

In our global community, which needs you to remind us all what is possible when active young citizens work together on this planet and, with adults, on the humanitarian projects and global issues that will determine our future.

In other words:

• with the media about the things you want to do ...
• with other schools and other’s communities, locally, regionally, nationally and internationally;
• with your specific government departments of education or independent school administrations;
• with other government departments and special project bodies in the areas of most concern/potential influence to your issue-based projects;
• with the inter-school student representative groups recognised and working with the above departments and administrations;
• with recognised, incorporated professional educational associations eg The Professional Association of SRC Teacher/Advisers (PASTA) The Principals’ Associations (both Primary and Secondary levels), HSC subject based associations such as Civics and Citizenship, HSIE, English - the Professional Teachers Council (PTC);
• with the media about the good stuff you have done ...
• with parent groups, including state Parents and Citizens Associations;
• with University Faculties of Education and with TAFE (or equivalents);
• with unions eg especially those to do with education;
• with national and international NGOs (non-government organisations);
• with United Nations organisations such as UNICEF, UNESCO, WHO;
• with other states and territories: for links to curriculum and action projects go to the 150 issues of Connect files;
• with other countries: for SRC linkages ask PASTA for its personal contacts or go to the PASTA Website International Connections page: http://hsc.csu.edu.au/pta/pasta/
• with the media about what more still needs to be done.

AND WITH YOUR PERSONAL CONTACTS

including those that result from your articles to Connect and to other receptive educational publications to which you can send copy:

To quote Roger again (in turn, drawing from a comment by Art Pearl):

“Remember that a project has not been finished until it has been reflected upon, evaluated and documented for use by others.”

When?

Like life, 25 years can be viewed as both a short and a long time. And it is true, the older one gets, the shorter it seems, the faster it goes by. It’s nearly a generation. But within the institutions we already have at our disposal, for the purposes of active participation in programs and projects of relevance, schools regenerate more rapidly than that.

That wondrous founder and sustainer of so much generational participatory change in the USA student council movement, Dr. Earl Reum, has said:

“For this student, at this time, these years are the most important time of his or her life.”

Meaning that the ‘generation of students’ is whoever is there with you now. All of them. And the time for action is now. Real participatory action. Yes, you are building for your future, but actively involving yourselves in the present is how you do that - not waiting until you are ‘adults’, but acting in better than adult ways NOW as you take on your responsibility to be citizens.

“The best way to get something done is to begin.”

‘Student Council Structures and Practice - Some Positive Thoughts’ (available on the PASTA Website) was a small part of what was written for Connect’s February-April 2002 issue on SRC structures. Part of it outlines some timing details for sowing and growing an SRC. Amended for use here, with obvious application to all participation efforts, ‘Timing is All’ includes:

• When you start: Enthusha people. Design structures for current needs.
• Each meeting: Review meeting procedures if and as needed.
• Each skills workshop: Have them. If not, your school is not doing its job.
• Each project evaluation: A balance sheet and ‘We achieved our goal.’
• Each term: Review and revise how your people and structures are doing.
• Annually: Renew your structures. Help others to understand relevance.
• Every few years or so:
  "Do not go where the path may lead. Go where there is no path, and make a trail.”
  (Dan Essig)

For How Long?

“The difficult is what takes a little time; the impossible is what takes a little longer.”

25 minutes?

2.5 hours?

25 years?

Another 150 issues of Connect?

“As if you could kill time without injuring eternity.”
Why?

"Life challenges us with the fact that everything can be done better."

Anonymous or not, there is always time for more quotes. Because others, wiser than us, have once said some things better? Yes. Because of some things we need to be reminded? Yes, that too. But also because we rely on metaphor. And metaphor relies on understanding images to understand ourselves. Beyond the obvious. And way beyond what at first may seem obscure.

My favourite single sentence string of metaphors - "they were comic aliens on a strange liquid planet" - comes from a very simple, yet richly metaphored book. The Acorn People (the origin of the title itself being a metaphor) was written in the 60s by a fellow San Franciscan named Ron Jones. It's about a bunch of physically disabled kids at a summer camp, and the adult author's education in what these kids could really do, not what they could not do.

Spider, for instance, the boy with no arms nor legs who (with a bit of help from his friends) could, dolphin-like, swim the length of the camp pool - their 'liquid planet' - and thereby win the race that ended the summer of their achievements. Forever? One hopes not.

No more, at least, than the past 25 years have been the beginning of an achievement, Written long before the International Year of Disabled Persons, the novel - based on real experience - was of its time but beyond its time.

Like Connect in its first 150 issues. Like these quotes, chosen deliberately for some extended and expansive thinking on your part in this 151st edition.

"Good advice is hard to give but even harder to follow."

But here's some anyway. From a juvenile court judge, delivered in court:

"The world does not owe you a living. You owe the world something. You owe it your time and energy and your talents, so that no-one will be at war, or in poverty, or sick or lonely again."

"You are important and you are needed; it is too late to sit around and wait for somebody to do something some day. Some day is now and somebody is you. You be extraordinary, or we die!"

Nearly a decade ago, having survived (literally, not metaphorically) an all too close encounter with Dr Death in the intensive care ward, my brother phoned from his home across the ocean in a land I used to call home. Though unable to move, I was able to tell him I was still alive. Just. His good-humoured but wise response was:

"It's better than the alternative."

Why not?

How true that is clearer every day, not the least this year. Our world, very much in need of intensive care, resolutely and with concerted humanitarian optimism, continues to defy the do-nothing and die alternative.

In 1968, just before he was assassinated while trying to achieve his dreams, USA presidential candidate Robert F Kennedy invoked the words of 20th Century British playwright and philosopher George Bernard Shaw:

"Some men see things as they are and say why, I dream things that never were and I ask, Why not?"

Why not indeed? Participatory education, vibrant inter-connecting schools and active citizenship in a democracy are very much worth designing. Your personal satisfaction, your leadership groups' achievements and your school's success as an educational institution are intertwined in constructing it.

... And, to add pride and recognition to this challenging tribute to common sense, recording all the while (in chorus with teachers, community, the media) that involvement in student activities is "the single most significant school experience" leading to success and satisfaction in college, employment and life... Don't take our word for it. Survey results have proved it.

Be positive in your approach to the furniture - the people and structures that already exist. Be ecstatic if it's already used - with you and well. Think laterally about alternative ways of moulding it to suit if it's not. Consider that anything (well, almost) is possible if your extraordinary vision moves others' ordinary common sense to design and build for a truly shared future.

"Not to dream more boldly may turn out to be, in view of present realities, simply irresponsible."

Consider our own Australian originals. As was done for the 1st International Student Representative Conference (Sydney 2000). ‘Melting Pot’ groups, named after Australian achievable, a small fraction of the thousands who have participated in incalculable and invaluable ways. How many can you name? What was their contribution - their 'design' to the furniture of their time? To the architecture of our future? They remind us once more that:

"Every great achievement was once considered impossible."

And the list can go on. And includes you. In your own time. Your own time. Your own school. Your own community. Our shared world. Why not?

"Man, unlike any other thing organic or inorganic in the universe, grows beyond his work, walks up the stairs of his concepts, emerges ahead of his accomplishments." (John Steinbeck)
THE WHOLE PICTURE

CONNECT: Issue #1 (1979) through whatever the current issue is!
Issue 116 (April 1999): '33 Curriculum Approaches': for
enhancing effective student participation

- Peer Teaching and Support: Peer and cross-age tutoring or
teaching / Peer Information / Peer mediation / Peer support /
Community Education / Curriculum Organisation
- Community Research: Researching Community Issues /
Researching Youth Needs / Physical Environment /
Researching Education Issues
- School Development: Review and Evaluation / Curriculum
Organisation and Support / Curriculum Materials
Production / School Communications / School Facilities and
Environment
- Community Media Production: Newspaper in
Community / Book production / Radio / Television and
Video / Internet / Music / CD
- Consultation and Advice: Youth Forums / School
Governance / Conference Support
- Local Service Development: Community Futures /
Intergenerational support / Disability services
- Community Resource Production: Oral History
Documentation / Resource Guide around specific issues
- Work / Work Creation and Enterprise Education:
Environment / Catering / Art / Industrial Arts

GOVERNANCE
SEE: February - April 2002 issue of Connect
GO TO: 'Some Positive Thoughts on SRC Structures and
Processes' AND 'SRC-KLA Curriculum Linkages' for ideas
on how SRCs etc support ALL Curriculum areas. Can be
accessed from the PASTA Website.

CURRICULUM
SEE: Your teachers' and Department of Education
curriculum units
GO TO: 'Curriculum' and 'Publications' pages on PASTA
website

ADMINISTRATION and
ACCOUNTABILITY and
ADVERTISING
SEE: Your school administration and Department of
Education media units
GO TO: 'Issues for Advisers' and 'International
Connections' pages on PASTA website:
http://hscc.csu.edu.au/pta/pasta/

PROJECTS
SEE: The Hitch-Hiker's Guide To Student
Government (L. Vozzo, C. Kingston and West Wyalong
HS, 1982): Chapter 9: PROJECTS for a list that, like
'Connect' was compiled (nearly) 25 years ago - successful
ideas created which prove "You can never do merely one
thing". Just because they are 'old' does not mean they
are out-of-date. The categories are:

- QUALITY STANDARDS FOR AN SRC PROJECT
- THINGS TO DO JUST FOR FUN
- ENCOURAGE SCHOOL SPIRIT AND PRIDE
- SCHOOL AMENITIES AND APPEARANCE
- STUDENT'S ATTITUDES
- RIGHTS AND RESPONSIBILITIES
- ENVIRONMENT - ECOLOGY
- CURRICULUM ISSUES
- COUNSELLING AND STUDY HELP
- STUDENT HIRE/CAREER INFORMATION
- ORIENTATION OF NEW STUDENTS
- FOCUS ON HEALTH AND PERSONAL DEVELOPMENT
- INTRA-SCHOOL COMPETITION IN SPORT AND
DEBATING
- FUNDRAISING
- COMMUNITY INVOLVEMENT
- INTERNATIONAL RELATIONS
- PUBLICITY - COMMUNICATIONS
- VISUAL ARTS
- PERFORMING ARTS
- DANCES AND PARTIES
- LEISURE
- GAMES
- SOCIAL AFFAIR

SEE:
"Leadership for student activities" Available through
PASTA. It is published by the USA's National Association
of Secondary School Principals for members of the
National Association of Student Councils, the National
Honor Society, and the National Junior Honor Society. It's
a monthly magazine for advisers who work with student
councils or Honor Society chapters. Each month during
the school year, Leadership focuses on a topic of interest
to student leaders and their advisers in student activities
at the middle level and high school.

GO TO:
'Working Guidelines: To Raise The Status of
Student Representative Council Teacher Advisers'
Available on PASTA website.
DO:
Write your own articles / essays / outlines / notes / poems /
letters
or
send for sharing skills, organisational and motivational
material you have found successful. Credit it. We will find
a place and time to publish it.

Afraid to Write? Don't Have the Time?
GO TO:
the 'Teacher/Student Writing series as also published in
Connect (Part 1: Issue #141, June 2003; Part 2: #145-
146, February-April 2004; and Part 3: # 148, August 2004)

Charles Kingston
Vice-President and Co-Founder of PASTA

February 2005
At the end of February, the Bedfordshire School Improvement Partnership (BSIP) and Global Learning Communities (GLC) in the UK are hosting an international online conference run by and for children and young people. It will run like a normal conference except that ‘delegates’ will log on and register online from school or home at any time of the day or night around the world. Presentations will be labelled as particularly appropriate for different age groups. The conference will be interactive for one week and the content will be available to visitors one week in advance and for three months afterwards.

Purpose of the Conference

- To explore approaches to student involvement in decision making in schools and share good practice and new ideas.
- To bring this work together in one place and promote its use within schools worldwide.
- To show the power and potential of young people running and contributing to conferences.
- To inspire young people to drive forward student voice projects in their own schools.
- To gain confidence in the use of the web for a virtual conference, understanding that learning is a continuous and often enjoyable process not confined to school.

Confidence Facilities

- **Foyer:** The entrance to the conference with signposts to the foyer café (online open discussion area), press releases and the conference program together with directions to the theatre, discussion rooms and pavilion (see below).
- **Theatre:** This is where all the presentations are available to registered delegates. They are arranged in topic groups (see conference framework below).
- **Discussion Rooms:** This is where registered delegates can discuss the presentations with each other and ask questions of the presenters.
- **Pavilion:** This is where organisations involved in Student Voice issues can exhibit what they do and also where examples of student voice activities can be displayed.

The website for this conference has already hosted an international conference for children and young people on Environmental Issues (see opposite) and it is now undergoing a ‘facelift’ as a result of the feedback from the 6,500 delegates who attended. The improvements will be completed in early January, 2005. You can view the conference centre now to see the facilities and discover how an online conference works.

Visit: www.glc.me.uk/conferences

The Student Voice Conference Approach

The diagram below represents the initial framework for this conference. We will build on this framework as we discuss it with presenters.

![Conference Framework Diagram]

Presenters

Presenter(s) in the ‘Welcome’ will put student voice issues into a global 21st century context setting the scene for the presentations in the other sections. **Might you be able to contribute a presentation under one of these general themes: Student Leaders, Student/School Councils, Students as Researchers, Peer Mentors?** We offer some ideas below and would also welcome case studies (the story of some student voice activity which you have been involved in). If in doubt, talk to us about it.
STUDENT LEADERS
Presentations are welcomed in these and related areas:
- Taking the first steps
- Successes and failures
- Challenges of a school leader
- Support required for a successful project

STUDENT/SCHOOL COUNCILS
Contributions are welcomed in these and related areas:
- Communication in school councils
- Links with the community
- Achievements of the school council
- Role of the school council in the school decision making process

STUDENTS AS RESEARCHERS
Contributions are welcomed in these and related areas:
- Lasting changes on the school
- Personal gains
- Successes and failures
- Communication with the whole school

PEER MENTORS
Contributions are welcomed in these and related areas:
- Training and guidance required
- Relationships with a mentee
- Trials and tribulations, oh and successes!
- A defining moment

Presentations:
We need the following things from you (see the Presenter Template available from us):
- A title: that really reflects the presentation content
- A summary: No more than (and hopefully less than) 300 words describing your presentation content. The title and summary are important in helping delegates choose what really interests them.
- Full presentation: No more than (and hopefully less than) 1000 words with, if at all possible, pictures and/or diagrams to aid the readers – “a picture is worth a 1000 words”! It is possible to include video clips but we would need to convert existing powerpoint material for web use. There are two levels of contributions on the same theme, one for younger children and those that may need an easier text (coded orange) and a fuller version for older students and those that are confident in their reading and learning (coded green). Ideally, submit both or suggest how your presentation should be coded.
- Each presentation should end with a key issue to which delegates will be encouraged to respond. Indeed, it is hoped that some presenters may be able to spend a few hours online to respond to delegates ‘live’ as well as by e-mail. Please indicate if you are willing/able to do this and we will contact you about times.
- Biography: up to about 300 words about the presenter (details of his/her role and organisation as appropriate) together with a photograph of themselves if possible (a visual image of contributors is very helpful to readers in relating to subject content).
- All presentations must be with us by the beginning of February, 2005 (later presentations from Australia may be accepted late because of school holidays). Delegates need to browse the presentations during the third week of February before the actual conference begins on 28th February.

Exhibits in the Pavilion
The Pavilion is like a virtual exhibition hall and an ideal place for organisations to ‘exhibit’ their work and how children and young people can find out more (usually the link to your website).
- Your exhibit can be up to 300 words plus your logo and images e.g. picture of your base, illustration of the work, etc.
- You also need to submit contact details (address, telephone, fax, email, web site) and you can include pdf documents as ‘additional information’. There is a contact section for every exhibitor so that delegates can write to you directly having browsed your exhibition.

Whatever organisation you represent, if you are involved in Student Voice issues, please make sure you submit an entry for the Pavilion whether or not you are making a presentation.

To register, go to:
http://www.glc.me.uk/conference and choose: 'create a new account'

Contact Details:
For all queries regarding presentations and exhibits, including
Presenter Template, contact:
Richard Barber
Bedfordshire School Improvement Partnership
DeMontfort University
Parkhill Avenue
Bedford MK41 9EA UK
Tel: + 44 1234 793228
Email: richardb@bsip.net
Fax: + 44 601234 793224
News and Reviews

2005 NSW STATE SRC
Forum with Senior DET Officers
Friday, 19 November
Primary and Secondary Student Leaders – Working Together

This forum was the first time any NSW State SRC has met with a panel of senior NSW DET executive. The theme of the forum was to address the 2004 State SRC Conference resolution: The 2005 NSW SRC will promote a partnership between secondary SRCs and primary student leaders in 2005.

The twenty three members of the 2005 NSW SRC met with:
• Trevor Fletcher, Deputy Director-General, Schools;
• Graeham Kennedy, Regional Director, Student Welfare and School Safety and Security;
• Bill Low, Director, Early Childhood and Primary Education;
• George Mackay, Manager, Student Wellbeing Unit representing David McKie, Director, Student Welfare;
• Wendy Gross, Secondary Principals’ Council representative;
• Judyth Humphreys, Primary Principals’ Association representative.

The views of the students and the panel were canvassed about current practice and future strategies for schools to explore. Suggestions for action at a school/regional level:
• Create combined primary and secondary school SRC meetings;
• Develop primary and secondary inter-school SRC activities;
• Promote the LIMS (Leadership in the Middle School) and SLIPS (Student Leadership in the Primary School) programs statewide;
• Promote discussion of student leadership programs at school development days and staff meetings;
• Establish consistent and regular secondary/primary SRC links between local schools;
• Establish e-communication on the DET website between secondary and primary SRCs;
• Encourage SRCs as part of core business in schools;
• Raise awareness of how student leadership programs enhance student wellbeing.

It is hoped that regional forums will be established to promote further opportunities for SRCs to meet with senior DET regional executive by bringing together students, teachers, principals.

ACTION:
Two forums per year to be held with senior NSW DET executives, one at the commencement of the 2005 NSW SRC term of office, the other upon completion of the term of office.

Creating the Future:
Sandra Jones, Creating the Futures Team (DET)
The NSW SRC compiled a group response to the NSW Department’s Excellence and Innovation consultation document, Discussion Paper 5 on secondary school students.

ACTION:
2005 NSW SRC members to promote the consultation process at inter-school SRC meetings encouraging student leaders’ group response to one or more discussion papers. This could include meetings with primary students, community members and teachers to seek their views.

School Councils UK: New Address
If you’re interested in Student Councils (in England, they call them ‘School Councils’) and are visiting London, contact School Councils UK. They have moved to new offices in Camden Town:
School Councils UK
3rd floor, 108-110 Camden High Street
London NW1 0LU
Phone: 0845 456 9428; Fax: 0845 456 9429
E-mail: info@schoolcouncils.org
Website: http://www.schoolcouncils.org

Is Your Connect Subscription Up-to-date?
The number on your Connect label tells you the issue with which your subscription expires. Please renew promptly - renewal notices cost us time and money!
MAD Day 2005: Monday March 21

'It gave us confidence to organise things; we had to organise all the food, make the flags and get ready for the day' and 'We learnt about co-operation, meeting new classmates right at the beginning of the year and it was a good way to introduce the students to the new school.' (Year 7 students, Lyndale High).

'MAD Day promoted a sense of belonging amongst the students to their local community and of the community belonging to them.' (Welfare Coordinator/Classroom teacher, Riddells Creek Primary).

I have had a number of principals and teachers contact me in the past few days wondering if it is too late to get the MAD Day kit and participate in MAD Day this year.

No, it’s not.

Organising a Day to Make A Difference can be quite simple and fit into all of your current plans. For many it simply involves creating an extended project with the students, from what you already are doing, to make it have a community impact (whole school, local community, global community). You could even use the day to hand out awards (we have a MAD Awards Template). The intention is that the students begin to see that they are heard, they are valued, they are respected.

It makes the world of difference to them.

The main theme for 2005 is Reconciliation and Harmony. This is a wonderful opportunity for having the students more intimately related with each other as well as people of all cultures. The MAD Day kit that we can send out to you contains a number of other themes and ideas for values-based projects that will unfold the possibility of students profoundly impacting their world.

Request your MAD Day Kit now (it is free) from: adrian@educationfoundation.org.au Please email your name, school and postal address.

Adrian Bertolini
ruMAD Coordinator, Education Foundation
Phone: (03) 9650 4277

Clearinghouse

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on: (03) 9489 9052 or (03) 8344 9637

Australian:

Network News (Network of Community Activities, Surry Hills, NSW) December 2004
Research Developments (ACER, Camberwell, Vic) No 12, September 2004
Youth Studies Australia (Australian Clearinghouse for Youth Studies, Hobart, Tas) Vol 23 Number 4; December 2004

Documents

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

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

Code Description/Pages/Cost
559 VoiceBox (School Councils UK, London) Issue 5, Autumn 2004 (12 pp; $1.20)

Friends of Connect

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

Sustaining Subscribers ($100 for two years):
Dr Peter Carey
Subiaco (WA)

Supporting Subscribers ($50 for one year):
Peter Mildenhall
Kangaroo Ground (Vic)
SUBSCRIPTIONS:

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

(circle amount)

1 year 2 years

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

Subscription Sub-total: $...........

* cannot be paid for with an organisational cheque
** all payments in AUD; add $10 pa outside Australia

MATERIALS:

Back issues of Connect ($4 single; $6 double issue). Circle issue/s required: $...........
- Cross-referenced index to contents of Connect back issues ($3) $...........

Miscellaneous Resources:
- Students and Work - 1985 Connect reprint booklet #5 ($5) $...........
- Democracy Starts Here! Junior School Councils at Work (1996) $...........
- Case studies of Primary School SRCS ($7 or $12 for two copies) $...........

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

Documents:
- Photocopies of the following documents: $...........
- Cross-referenced Index to photocopies of documents ($3) (all prices include postage and packaging) $...........

Materials Sub-total: $...........

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