Making a Difference

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& Incorporating the PASTA Newsletter #37

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This Issue:

Active student participation continues to excite much interest internationally, as a core element of approaches to educational development and improvement.

For example, while in Jordan in March, I came across an article in the local English language newspaper which began: "His Majesty King Abdullah on Monday urged the country's youth to take part in the drive for political development by taking an active role in future student council and parliamentary elections." While he was talking there with University students, there is increasing recognition that primary and secondary students also have a crucial role in making decisions and taking actions that shape the societies of which they are part.

And in England, I was privileged to take part in students and teachers workshops through Networked Learning Communities, as part of their program to support and develop 'pupil involvement' in all areas — particularly in discussion, decisions and processes of teaching and learning and school improvement. There's a report on NLC in this issue, plus an introduction to a reflective/evaluative tool they have created.

There are also some first notes from schools at similar workshops in South Australia and England. The issues emerging are consistent. How serious are we about changing power relationships within schools? How serious about transforming education so that decisions are made in partnership, and so that learning is purposeful and productive? Or are we content with limited notions of 'student voice' - of consulting students, of 'allowing' trivial decisions about marginal issues?

The encouraging response to these workshops - the primary school day in Adelaide in particular was hugely oversubscribed - assures us that students and teachers in schools are asking similar questions and are dissatisfied with tokenistic efforts. The English work particularly raises the issue of student participation in teaching, learning and curriculum. If we don't support students to critically influence how schools operate in these areas, we are running away from the core matters.

Looking Forward: to our 150th!

With Connect? I asked in the last issue. There were a couple of raised eyebrows, but no firm offers. I'll continue asking. Anyone want to talk about the long-term production of Connect?

I have some cunning plans - as Baldrick was wont to say. Early next year I'd like to pull together some of the articles about Student Councils, particularly those about re-thinking structures and approaches, that we've been exploring in recent issues. I think they need a more 'permanent' and perhaps extended format. So I'm thinking of collating them and perhaps rewriting some and reprinting them in a book that will celebrate the 25 years and 150 issues. There was also some interest in the UK about a version there, using local examples.

And then?
Victorian students MAD about active participation to change the world!

More than 150 students from Albert Park College, Myrrhee Primary School, Middle Park Primary School and St Kilda Primary School (Victoria) battled the chilly sea at St Kilda Pier on Thursday June 10th. Students collected the dreaded Northern Pacific Sea Star and cleaned the hulls of boats at the Royal Melbourne Yacht Squadron to help save Australia’s marine life.

Students from Albert Park College and Myrrhee Primary School have been working for the past year to raise the public’s awareness of the marine pests. “The Northern Pacific Sea Stars are voracious and can destroy the food supply, so fish and other sea creatures in the Bay will die,” said Lauren Blackmore from Albert Park College. “By raising the public’s awareness of the Northern Pacific Sea Star, we can make a difference to stopping their spread and save the Bay for when we grow up,” said Myrrhee’s Jessica Graham.

An army of more than 50,000 young people in more than 200 schools across the state participated in the Education Foundation’s third annual MAD Day (Make a Difference Day) on Thursday 10th June. MAD Day is a one day activity where students get the opportunity to help others and see they can make a difference in the world.

“Young people care passionately about their world but often feel powerless about what they can do. MAD Day gives form to students’ passions and concerns by helping them explore solutions to a range of social and environmental issues,” said Heather Le Roy, CEO of the Education Foundation.

Other, student-led MAD Day projects included:

- Arthur’s Creek Primary School, near Whittlesea, organised a peace march through their town as part of a protest against war;
- Sydney Road Community School in Brunswick raised awareness around the impact of overuse of plastic bags on the environment;
- Students from the Flora Hill cluster of schools created and unfurled more than 3000 Tibetan Prayer flags around Bendigo that carried the hopes and dreams of the young people who made them.

MAD Day is the major focus of the Education Foundation’s r.u.MAD? (Are You Making a Difference?) program in schools. The program aims to help teachers and kids to be more involved in their communities and to make the curriculum more exciting and relevant. The Education Foundation is an independent philanthropic trust that believes that kids can do anything with a great education.

For more information:
Adrian Bertolini, r.u.MAD? Coordinator, Education Foundation: (03) 9650 4277 or adrian@educationfoundation.org.au

Education Foundation
KIDS CAN DO
Student Inquiry
Leading the Community

Senior Students at Miles Franklin Primary School in the ACT have been part of a new and innovative program for a Primary School. The Student Representative Council (SRC) has undertaken the challenge of engaging the community in a discussion around the 'Opening of the School Oval'.

The students showed their commitment to student participation in decision-making by immersing themselves in parliamentary role-plays designed to enhance students' abilities to make real decisions about a school-based issue. With the support and guidance of the Deputy Principal, Melissa Travers, and the assistance of the Parliamentary Education Officer, Anne Kennedy, the SRC determined whether a section of the school oval should be expanded for student use and the repercussions this could have on the school and wider community.

Students from years 4-6 were initially invited to nominate for SRC membership, by submitting an expression of interest, in which they set out why they wanted to be part of an inquiry into a prominent school issue. This was an ideal way to focus students' thoughts on what SRC membership really meant to them. In preparing for the Senate Committee of Inquiry role-play, the SRC canvassed opinions and sought information from students, teachers, administrative staff, the community, a neighbouring school and relevant government departments. The program consisted of weekly meetings where students went over details of discussing the issue, reviewing who the interested parties would be, designing questionnaires for the interest groups, surveying the interested parties, collating information, discussing the results and deciding how we would represent the interest groups opinions in the best way. From this point we undertook a Senate Committee of Inquiry with all interest groups represented by students and the Senators questioning them. The Senators then met to review the process and information gathered and made recommendations to the School Board through the Principal. The recommendations then went to the Principal for a
final decision. The Principal considered the recommendations and opened the oval. The oval is now open five days a week in the second half of lunch, with up to 50 students a day using it.

The SRC Program encapsulated concepts from the Natural and Social Systems strand of the Upper Primary band in the ACT Studies of Society and Environment Curriculum Framework, including using role-play to explore decision-making, examining and interpreting the views of others, active citizenship and the rights and responsibilities of all in the political process. Students learnt valuable research, investigation, public speaking and written skills and enhanced their understanding of the law-making process in federal parliament. Student and teacher alike saw first-hand how they could use these skills and understanding in future SRC decision-making and in other areas of the curriculum.

Next...

In 2004 the Senior Students of the SRC will embark on another Senate Committee of Inquiry on 'Naming the New Resource Centre'. As the School has embraced the new Computer lab into the library, it is time to rename the Centre of Information and Communication Literacy. This will be a stimulating and exciting debate, as the interest groups will need to research the history of the school and the namesake of the school: Miles Franklin.

The school owes thanks to the Parliamentary Education Office, as their assistance and guidance has been wonderful. An article about the Miles Franklin Senate Committee of Inquiry was also in the Profile in November 2003.

Melissa Travers

Student Comments:

It was a great day at Parliament House as it was fun in the debate and I got to learn a lot of things. Debbie

It was interesting. Steven

I enjoyed being a Senator and talking to the groups. Oliver and Scott

In conjunction with the Parliamentary Education Office, the program will focus on a current issue, which the SRC wants to address.

The Opening of the Oval

By investigating an issue in the same way as the Australian Federal Parliament investigates and debates a Bill, students will understand the processes by which the parliament operates. This learning strategy, once experienced, can be continued with the SRC in the school in future years.

Outcomes for students include

- An understanding of the way parliaments pass legislation
- An awareness of the need for compromise in conflict resolutions

The SRC will meet weekly to discuss and research the issue, ask questions to interested parties (fellow students, P&C, and staff), represent another’s opinion and debate the issue at Parliament House.

The program will incorporate role-plays encompassing:

- A Senate committee of inquiry, in which students will role-play examining the Bill from the point of view of different interest groups

This is an opportunity for developing in students an understanding of the concepts of active citizenship and participation in local civic affairs.

For more information:

Melissa Travers, Miles Franklin Primary School, Alderman St, Evatt ACT 2617
Ann Kennedy, Parliamentary Education Office, Canberra: 02 6277 3147

June 2004

Interest Groups Interviewed

- Ball Games Senior
- Ball Games Junior/Middle
- Teachers
- Tips - Kinder
- Saddle Club – year 3 girls
- Department of Urban Services
- Mrs Nelipa/ Mrs Hardy
- PE Lessons in class - Teachers

Questions to Interest Groups

Do you want to use the oval for recess or lunch?

Would you plan on the whole oval?

Will you help the SRC to clean it up?

Do you know anyone who uses it after hours?

Do you want to play on the oval or want everyone else to play on it?

Do you think it fair to have more fun and teachers have more work?

Will you use the big oval as much as the little oval?

How often would you use it?

Will you use the oval if we opened it?

Would you use the goal posts and cricket nets?

Would you mind if we shared it with St Monica's?

Would you be happy with a roster if the oval is open?

Do you think it should be open every second day to give teachers a break?
National Student Participation Conference: Now We Are Seven!

You'll be working long and hard, but you will have time to see Canberra while you're there. You'll be too excited to sleep most nights: so many ideas. You will visit Parliament House and ask questions of the Governor General, and maybe you'll even allow yourself to sing in the talent quest.

NASPAC VII is the 7th National Student Participation Conference, which this year is to be held in Canberra from September 20th to 24th. NASPAC is a show-case of all the best programs and practices in student participation across the country; it is great discussions that last long after the sessions for the day are concluded. And it is the place where the national agenda for student participation is often set.

The exciting program this year will host the first National Congress of Student Representative Councils – one step closer towards a student-run National SRC organisation.

- It will have SYN FM broadcasting you on radio.
- It will host the first official report back from the International SRC Conference in Canada!
- NASPAC VII will be live online through Vibewire.net and through Student Virtual Parliament with continuous voting and debate.
- We will see the first national meeting of SRC Teacher Adviser Associations from around the country.
- Special sessions for primary school models and programs.
- And the centrepiece of this NASPAC, the jewel in the crown: Talk Back Classroom, as part of NASPAC VII, will be interviewing the Governor General with all our participants involved in the process!

The conference runs for five days (including arrival and departure) and accommodation is provided on site. Most meals are catered for, however dinners are left to the participants to organise for themselves. Apart from the workshops, presentations and activities during the day, a host of optional social activities are also planned, including a trivia quiz, formal dinner, tour of Canberra and a trip to Parliament House (with some special treatment).

Conference registration fees: students: $200; adults: $220. Fundraising support is available upon request.

The ACT Student Network has taken on the challenging mission of hosting and organising the 7th NASPAC, supported by Second Strike, organisers of NASPAC VI. The Network has already set themselves the goal of beating the rave reviews that #6 received – and they are well on their way to achieving this already.

Canberra

September 20-24
I bumped into a student participant from NASPAC VI last year at another conference. She said, "Yeah, this conference is great... but it's no NASPAC." When I asked her what was so special about NASPAC, she replied: "The intensity, the freedom of expression, the amazing connections with people in late night discussions. But mostly, emphasis on personal responsibility. We weren't treated like children with rules we had to follow 'for our own good.' That drove me so much more to commit to the whole thing, and I got so much more out of it. Not just for me, but my whole school seems to have benefited from what I have brought back."

NASPAC VI made a crucial breakthrough when it came to defining the term 'Student Participation'. It determined that just having individuals who happened to also be students involved was insufficient to call a project 'student participation'. There had to be a connection with school structures in some way. And participation does not mean simply 'being involved'. It means that the young people involved have an important and respected role in determining the organisation, direction and decision making of the activity or program. This is the definition that NASPAC VII will be working by.

David Mould

To learn more about NASPAC VII, go to the website: www.second-strike.com where registration forms are also available. Or call David Mould on (03) 9855 8900

June 2004

Victoria: SRC Frenzy

Frenzy

It's amazing how much is out there for SRCs to get involved in. Unfortunately, within a formal conference format, there's often just no way to discover it all. Enter Frenzy, Victoria's pinnacle event for International SRC Week 2004. This first ever SRC Expo, to be held on Thursday 15th July, guarantees that each student who attends will walk away with a show bag of at least 20 new and exciting ideas (and that's if they aren't trying).

As part of International SRC Week (12th-16th July, 2004) we want to celebrate the role that the Student Council plays in your school. Frenzy will be a festival of fun, activities, food, workshops, a mock parliament, local area meetings, a showcase of the latest programs for SRCs and, most importantly, a place where thousands of ideas will be thrown into the air... for you to catch as many as you can.

It's something that we've all heard before and tend to roll our eyes at whenever we hear it, but this time it's true: this is not just any conference! Frenzy is a giant think tank involving SRC students from around the state—coming together to develop and share new ideas about Student Councils. Whether you are a high-flying SRC or struggling to get going, Frenzy is the place to steal a bag full of ideas for you and your school.

The idea behind Frenzy is that there is no set structure. Set in an expo-like, secure fashion at Melbourne University, participants are free to participate in any sessions in which they are interested, as well as to roam the many stalls and rooms that will be set up throughout the day. (No more sitting in a packed auditorium staring at a wall, wishing the guest speaker would just stop talking so that you can go to lunch!)

While you'll have to attend the day to find out everything that will be on show, here's just a sample of what you'll experience:

- Mock Parliament;
- Student Virtual Parliament;
- Open Brainstorm Sessions;
- SRC Skill Workshops;
- Open Forum for submissions to the INTERNATIONAL SRC CONFERENCE, CANADA in August 2004;
- Teacher Professional Development;
- One-on-one SRC consultation;
- Secret Competition with a prize of one free SRC Training Day, value = $425;
- Local cluster meetings of SRCs, hosted by the VicSRC.

One thing that we're sure you'll want to attend is the "Marketplace of Resources." Whether you want to organise a school carnival, get involved in immigration issues, clean up your school or are simply looking for new ways to raise funds, we've found just the right people to help you.

Prices for Frenzy have been set as low as possible to ensure that schools are able to bring as many students as they wish; this is an event that your whole SRC will benefit from! It is suitable for all year levels.

Student Registration: $20 per head
Teacher Registration: $15 per head
Observer Registration: $10 per head

Places are filling fast (over 130 registrations were received in the first two days), so you'll have to move quickly to ensure your place at Frenzy!!

To find out more about what is set to be the most exciting thing to happen to Victorian SRCs in quite a while, or to get a registration form, visit the Second Strike website at www.second-strike.com or call (03) 9855 8900

Teigan Leonard
Student Councils Taking the Next Step:

Student Councils: We're Proud Of ... We're Critical Of ...

Following on from and using the issues raised in the previous issue of Connect, workshops for students and teachers were held in Adelaide (South Australia) in March, and in Cranfield (England) in May exploring ideas about 'taking the next step' ... beyond restricted ideas of traditional student councils. In Adelaide, the primary school day attracted teachers from approximately 100 schools, and the secondary school day involved small teacher-student teams from about 22 schools; at the Cranfield workshop, about 40 students, teachers and consultants from about 10 schools or networks took part.

The information from these workshops is still being collated, but 'raw' responses from a session that was common to the Adelaide secondary school day and to the Cranfield day are presented in the following table. Here, schools were asked to prepare and present posters summarising what they did well: what they were proud of; and what could be improved: what they were critical of. We asked schools to be honest and self-critical ... but also to acknowledge what was going well. It is interesting to note the similarities and differences between schools and countries.

More information will follow. Thanks to Leanne Carr and Mary Hudson in Adelaide and Networked Learning Communities in England (see on article page 16 of this issue).

Rohger Holdsworth

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<thead>
<tr>
<th>School</th>
<th>Proud of ...</th>
<th>Critical of ...</th>
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<tbody>
<tr>
<td>SA School A</td>
<td>• Student voice - straight to the Principal or concerned area</td>
<td>• Nothing to spend money on / hasn't spent money</td>
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<tr>
<td></td>
<td></td>
<td>• I haven't been involved in real issues</td>
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<td></td>
<td></td>
<td>• Students unaware of SRC's full power</td>
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<td>SA School B</td>
<td>• Ritual / tradition: hard work at formal assembly: beginning of year assembly: bring &amp; buy stalls &amp; activities; last day</td>
<td>• Emphasis on fundraising (time consuming)</td>
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<tr>
<td></td>
<td></td>
<td>• No real voice</td>
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<td></td>
<td></td>
<td>• No Year 8 representation</td>
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<td></td>
<td></td>
<td>• Meadowside - only Year 9 - same group for whole year (17 of 550 plus)</td>
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<td></td>
<td></td>
<td>• Selection process - ritual</td>
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<td></td>
<td></td>
<td>• No change brought about - we are predominantly working in the areas of fundraising and entertainment, eg: Project Compaction, Gala Day, our school's Feast Day</td>
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<tr>
<td>SA School C</td>
<td>• Work well as a team</td>
<td>• Concentration on more important issues</td>
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<td></td>
<td></td>
<td>• Leadership Camp</td>
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<td></td>
<td></td>
<td>• Good at fundraising</td>
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<td></td>
<td></td>
<td>• Good relationship with Principal</td>
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<td></td>
<td></td>
<td>• If there is a concern, the SRC feels comfortable to address it</td>
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<td>• Elections to become SRC done in front of whole year level and teachers</td>
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<td>SA School D</td>
<td>• Principal supports our effort</td>
<td>• No time allocated for staff to run the council</td>
</tr>
<tr>
<td></td>
<td>• Good representation across the school Years 5-9</td>
<td>• Only one staff member</td>
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<td></td>
<td>• Can make changes if we tried hard enough</td>
<td>• Not whole school Iniative Years 5-12</td>
</tr>
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<td></td>
<td>• Reliable well chosen captains and SRC members - good process</td>
<td>• Not allowed to spend our money (then)</td>
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<td></td>
<td>• Good routines in place so changes can occur - meeting times, sub-groups, etc</td>
<td>• Unsure on structure and procedure to follow when wanting to make suggestions/changes/ affect new things</td>
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<tr>
<td></td>
<td>• Class meeting issues are huge - priority to work throughout year</td>
<td>• Doesn't really have enough voice and respect amongst staff and students</td>
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| SA School E | • Fair say | • Lunchtime meeting |
| | • School value - staff given | • Too much translation |
| | • Always moving forward | • Not enough interaction |
| | • Principal support | • Downgraded |
| | • Gives confidence | • Lots of fundraising (too much!) |
| | • Specific roles | • No report to student body |

| SA School F | • Action on graffiti in toilets | • Class meetings, go to wider ranges of views |
| | • Fundraisers for charities (different) | • Not enough boys/6's & 10 |
| | • People with power, listen to our ideas and we get action; ie: teachers; uniform; outdoor furniture, etc | • Graffiti around the school |
| | • Meetings can be held during lessons (for Juniors). Year 11s closeness/meetings during lunch (food included) | • SRC isn't addressing it |

| SA School G | • We have a say = GCC & management, curriculum | • Students don't believe SRC can do things |
| | • Soon as a body of the school with soap image | • SRC not priority for some teachers, students |
| | • Different committees, eg: sports; social; fundraising; grounds. | • Not using power |
| | | • TIME = to do things |
| | | • Space/nowhere to meet/operate |

| SA School H | • Leadership skills | • Limited say |
| | • Cross age mixing | • No budget |
| | | • We have a voice | • No enough links with forum (SS- SRC) |
| | | • A chance to EARN respect | • No input to curriculum |
| | | • To improve the school | • Students on SRC can have narrow views |
| | | | • Need own SRC space / room |
| | | | • More regular meetings |
| | | | • Better links: students - SRC rep - SRC - school leadership |
| | | | • Improve communication |
| | | | • Rewrite "Mission", "Goals" |
| | | | • Set time for class meetings |
| | | | • Higher profile for SRC reps |
| | | | • Specific roles for SRC |

| SA School I | • Civic & Citizenship program | • Bad image - elitist or "uncool" |
| | • Leadership / motivation camp | • All talk, no action |
| | • Principal / leadership support | • Tokenism - don't approach real issues |
| | • Mix of youth, experience, enthusiasm & wisdom in teaching staff | • No real power |
| | • Love with community | • Lack of structure in the past / organisation |
| | • Middle school & senior | • Not whole school |
| | • Focus on own issues | | |
| | • Fairly even genders | |

| SA School J | • Boys & girls tolerate | • No mirrors in toilets |
| | • School mursals | • More community activities |
| | • Fundraising | • Carteine fire up |
| | | • Bike rides | • Computers |
| | | • In lesson time | • Slow processing |
| | | • Votes & discussions | • Not knowing their representatives |
| | | | • Don't get enough options from different references / students |

| SA School K | • We have our own room! computer; bar fridges; toasties; microwave; cabinet; white board; new chains | • Lack of communication with others |
| | | • Leadership skills | • Lack of things left to be done due to redevelopment |
| | | • Great fun | • Unerogular newspaper |
| | | • Casual days | • Lack of appreciation |
| | | • Anyone can apply to join our SRC projects | • Time shortage |
| | | | • Lack of recognition |
| | | | • Budget |

| SA School L | • Representatives on school council & community / library board | • Lack of student input / ideas |
| | • Good support from community. | • SRC not listened to regarding curriculum |
| | • Meetings in class time. | • Don't fully follow through with goals |
| | • High level of participation. | • Representatives don't always report to class |
| | • Successful fundraisers. | |
| | • Large staff support. | |
Workshops in South Australia and England

"... being honest about where we’re at ... the first step onwards ..."

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<tr>
<th>School</th>
<th>Proud of ...</th>
<th>Critical of ...</th>
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<tbody>
<tr>
<td>SA School M</td>
<td>Uniforms for an approachable image (tums / t-shirts)</td>
<td>No first say</td>
</tr>
<tr>
<td></td>
<td>Committee</td>
<td>Get caught up in the “little&quot; things</td>
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<td></td>
<td>SRC Camo (high ropes course)</td>
<td>Greater involvement with neighboring schools needed</td>
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<td></td>
<td>Meeting process</td>
<td>Determined</td>
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<tr>
<th>School</th>
<th>Proud of ...</th>
<th>Critical of ...</th>
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<tbody>
<tr>
<td>SA School N</td>
<td>Principal supports SRC with regular meetings for feedback</td>
<td>SRC run assemblies totally. (twice per term) 3 lesson times is devoted to this.</td>
</tr>
<tr>
<td></td>
<td>SRC run assemblies totally. (twice per term) 3 lesson times is devoted to this.</td>
<td>SRC has a strong role in the community. These students represent the school at many functions.</td>
</tr>
<tr>
<td></td>
<td>Fellow students and staff respect SRC as a group</td>
<td>Only 28 students out of 520 get to be leaders in a school year. More students could be involved in SRC &amp; activities</td>
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<td></td>
<td>Students do represent their views on Governing Council, curriculum, Parents in Partnership, concert, etc.</td>
<td>Same people involved from junior through to senior school</td>
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<tr>
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<th>Critical of ...</th>
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<tbody>
<tr>
<td>SA School Q</td>
<td>We have a large group of people</td>
<td>Hard to find a meeting time</td>
</tr>
<tr>
<td></td>
<td>Can interact in all decisions and electing members</td>
<td>Need to change the focus of the SRC</td>
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<td></td>
<td>Wide range of students</td>
<td>In the past it has been about fund raising, not student voice</td>
</tr>
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<td></td>
<td>Students have opportunity to voice concerns</td>
<td>Finding time to get things done. Making sure teachers don’t overpower run SRC</td>
</tr>
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<td></td>
<td>Rates money for charities being able to sponsor students for extra-curricular activities</td>
<td>Make sure some students attend meetings</td>
</tr>
<tr>
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<td>Incentives for students to attend meetings</td>
<td>Getting students to attend school project home meetings: e.g. facilities, sport, IT, curriculum</td>
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<td>Pitching the right issues to be concerned about</td>
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<td>Time management</td>
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<td>Changing the perception of the SRC in the student body</td>
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<tr>
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<tbody>
<tr>
<td>SA School P</td>
<td>Recognition in time – have 3 meeting days per term for SRC in school time. Have opportunity for time to run Orientation Days</td>
<td>Not valued by PRINCIPAL nor by teachers, especially Science, Maths, nor by students – hard to get managers interested, involved. Still not &quot;cool&quot; to be an SRC rep</td>
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<td>Have a SRC Coordinator</td>
<td>Seen as a fundraising group by OTHER CHARITIES – constant requests to raise money</td>
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<td>Directly now “supporting” SRC</td>
<td>Students don’t have representation on any – decision making groups-committees (because we don’t have any). (Working parties just starting)</td>
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<td></td>
<td>Have a SCHEDULE time. Support Community through casual days – both local, e.g. Flinders Angels (Ex-tractions), 40 hour term (Global)</td>
<td>Casual days for fundraising; early 50% count but yet still wear casual</td>
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<tr>
<td></td>
<td>Have developed a &quot;culture core&quot; of students over 3 years involvement</td>
<td>Lots of whingeing from students in classes but not applied to do anything, eg join SRC</td>
</tr>
<tr>
<td></td>
<td>Students now apply to be an SRC rather than a popularity vote!</td>
<td>SRC Coordinator exhausted by demands of sharing too many “roles”, e.g. have four classes, including Year 12; Year 10 Coordinator (200 students) with one other person; Arts Coordinators Major Performance</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>School</th>
<th>Proud of ...</th>
<th>Critical of ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA School Q</td>
<td>SRC split up into 4 sub-committees – health &amp; well being; publicity; careers &amp; fun; events &amp; fundraising</td>
<td>No real voice in school curriculum</td>
</tr>
<tr>
<td></td>
<td>SRC run school assembly</td>
<td>Younger SRC not consistent and don’t contribute as much as the older students</td>
</tr>
<tr>
<td></td>
<td>Every class group has class meeting. All class groups represented on SRC</td>
<td>Need our own space for meetings</td>
</tr>
<tr>
<td></td>
<td>We have a lot of support from the Principal</td>
<td>No consistency involved with teachers – country school high teacher’s turn-over rate</td>
</tr>
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<tr>
<th>School</th>
<th>Proud of ...</th>
<th>Critical of ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA School P</td>
<td>Regular meetings</td>
<td>Need to move from trivial to bigger issues</td>
</tr>
<tr>
<td></td>
<td>Regular reporting back to classes</td>
<td>Always the same and/or best students - a core group, small numbers involved.</td>
</tr>
<tr>
<td></td>
<td>Documented meetings.</td>
<td>Though student chairs the Student Council, items are decided by the teacher</td>
</tr>
<tr>
<td></td>
<td>Ideas forward to Heads of School</td>
<td>Need more young children</td>
</tr>
<tr>
<td></td>
<td>Whole school decision making process and recognition</td>
<td>Not effective in operation</td>
</tr>
<tr>
<td></td>
<td>Seeking student body</td>
<td>Transfer motivation of more students - in all classes</td>
</tr>
</tbody>
</table>

English Schools and Net works: several came and ideas are grouped

Relationships:
- Communication and working together
- Interpersonally around issues of transition, licensed a joint working party
- Communication and sharing of ideas
- Sharing knowledge
- Teamwork
- Good relations
- Joint curriculum planning

Real impact on curriculum etc:
- Range of extra-curricular activities
- All staff will be interviewed by students
- Impact on local issues
- Questioning in classrooms; change to classroom processes
- Behaviour Policy
- Global Action Plan
- Real choices
- Philosophy for children

School (student) Council:
- All involved, important
- Staff support
- Has a budget
- Democracy - voted in; election campaigns
- Meets at lunchtime
- Student chair it
- Support from the head - attends meetings

Consultation and research:
- Use of expertise
- Questionnaires to find views
- Students as data sources - have had an impact
- Peer learning
- Have a real say
- Student Conference
- Link with Governors

Other:
- Continuity
- Use of ICT
- Priority

Need a newsletter between schools.
Need more schools involved.
Global Education Conference

World Vision is holding its 2004 Global Education Conference at the Melbourne Convention Centre on Wednesday 28th July. The Conference theme is: 'New teaching challenges: knowledge and values for a better world'. It aims to provide an opportunity to learn more about the key issues shaping the world, and to source practical ideas for teaching within a global perspective.

As well as presentations from Hon. Justice Marcus Einfeld (the keynote speaker), Arnold Zable (Australian author), David Holmgren (ecologist), Jill Wilson (Asia Education Foundation), John Kilner (The Age) and Jo Tate (award-winning teacher), a panel of young people will speak about student leadership on global issues.

During the Conference, Tim Costello (World Vision's Chief Executive) will also launch World Vision's new curriculum resources, including detailed background information, classroom worksheets, case studies, photos and a poster for the classroom.

Registrations close on July 21st. For details, see:

Disillusioned?

It makes sense I guess: without some sort of issue to set the fire in your shorts, no one wants to bother. "Why should I join a committee? What can I do? I don’t have time..." Without a problem, no one looks for a solution, but ... why don’t we find the solution to prevent the problem?

Students are in danger of being left without a voice.

As you read this, a group of ex students are clinging to an old dream: a dream that there will continue to be a student voice. We are doing this through ‘our little baby’: the Victorian Student Representative Council. The question I put to you today is: "Where is the next generation? Does no-one care any more?"

We’re talking about your education, about the way the government will not always be on your side and the way that many voices sound stronger than one. Teachers have unions, they strike, they work together to get what they want; but what do students have? Just having a tokenistic or even a truly successful SRC at your school is not enough. The state needs its students to join together in order to truly make a difference.

Do it to meet friends, do it to get the oldies off the group that is purporting to represent you, or do it because you are passionate.

Whatever you do, start networking, makes sure your own SRC meets, meet with other SRCs in your district, and finally ... contact me if you want to get involved in the Vic SRC.

Don’t leave us oldies in charge forever ... because, at some point, even ex-students become adults!

Elizabeth Atkinson
Beth_angel83@yahoo.com.au
PASTA NEWSLETTER
# 37 - June 2004

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.

SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM ON THE WEBSITE

PASS THE PASTA

Early in 1997, the executive of PASTA was given a proposal - to investigate the possibility of an Australian delegation of students and teachers participating in the annual American Student Leadership programs conducted by the National Association of Student Councils. After many months of looking at options, it was decided that we would participate in the Conference being held in 1998 at Derby, Kansas. Since that time, approximately 170 students and teachers have had their lives enriched by either this experience or a similar program conducted by the Canadian national student leadership body. While this publication has been the venue for numerous reports on the results achieved from their time abroad, there is still a widely held misconception about the value of such a program.

One of the major issues that have we have had to deal with is the trust that the parents of the student delegates must have in PASTA to allow their sons and daughters to participate in such an event. To alleviate their concerns, each year a weekend is devoted to allow parents and delegates to get to know the advisers who will be going with their children. Those parents who attend are given a broad overview of what will be happening while they are away. They are made aware of the difficulties their children will have in communicating with them due to the very full program that will be followed. Pre-dawn starts and midnight finishes are normal days, with every minute in between filled with amazing leadership activities. We outline the procedures that will occur while travelling; security issues; how we will handle health issues; transport and accommodation; expectations of the delegates as representatives of Australia; and dealing with daily events eg money, food, sleep and personal safety. Finally, parents are invited to ask questions on things that they think we haven’t covered to their complete satisfaction.

This year’s orientation weekend for those attending ISRC 2004 in Edmonton, Canada, was split between two venues. At the end of the weekend, parents commented on how pleased they were with the information that they were given and expressed confidence in the organisation and planning that had gone into this tour. They were also happy to have met the advisers who would be accompanying these students. We would like to thank the Principal of Asquith Girls High School and Ian and Kathy Bott for the use of their school and home respectively, as well as the parents, students and PASTA members who attended for their participation in this very important part of our international representation program.

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
CROSS-CULTURAL MATTERS AND ISSUES

Notes on Survival and Diplomacy for the PASTA North American SRC Tour

As international representatives of Australia, it is expected that all delegates “do their homework”, that is, have a good knowledge of both their own country and the countries they are visiting, as well as the skills and attitudes required to work together as a team and survive in good health and spirits for a month. In the previous issue of Connect PASTA provided an outline of the orientation process and the numerous items included in the study folders issued to overseas SRC delegates and families for that purpose. The following is a summary of most of the topics dealt with in some way at orientation and followed up by delegates with the help of their own families, SRCs, schools and communities in the months prior to their tour.

1. SURVIVAL
- Crossing the street; getting out of buses; traffic; speed limits, etc;
- Jet lag; energy levels; concentration on tasks you are there for;
- Climate; heating and air conditioning; comfort levels; climatic changes while travelling;
- Going places together; safety in numbers; places not to go;
- Food; water; cafeteria; ‘sloppy joes’; salads and knives and forks and hands;
- ‘bathrooms’ and toilets;
- medical emergencies/medical costs;
- drugs/travel/strangers.

2. MONEY
- Similar look of paper money: watch what you’re giving and getting;
- Pennies, nickels, dimes and quarters: count your change/exchange rates;
- Sales taxes (GST?): added on to ‘the price’ - amount varies state to state;
- Tipping for ‘services’: waiters, taxis, porters, others/compulsory - not at fast food places;
- Travellers cheques/credit cards, ATMs etc;
- Group excursions, meals, etc;
- Gifts/souvenirs/value for money;
- Exchange Rates and methods.

3. COMMUNICATIONS
- PASTA Email and phone service - laptops - sharing/personalising of messages;
- Essential and extra communication with parents, families, advisers, schools, SRCs;
- Phoning/Mailing (aerograms, postcards)/E-mailing for yourself/for friends;
- Maintaining contact with your SRC, advisers and schools (school term break for two weeks);
- Written records, feedback, diaries, daily reports etc;
- Oral communications/need to knows amongst touring party;
- Communications following the tour.

NOTE: Where possible, use comparisons to things people in the host country or region can relate to eg Australia is 11 times bigger than Texas but its population is smaller than that of metropolitan Los Angeles.

4. LANGUAGE
- Pronunciations and patience: when in doubt, ASK! When speaking, slow down;
- USA lexicon: words to watch (eg toilet, drugstore, state fair, lift, boot, bonnet, etc);
- Aussie lingo: respond positively to puzzled looks (eg tea, tucker, crook, ’buggered’);
- State and local accents/regional differences provide interest - not undiplomatic humour;
- Appropriateness of what you are saying with different audiences;
- Know what you’re talking about and/or be honest enough to say you’ll find out.

5. GEOGRAPHY
- 50 US States plus Puerto Rico, Guam, Antarctica, Pine Gap - map study;
- Size/distance comparisons (or Yes, Hawaii is a long ways away BUT ...).

PASTA Newsletter 37 - Supplement to Connect 147
6. HISTORY/CULTURAL MATTERS: OZ
- Aboriginal backgrounds and issues;
- Convict, settlement, gold and war;
- Immigration and multiculturalism;
- Economic and Treaty ties with the USA, the Commonwealth, Asia, the Pacific Rim;
- Jobs, Unemployment, Education, Health, Politics and issues for youth;
- Location, location, location (The Outback ... The North Shore ... Tasmania);
- Music, Literature, Drama, Dance, Film, Art, Architecture, Science, Medicine, Engineering etc.

7. HISTORY/CULTURAL MATTERS - USA
- Native Americans - indigenous peoples comparisons/Mohawk Nation/Inuit Nation;
- Slavery, Black and Hispanic America;
- Revolution, Patriotism, Religion, Puritanism, a Civil War and how it's made things different;
- Civics and Citizenship/Constitutional Matters/ Congress, State and Local Government;
- Jobs, Unemployment and issues for youth;
- Coast to Coast and the rural heartland, not forgetting "the old south";
- Music, Literature, Drama, Dance, Film, Art, Architecture, Science, Medicine, Engineering etc.

8. SCHOOLS AND SYSTEMS
- Districts/Boards of Education - School Admin versus teaching staff;
- Elementary/Junior High/Senior High - freshman, sophomore, junior, senior;
- Proms/STUCO/Homecoming; gridiron and basketball; newspapers; annual; alumni;
- Curriculum - Electives/SATS/Honor Societies/ Leadership and Activities credit courses;
- Classroom culture/attitudes/comparison with our other countries;
- College culture; scholarships; affirmative action (Harvard to Podunk U with City Colleges in between)

9. SRCs/ORGANISATIONS and ACTIVITIES
- Activity Advisers; State Associations; Camps versus Conferences/State vs National activities;
- The Alphabet Soup: NASSP, DSA, NASC, NIH, NHJS, NAWE, NCL, CASAA, SYLC ... UNI;
- People you'll need to remember (see How's Your Representation file);
- Elections/Presidents etc; Pep Rallies; Publicity; SRC courses;
- A lengthy history and sharing of leadership resources across state boundaries.

10. CONTROVERSIAL ISSUES - AUSTRALIA
- Aboriginal issues; native title; reconciliation; stolen generation; racism;
- Immigration/multiculturalism; "special benefits/rights" for special groups (eg "One Nation");
- Gun control; crime and violence; States' rights; environmental destruction;
- Jobs; unemployment; welfare, GST, tax evasion, gap between rich and poor, private school funding;
- The Queen; the Republic; The Constitution; Federation; 'celebrations'; funding, Governor-General;
- Age and gender discrimination: aged care and euthanasia/homosexuality/marriage/feminism.

11. CONTROVERSIAL ISSUES - USA
- Gun control; the Bill of Rights; crime and violence; the Death Penalty; States' rights;
- Abortion; Right To Life; Women's issues; Religion: especially Islam and Judaism post 11 September 2001;
- Sex; the gay and lesbian culture; lifestyle; alternative living, rural isolation;
- Jobs; unemployment; welfare; street people; affirmative action, Afro-American issues;
- Taxes; Big Government; 'Washington'; Lobbyists; Political corruption, Congressional stalemate;
- Electoral reform, political donations, the role of the courts in deciding close elections;
- Overseas commitments/military intervention/the United Nations role and funding;
- Borders and systems: Mexico, China, Iraq, Israel, Kosovo, the EEU (ie Where's Down Under?).

12. MISCELLANEOUS OTHERS???
YOUR OTHER QUESTIONS

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

June 2004
2005 PASTA USA TOUR

Expressions of interest are now being taken for PASTA's eighth annual tour to the United States to take part in their National Leadership program. This will include attendance at both the 69th National Student Council Conference to be held in Collinsville, Illinois in June 2005 and a leadership skills development program at one of a number of National Student Leadership camps to be held at various venues across North America.

This tour will afford students and advisers the opportunity to travel with other leaders from various states of Australia and to attend a Conference of approximately 2000 American SRC students and their advisers. The leadership training received will put them in good stead both to assist the SRC leadership program in Australia as well as preparing them for their future leadership role in the wider community. Participating students would be expected to pass on their experiences through any available venues to their School, District or State conferences.

Costs

At this stage approximate costs are:

Return Airfare/travel (inc. insurance, etc) (Syd-LA and return) $2000
Conference and Camp: registration fees $1500
Land content (including travel and accommodation within the USA/Hawaii) $3000
Total Cost (not including spending money) $6500

While sponsorship should be looked for, it may not be available in all cases, so students considering this tour need to be aware that they may have to pay the full cost themselves.

The tour will be fully supervised by experienced SRC teacher advisers and is open to advisers and students from Years 9 to 12 in 2005. All those interested will need to apply in writing on the official application form giving reasons why they should be selected to represent their country on this tour. Applications will need to be accompanied by a supporting statement signed by the Principal (or his/her designated representative).

Application Dates

The date for applications to be in, to be considered for the first round of selections of applicants, will be 30 September, 2004.

Successful applicants at that stage will be notified by mid October, 2004.

Applications lodged after this date will be considered on a first-come basis.

If you or your students are interested in being part of this very successful program, application forms may be obtained by contacting:

The Tour Organiser
12 Dyson Dr
Norah Head
NSW 2263
Ph: 02 4396 6485
e-mail: suepage@ozemail.com.au

PASTA subscriptions and queries:

PASTA Inc.
50 Balmoral Drive
Gorokan, NSW 2263

PASTA News8er 37 - Supplement to Con8ect 147
Student participation in the developing world

"It’s so tragic – these children are able to go to school (which is not a regular occurrence in poor communities, as sadly the little money they have, must go straight to food), and study hard so they can obtain a promising future. But then only a few of them gain a place in high school. The question that rang through me was what happens to the children who fall into this rut? What would their future hold if a setback such as this rocks them? I hope that some time soon there will be a place for every child at every level of education in this world.”

Extract from Tanzania Diary

My name’s Chris Varney and I’m a Year 11 student at Wantirna College in Victoria. For the past five years I’ve been involved with the Wantirna College SRC. Since 2003 I’ve been a member of the Victorian SRC and have become involved with the United Nations Youth Association, the Youth Affairs Council of Victoria, the Knox Youth Council and the World Vision youth movement, Vision Generation.

Through my experience I have learned how important the participation of a student is in decision-making and in social issues. Last year I became involved with the 40 Hour Famine, where I raised $4,659 to assist World Vision’s development work in Ethiopia. I was then awarded the privilege of going on a trip sponsored by World Vision and Qantas to Tanzania in East Africa to see the work being done there myself.

Going to Tanzania was a huge eye-opener for me. One of the biggest things that hit me was the number of children there who didn’t have the option to go to school because of their financial situation.

In Australia, every child is sent to primary and secondary school and they also have the opportunity to pursue a tertiary education. This is not reality for students in the developing world.

However, of the students I met in schools built and run by World Vision, I was taken aback by the focus on student involvement in decision making. It is hard to grasp that there could be room for the voice of a student in a world of poverty and despair. I find it quite extraordinary, as well as heart-warming and encouraging, that children’s ideas are still sought and valued in impoverished communities.

Previously I had perceived that aid and development were issues that were addressed by community leaders and aid workers – I was wrong. Issues and initiatives of aid and development encompass people of all ages – even students.

I truly understood the level of participation students have in developing communities when I met thirteen-year-old, Yustar. Yustar lived in Shambarai, where the people had been working to bring their community out from under the poverty line for five years. What struck me was the level of governance that this community had put into practice. World Vision weren’t the dictators of this area; the people functioned under a democracy. Each village in this area elected two representatives (male and female) to take the problems and concerns of their village to the Community Council, which consisted of other village leaders. There were also student representatives on the Community Council, and Yustar was one of them.

Yustar’s role was similar to that of a student representative on a School Council. She reported on the progress of the school and the needs and requests that had arisen from it: Yustar has a say in what the Council does; she can vote and speak on behalf of the students.

World Vision aid workers were also on this Council, and they worked together with the people of Shambarai, on developing their community so that its people could enjoy a life in all its fullness. This development included spreading awareness of diseases such as HIV/AIDS and malaria, installing clean water wells and water irrigation systems, delivering effective food distribution and looking at the impact of the drought, where crops and farmers were suffering as a result.

We don’t often think of the student voice in a poor community. Our reaction is to sponsor a child so that he or she can go to school. I have seen the fruits of sponsorship in motion, but I have also seen how students in developing counties, like Yustar, are being motivated to “make a difference” in their community.

Thus, active student participation is not only a movement that is being fostered and enjoyed by Western culture, but it is also a focus in the developing world, where students are being given the opportunity to fight the grip poverty has on their lives.

Chris Varney
Youth Ambassador for World Vision
VicSRC Member
Networked Learning Communities

While in England in early May, I took part in some workshops with students and teachers around the 'Taking the Next Step' theme (see the previous issue of Connect). These were organised through Networked Learning Communities (which is auspiced by the National College for School Leadership). As part of their work supporting school improvement by networking schools throughout England, this program has developed a strong focus on 'pupil involvement in networked learning'. A recent issue of their magazine Nexus, a series of local support activities, a national conference and a range of print and electronic resources have been initiated. Further information about the resources available is included below.

The tool introduced here is based on their print and CD-ROM kit. I have adapted some of the language and examples to fit Australian circumstances, but have otherwise used the NLC structure in this outline. In the space available, I have not been able to include the full pack nor present it as stylishly or usefully as Networked Learning Communities has; however I hope this introduction will be useful and will also act as a 'teaser' to encourage you to contact NLC (address and contact details below) to ask about the availability and use of the original tool.

Roger Holdsworth

A Tool for Helping Students and Teachers to Create a Vision of Student Involvement in School Improvement, Learning and Teaching

This activity has been designed to help students and adults create a vision for student involvement in their school or network. It has been developed with the help of students, practitioners and academics from several different Networked Learning Communities (NLCs).

At an NLC Futures Thinking event, a group of 16 delegates spent an entire day discussing the issue of student involvement. Together, they created three different maps which represent networks at varying stages on the journey to fully involving students in every aspect of learning, teaching and school improvement. They also created an extensive list of ideas, questions and suggested activities for networks interested in student involvement. The activity was then further developed by delegates at a recent NLC conference on student involvement.

The three stages are named 'sitting', 'crawling' and 'walking' and are solely intended to help people taking part in this activity to discuss the issue of student involvement:

- **A sitting network** is one that has hardly started on the journey of involving students and may not even know where to begin;
- **A crawling network** is one that has started on the journey and has had some success with involving students;
- **A walking network** is well on the way to fully involving students and has had success with a range of different activities. The students feel their voices are listened to and their ideas are valued and acted upon.

What do we mean by student involvement?

Student Involvement is a broad term used by the Networked Learning Communities program to mean involving students in almost every aspect of learning, teaching and school improvement. Some examples of student involvement would include areas currently known as:

- consulting students;
- student mentoring;
- student leaders;
- students as researchers;
- student learning walks;
- student steering groups;
- students as teachers;
- the work of school and network councils;
- student representation on network steering groups.

Above all else, it means students and adults working together within their networks to achieve all of this.

Why would you do this activity?

By taking part in this activity, you will:

- discover what students and adults think and feel about student involvement;
- learn from, with and on behalf of the students and adults in your network;
- create together a vision for student involvement in your network.

Who should be involved?

This activity can be used by groups of any size, but it is most suited to groups of around six people. It is important that the group consists of adults and students and that measures are taken to ensure that everyone's voice is heard equally. If the group is larger than eight people, then it is advisable to split into smaller groups. If you have a number of discussion groups then you will need to include time at the end of the session for each group to share their vision.

Who should facilitate this activity?

A student, teacher, Principal or consultant within your network or from another network. Ideally your facilitator will have a good understanding of the activity and may already have taken part on a previous occasion. They will also need to be good at working with groups of students and adults and must not be afraid to ask challenging questions.

How long will it take?

To get the most from this activity, you will need to allow at least one hour. However, if you need time for groups to feedback to each other, then you may need a further 30 minutes for sharing your ideas and answering questions.

What resources are provided in the pack?

Included in the pack are copies of the three maps of networks at different stages of development and a selection of cards with ideas, questions and suggested activities for moving your network forward. You will also need to make plenty of materials available around the room to record and capture all of your ideas and discussions, for example, flip charts, marker pens and sticky-note pads.
The sitting map

Agree on a vision of what you want your school/network to be like and make sure everyone has a feeling of ownership.

Be prepared to take risks.

Councils just raise money for charity or to buy books and replace things like music equipment etc.

Only meets once a term.

Popularity vote - not based on the ability of the candidate.

Teachers write the agenda and have the final say.

Student Councils
Only do what they are told to do - teachers don't really listen.

Setting and streaming is OK if you're in top groups, but not always so good in the lower groups.

Parents
Get little feedback (mainly formal). Only learn about the school from their own children.

Students
Told what to do, where to sit and when to speak.

Teachers
Too remote from the students.

Disruptive students waste everyone's learning time. Maybe they don't feel valued or listened to?

Some teachers stuck in their ways. They don't see the point of student participation.

'Stick to the curriculum' teachers only care about results.

Form captains have limited responsibilities - only do administrative tasks like collect rolls.

How can you establish what the issues are for your school/network? How will you work together to try and address them?

Learning walks can be an excellent way to learn about the other schools in your network and other networks.

Heighten awareness of all the adults in the school and network at all levels. If they need persuading, organise for students to present their ideas to the staff. Above all else, the principal must be on-board.

June 2004
The crawling map

Student councils will only have true status in a school if they are able to have an impact on learning, teaching and school improvement.

How can schools at different stages work and learn together across a network to provide each other with mutual support?

Student Councils

- Tend to focus on issues outside the classroom, like toilets and the environment,
- Good discussion but no action,
- A few teachers are trying really hard to get things moving,
- Some teachers try to move things forward,
- However, they still retain control,
- Most teachers don't yet really trust students to lead, decide or understand,
- Control still mainly in the hands of the teachers - fear of losing control,
- No sense of community between teachers and students,
- No sense of progress - a feeling of frustration and of being looked

However, there is a concern to be seen as being student-centred

Crawling

- Student councils create the agenda,
- Chaired by a student,
- Teachers seem to listen but still nothing happens,
- Students attempt negotiation with teachers,
- However, teachers have fairly rigid ideas of how to teach and little real desire to listen to what students think about learning

- Mentoring of younger students by older students can be a powerful way of sustaining the principles, passion, activities, methods of working and on-going development within a school or network

- Have regular review sessions for staff, presented by students, to update them on the work and the research findings to ensure that staff are kept up-to-date and see the benefits of student participation.
The walking map

E-communities can be places where students from all over the country (and the world) can build relationships, share ideas, problem solve together and learn from, with and on behalf of each other.

Students are members of the school and network steering/governing group or have their own steering group.

Leadership roles offered to students of all ages.

Helping to solve problems in their schools and across the network.

Student Councils that have a real impact on improving their schools.

Sharing and solving problems together and looking out for each other.

Something happens as a result.

Students are consulted on all major issues.

Students are partners in learning, teaching each other and even teaching teachers.

Students are offered a range of different mentoring schemes including student-to-student, members of industry-to-students and adult-to-student.

Students united - linking with other schools and networks, joint decision-making and sharing ideas.

More experimentation around the schools into areas like emotional intelligence and different learning styles. Students also carry out their own research into areas such as 'What makes a good lesson?'

Learning walks to other networks to learn and share ideas, and possibly even to schools in other countries.

Citizenship and involvement with the wider community.

Knowing that there are lots of ways to learn and that you have a choice.

By asking students to conduct an enquiry into the transition process, to rewrite the school prospectus or handbook, to visit each others' schools and to mentor younger students - they can help schools across all phases in the network, to work together more efficiently.

How can ICT enhance communication across and between schools? How can student councils and student researchers disseminate their ideas? How can you use ICT to consult students on a whole range of issues?
The running map

Students as researchers can carry out their own research into learning, teaching and school improvement in their own school and in other schools across the network.

A student steering group can report to the network steering group (through the student member) about their research findings and their recommendations for how the network can improve.

Build your own vision

Student leaders can coordinate and lead activities across the school with adults acting as facilitators, if necessary.

Sometimes you will need to work with other schools to solve problems, and other schools may come to you for ideas.

When students discover their preferred learning style, and how they learn best, they can help teachers to facilitate their learning more effectively.

Connect 147:
Activity Instructions

Introduction 5 minutes

Before the event, the facilitator will need to brief the participants and ensure that they are prepared for an interactive session, with students and adults working creatively together. The facilitator introduces the session by giving a brief outline of the task and by explaining that the central aim will be for the group to create a vision of student involvement in their network (or school). On their journey, the participants will be learning from and with each other, and learning on behalf of all the students and adults in their network/school.

Step 1: Where are we now? 15 minutes

The activity begins with each group exploring the three maps of different stages of school/network development. As a group, they discuss how their school/network compares to the sitting, crawling and walking maps. It is essential that everyone has a voice and that students' and adults' views are valued equally.

Many schools and particularly networks, find they lie across or between two stages.

Step 2: What do we need to think about? 20 minutes

Once everyone has agreed on which stage of development their school/network most closely resembles, the group then looks at the set of cards (in the kit, but not included here) and discusses the ideas suggested on how to move their school/network forward.

Step 3: What is our vision for student involvement? 15 minutes

The group then creates their own vision of a map for student involvement in their school/network, drawing on all the ideas they have discussed during the activity.

Step 4: Next steps 15 minutes

During the final part of the session, the group needs to decide on the actions that will make the vision a reality, who will take those actions forward and who will safeguard the vision.

Additional plenary for large groups

Larger groups will need an additional plenary session where the different visions and lists of actions from each discussion group can be merged to create a whole school/network vision and an agreed way forward. It will be important to leave sufficient time for this activity.

For more information on Networked Learning Communities:

- Contact:
  Networked Learning Group
  National College for School Leadership
  Derwent House
  Cranfield University Technology Park
  University Way
  Cranfield
  Bedfordshire MK43 0AZ
  ENGLAND
  tel: + 44 (0) 8707 870 370
  fax: + 44 (0) 115 872 2401
  e-mail: nlc@ncsli.org.uk
  web: www.ncsli.org.uk/nlc

- Resources available from NLC:
  The Spring 2004 issue of the NLC magazine Nexus lists resources available including:

  1. Speed dating connections activity, adapted for use with students at workshops: available as .pdf file at NLC website

  2. Consulting Pupils: A Toolkit for Teachers (John MacBeath, Helen Demetriou, Jean Ruddock and Kate Myers, ESRC)


  5. Pupil Involvement in Networked Learning - CD-ROM tool, April 2004 *

  Nexus can be contacted at:
  nexus@ncsli.org.uk

  (* Connect holds single copies of these publications, as well as a copy of this issue of Nexus magazine, plus: Consultation in the Classroom: Developing Dialogue about Teaching and Learning: Madeleine Arnott, Donald McIntyre, David Pedder and Diane Reay; ESRC, Pearson Publishing, Cambridge, 2004)

The ESRC publications can be obtained from:

Pearson Publishing
Chesterton Mill
French's Road
Cambridge CB4 3NP ENGLAND
www.pearsonpublishing.co.uk
info@pearson.co.uk

June 2004
UK Websites to Promote Student Involvement

The Networked Learning Communities website provides a section on the Development and Enquiry projects, of which 'Pupil Involvement in Teaching and Learning' and 'Transforming Learning' are two. Resources and presentations from networks attending conferences can be accessed here: www.ncsl.org.uk/nlc

Consulting Pupils about Teaching and Learning is one of the ESRC Teaching and Learning Research projects. This website contains informative newsletters, conference reports and updates on publications from this major public knowledge base: www.consultingpupils.co.uk

Learning Through Landscapes works with schools to help them improve their school grounds to benefit the curriculum and boost achievement and motivation. Perhaps the best aspect of this attractive website are the 15 example programs of work with schools, all designed by participants themselves to meet local needs. LTL staff come into schools to enable participation, train staff and children, and broker partnerships: www.ltl.org.uk

UNICEF's Voices of Youth website is a place for upper secondary and sixth form students to participate in discussion of challenging issues that affect them, alongside other young people from around the world. The site is also good for finding out what is said at world student summits and international children's days: www.unicef.org/voy

The Schools Council UK website is designed to look like one of Mondrian's abstract paintings yet the best areas of the site are where teachers and others share their concrete, practical experience. The quotes are inspiring and informative. Schools may like to use the page on benefits of Student Councils (in the UK called 'School Councils') as a starting point to developing their own thinking, practice and policy: www.schoolcouncils.org

Carnegie Young People's Initiative promotes the involvement of young people aged 10-25 in public decision-making and the website has many useful links eg to young people-led groups such as the UK Youth Parliament and resources and research provided by organisations such as the Citizenship Foundation: www.carnegie-youth.org.uk

Bedfordshire School Improvement Partnership (BSIP) have an excellent and sophisticated website. The partnership is a group of 150 schools working collaboratively and seeking to integrate student participation into other areas of whole school development. The website provides information on a rich range of activities that could be replicated elsewhere. There are also resources for schools wanting to do the Students as Researchers program: www.bsip.net

Ferndown First School in Dorset, and Laisterdyke High School in Bradford have student council web pages that other schools could borrow ideas from. They are hosted on the schools' main websites and written by both students and staff. The provision of training for elected members comes across as important as the Council's practicalities and achievements. At these Councils, learning is discussed, not avoided: www.laisterdykehrigh.org.uk/council/index.htm ; www.ferndfirst.dorset.sch.uk/our_school_council.htm

Education and Social Action Conference 2004

How should educators respond to the issue of terrorism?
Teaching and learning about terrorism as a means of undermining or underpinning democracy

Sydney; 4 - 8 December, 2004

- Research and evaluation agenda setting sessions: shared 70 to 90-minute sessions bringing together similar research/evaluation interests;
- Workshops: 90-minute sessions involving active teaching, problem posing and tasks for participants;
- Refereed papers: 50-minute individual paper sessions.

Conference strands include:
- Education, Activism and Organising for Robust Democracy
- Schooling and Lifelong Learning for Democracy and Community Building
- Community Action and Democracy-Building for Health
- Families, Learning and the Seeds of Democracy

Centre for Popular Education, UTS
PO Box 123, Broadway NSW 2007
e-mail: cpe@uts.edu.au

2nd International Student Representative Conference (ISRC)

3 - 7 August 2004; Edmonton, Alberta, Canada

Details and registration: http://www.isrc2004.ca/
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:**

AAPAE Newsletter (AAPAE, Lane Cove, NSW): No 4: 24 April 2004
AEU News (Abbotsford, Vic) Vol 10, Nos 1-4; February-June 2004
Education Links (Centre for Popular Education, UTS, Sydney) No 68; Summer 2004
Education Views (Education Queensland, Brisbane, Qld) Vol 13 Nos 1-10; January-May 2004
Network News (Network of Community Activities, Surry Hills, NSW) April 2004 and Annual Report
Real Learning - Real Futures (Roger Holdsworth; pub: Dusseldorp Skills Forum, Sydney) February 2004
The Social Educator (Social Educators Association of Australia, Carlton, Vic) Vol 22 No 1, March 2004
Starlink (Victoria University, Vic) Issue 52, March 2004
Teacher Learning Network Journal (TLN, South Melbourne, Vic) Vol 11 No 1, Summer 2004
Yikes! (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 3 Edition 1; March 2004
Youth Studies Australia (ACYS, Hobart, Tas) Vol 23, No 1; March 2004

**International:**

Consultation in the Classroom: Developing Dialogue about Teaching and Learning (Madeleine Arnot, Donald McIntyre, David Pedder and Diane Reay; Pearson Publishing, Cambridge UK) 2004
Democracy and Education (IDE, Ohio University, Athens, Ohio, USA) Vol 15 No 1, 2004
Education Now (Nottingham, UK) Issues 43, 44; Spring, Summer 2004
Education Revolution (AERG, New York, USA) Issue 38; Spring 2004
Nexus (Networked Learning Communities, Cranfield, UK) Spring term 2004
Pupil Involvement in Networked Learning (Networked Learning Communities, Cranfield, UK) Kit, 2004
Students as Researchers: Making a Difference (Michael Fielding and Sara Bragg; Pearson Publishing, Cambridge, UK) 2003
WGS::express (Wolverhampton Grammar School, UK) Issues 14, 15; February, March 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description/Pages/Cost</th>
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<tbody>
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<td>547</td>
<td>Pupil voice and citizenship education (Jean Ruddock, for the QCA Citizenship and PSHE Team; Faculty of Education, University of Cambridge): March 2003 (35 pp; $3.50)</td>
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• Cross-referenced index to contents of Connect back issues ($3) $ ............

Miscellaneous Resources:
• Students and Work - 1985 Connect reprint booklet #5 ($5) $ ............
• ‘Youth Radio’ issue of 3CR’s CRAM Guide (1985) ($1) $ ............
• 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) $ ............

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