Students Engaged as Active Citizens

- Primary School Students: Teaching About Civics and Citizenship
- Primary School Students: Taking Action in Our Community
- Amnesty Action in Two Schools
- ACT Student Conference: Active Citizenship
- Student Action Teams and r.u.MAD? Resources
- Students in Germany Raise Their Voices
- Resources: Discussion paper, Serious project, Web sites

& Incorporating the PASTA Newsletter #30
This Issue:

Stories in this issue of Connect - marking, by the way, 23 years of publication - highlight active student participation in curriculum approaches within primary schools. They talk both of negotiation and of purpose.

When we talk of negotiating curriculum, we recognise a process in which students and teachers share decisions about what is learnt, how it is learnt, how it is assessed and so on. There is sometimes a concern that an increasing prescription of curriculum through guidelines and frameworks leaves little space for negotiation. However, the approaches outlined here show how students can determine themes and approaches how they can negotiate their learning. In particular, the approaches described by James Beane, and used here at Mary McKillop Primary School (and at many other schools in Australia) support students to define the important questions they want their learning to answer, and bring them into active engagement with how they will learn about those issues.

Yet I've argued that such a process goes only part of the way to engaging active student participation, for it can leave outcomes unchanged, private, 'selfish' and purposeless in a wider sense. The challenge must be: What do we do with what we are learning? How can we build an alliance between learning and practice? So the questions of meaning and purpose - and the valuable roles that students can have within their communities - become central to our teaching and learning approaches.

Here there are examples documented in which primary school students become researchers on community health and safety (page 7), activists on local environmental issues (page 19), or teach other students about their citizenship roles within local government (page 3). And later (page 18) there is a brief note about a forthcoming report on Student Action Teams which indicates that there are positive gains for students' connectedness, self-esteem and school work when programs ensure that students see meaning or purpose, experience control and work as a team.

At the 'other end' of the age range, in my own teaching within pre-service teacher training, I'm trying to apply the same ideas of negotiation and purpose. For the second year, the class I teach has worked as a group to make decisions about how we will learn, and what we will do with the knowledge we're gaining. This year we've written a 'resource manual' for beginning teachers about issues of inclusion and exclusion in education (see page 18) and this is available for purchase.

Have a great holiday break and we'll see you - renewed we hope - in 2003!

Roger Holdsworth

Front Cover:
The Governor-General arrives to open the ACT Student Conference on student participation and active citizenship (page 17).

NEXT ISSUE: #139: February 2003
Deadline for material: end of January
Students Teaching About Civics and Citizenship: Junior Council Representation on Local Council

Drouin West Primary School is a primary school of some 150 students situated in West Gippsland, Victoria. Its rural location is typical of many smaller primary schools in the region, with a highly motivated and committed staff. Warragul Regional College is the only state secondary college in Warragul. Situated in West Gippsland and with a student population of approximately 635 students, it too has a highly motivated staff and a broad palette of subject offerings.

In 2002, Grade 6 students from Drouin West Primary School and Year 7 students from Warragul Regional College became teachers about democracy. Using role plays and assignments, they visited other schools and taught about how local, state and federal government operates.

The Grade 6 students learnt about how laws are made in Australia and how the law-making process provides for participation by citizens. They also learnt about the important features of representative democracy and the role and function of local, state and federal government. This work covered the features of direct and representative democracy, the checks and balances within the parliamentary system, and people’s rights and responsibilities as citizens.

They then taught these features to Grade 6 student groups in other local schools, through the medium of a role-play. The role-play focused around the proposition that young people should have direct representation on the local council. The role-play was interspersed with tasks and games. Each student from the two schools had dual roles - one as councillor, and one as tutor.

Each councillor made their speech either supporting (or not) the idea of young people having direct representation on local council. After four speeches, the role play would stop, and the two appointed facilitators who ran the day, would then set the audience a task, which the ‘councillors’ would then teach and assist the audience to complete. This process would go on until the audience had completed the four set tasks. One of the teachers involved took the audience through the process of lobbying. The two-hour session was wound up with a small ‘giveaway bag’ containing material from the Australian Electoral Commission and a petition that gave them the opportunity to pursue the issue if they so desired.

Background

Drouin West had already participated in Primary Parliament, and so their teachers and the students already had some experience in debating the topic of junior council representation on the local council. We decided that this would be an authentic learning experience for all involved. These students already had the scaffolding for this topic and it provided an excellent opportunity to build on their knowledge base.

In order to do this, we conceived the idea of having a role play of a local council, where the issue to be debated was whether it would be desirable to have young people being directly represented on local council.

We believed that a role-play was an excellent way of engaging students as both tutors and learners. It became increasingly clear that the success of the role play was based on the fun the students would

December 2002
have both in the roles they had developed as councillors and as tutors of civics and citizenship to the Grade 6 students.

The Curriculum Process

The Drouin West PS students made weekly trips to Warragul Regional College over a 10 week period in 2001 and a 14 week period in 2002 to develop skills, prepare materials and script the role play.

It is instructive to compare the first meeting with DWPS and WRC students. Picture a soccer club-room, with two groups of 25 students sitting around their respective teacher, arms folded, glaring and glancing, unsure as to whether this really was such a good idea. We initially did some simple "ice-breaker" exercises and, within 30 minutes, we had explained the reasoning behind the idea (young people's representation on local council) and had passed around the Councillor Profile Sheet. Working in table groups of 4-6 students, with a mix from each school, very soon we were able to develop a basic outline of the types of issues that councillors might argue, how a Councillor biography might be written and then asked students to begin writing their own profile and biography. Within the first hour, the suspicion had disappeared and students were helping each other in their table groups develop individual characters.

The unit they studied as background information investigated the features of the three levels of government in Australia; local, state/territory and federal. This unit focused on the role played by local government with a view to youth participation on the local council. Students examined the Australian system of representative democracy and were encouraged to identify and illustrate examples of local government decision-making. The process allowed students to see where local governance fits into the three-tier system of government. It was also the ideal opportunity for students to see how they may formally participate in and influence decisions of local government as they relate to younger people.

Students learnt about how laws are made in Australia and how the law making process provides for participation by citizens. Our students required a clear understanding of these processes in order to be tutors for the tasks the audience was required to complete as part of the role-play. This duality of function not only required our students to have a sound factual base upon which they could write a speech as a councillor in the role play, but required them to be able to explain the detail of the task to their audience and answer any questions their audience might have.

The Role-Play

Because of the large number of participants, students were grouped into two teams (Group A or Group B) and these teams alternated between the targeted primary schools.

The role-play allowed us to show a capacity for young people to have a direct involvement in the process of government. We were able to do this in the class room situation by teaching the relevant background material, and building upon the theory when we came to practise the role-play.

The practice and role-play focused on developing the students' abilities to work co-operatively in discussion groups, both in the preparation and the execution of the role-play. They were able to use speech to explore these challenging themes and issues in analytical ways. The students' capacity to make practical issues of representation to another group of peers was outstanding.

The audiences were engaged in the learning process through entertainment. It became clear with the success of each venue that audiences were not only entertained, but also educated, and left with knowledge and a process for change, in which they could be prime motivators.

Skills

Students were taught to identify these key ideas and take notes in order to develop and manage a longer script. When constructing their scripts, students were all too aware of their target audience and used
creative, expressive and analytical responses that assisted them in the execution of their roles as councillor and tutor.

We assisted the students in discussing the language use of others, as would be the case in the role of their character, and to identify the influence of the intended audience (their Grade 6 peers) on script construction.

The ability of students to translate their own experience of working in a team allowed them to examine their own part in the role play and work as tutors. Their previous experience as peer tutors gave them a perspective as to how to function in their tutor role.

Students, through shared and individual reading, explored texts that presented challenging themes and issues. We assisted in connecting ideas with their own social experience by providing classroom activities that encouraged critical analysis of their own and others' written work. Their development of characters and speech within their table groups gave the students a structure within which they could develop their work in the preparation and training phases.

The students used narratives, reports, procedures, explanations and persuasive texts as examples to illustrate how they might write expressively and in detail about the issue. In developing their character and script, students experimented with symbols, images, and repetition. We encouraged them to reflect on their own written responses in the development of their scripts. We showed students how to record information in point form summary to compile information for a meeting agenda. All participants were required to be aware of meeting procedure so that the role-play, while entertaining, was realistic in its presentation.

Students were encouraged to develop the skills of refining and shaping drama, which incorporates dramatic elements and forms. They studied their collective scripts in practice sessions to better learn ways of organising their ideas. They were asked to use their imagination and perception to further develop their characters in the context of the whole role-play and balance of characters. This included the appropriateness of voices, gestures, movements and timing. They were advised how to be able to sustain these within their character as they interacted with other members of the cast and their audience.

Development of Leadership Skills

Leadership skills were developed at two levels. Firstly, Drouin West students spent a great deal of time writing letters, sending faxes, organising timetables, photocopying, laminating, organising activity bags, and utilising computers - in other words they executed the process to allow for the unit to happen. Their degree of organisation and initiative was outstanding.

Secondly, all students involved in the program played two roles; one as councillor and the other as tutor. It required students to have a clear understanding of the concepts within the program and the activities involved. In order for students to be able to answer any questions, it required the students to have a very good understanding of the material. The process of developing the role-play empowered the students to take control of the process. They were willing to be calculated risk takers. It meant students were prepared to take on new skills, and were not afraid to experiment.

Future Directions

Drouin West Primary School and Warragul Regional College have continued this program for 2002 and, hopefully, beyond. The Grade 6 students have gone into secondary school already having experienced the program in 2001. Students have moved into a variety of secondary schools in the local area covering the government, independent and Catholic sectors.

We have utilised this 'ripple effect' by encouraging the students who were involved this year to be involved in the program in the secondary school of their choice in 2002. We believe this has given us access to an ever-increasing number of...
secondary schools, and should help us broaden the program for feeder primary schools across all school sectors in the local area for the future.

From both schools' perspectives, the program was a valuable one in terms of the skills mentioned above, especially the cross KLA/CSF aspect. Both schools were very keen to run the program again this year; and now have the process, both administratively and educationally, reasonably settled. The 'ripple effect' of Year 6 exit students going into Year 7 at the local secondary schools has significantly raised the profile of Civics and Citizenship Education with those students in their new school. We have received a far more favourable response from other secondary colleges to be involved in the program this year because of the familiarity some of their Year 7 students have with the program.

We have had the active support of the local council and we are in the process of following up with the CEO about the response of the primary schools we visited through the petitions distributed requesting young people's representation on local council.

Contact:
For more information, contact Colleen Crookston or Tim Murphy at Drouin West Primary School: Fax (03) 5625 2175; or Peter Deegan at Warragul Regional College: Fax: (03) 5623 4473.
Copies of lesson plans and materials used for this role-play are available.

---

WANTED!
The first issue of Connect for each year is 'traditionally' focused on the operation of Student Councils: Student Representative Councils (SRCs), Junior School Councils (JSCs) etc.

In February 2003, we'd like to continue this with issue 139 devoted to practical ideas on how to start and continue an effective Council.

You are invited to contribute!

Write to us with a short or longer piece about:

- your most useful hints;
- what you have found always works;
- ideas for Student Council training and induction;
- how to set up an effective organisation;
- things to avoid!

All articles should be sent to Connect by the end of January 2003.

Mail to: 12 Brooke Street, Northcote 3070;
or fax to: (03) 8344 9632;
or (preferably) e-mail to: r.holdsworth@unimelb.edu.au
Making a Difference in Keilor Downs: Taking Action in Our Community

Mary MacKillop is a Catholic primary school in the Outer North Western suburbs of Melbourne. There are 663 students currently attending the school. Most students were born in Australia from second-generation migrant families.

The school had some existing practice of negotiation of curriculum with students and of inquiry learning which included a ‘taking action’ perspective. This was particularly evident in the upper school and connected to some staff members’ understandings around relevance and engagement in the Middle Years of Schooling. The school in 2001 established whole of school committees with the aim of creating whole school responsibility and ownership for a variety of areas. These teams were also charged with raising the profile of their area within the school and its community. One such committee was the Community Links Team.

The school community in 2002 had a number of new staff members joining the teaching team and has taken time to develop shared understandings of concepts such as democracy, negotiation, citizenship, community links and active student participation.

Negotiated Curriculum

The practices of classroom negotiation of curriculum are most developed in the Year 5-6 area. The processes used here follow the ideas developed by James Beane, in which students brainstorms the significant questions they have about themselves and about their society. Agreement on these questions then defines the focus of studies within the curriculum.

In 2002, this negotiated approach formed the basis of our work in the area of Civics and Citizenship. For example, an important unit of work was developed by Year 6 teachers (using the middle primary materials within the Discovering Democracy program) around ‘Events and People that Shaped Australia’. This topic was negotiated with students, who identified issues of war, poverty, immigration, culture and identity for development within the topic. As well as bringing the staff to an understanding of the Discovering Democracy materials, the school now recognises that, in line with a fully negotiated approach, it would have been better to include the students in consideration of the materials from the start.

The school will continue to value and use a negotiated approach to curriculum and this is seen to be totally in line with ideas of active citizenship. It may be appropriate, in order to find more opportunities to use the Discovering Democracy materials, to introduce the materials to students in the negotiation process so that they themselves will identify possible links.

Community Action Curriculum

The other major initiative in 2002 occurred in Years 3 and 4. After a professional development session at the beginning of 2002 school year, teachers were motivated to try to include ‘taking action’ projects within their classrooms. The practical examples that were developed, extended teachers’ understanding of student action, participation and community links.

Two year levels implemented ‘taking action’ projects with the local community: in Year 4 – “Health and Safety in Our Community” and in Year 3 “Landcare in Our Community”.

The process began with allocation of planning time within the teaching teams. They worked with the SOSE coordinator to explore opportunities for taking action in and with the local community. This extended planning also provided time for teachers to contact and make links with local community groups.

“After the initial planning,” said one teacher, “the responsibility was placed on the children, and my role became that of facilitator. The initial planning session was not only essential but productive. It was great having a practical, time-conscious SOSE coordinator to lead the planning and to act as a sounding board throughout the unit.”

Over 7-9 weeks, the Year 4 classes went through a process that involved phases of ‘tuning in’
(orientation to the topic), ‘finding out’ (in which they investigated their community and their concerns about its health and safety), ‘sorting out’ (in which they made decisions about an issue to pursue) and ‘going further’ (in which they planned and implemented their action. Within their investigations and actions, the students had access to the school’s learning technologies ie fax, e-mail, phones, word-processors to communicate with members of the community.

The teachers described the work they saw their students completing. One commented: “I learnt that our students work well in groups and pairs. Children were able to work independently and knowing that they could make a difference gave them a sense of ownership, responsibility and leadership qualities. I saw that the students enjoyed what they were doing and were enthusiastic about everything from the word go, when choosing to take both actions: writing a Letter to Council and creating a Booklet for the School.”

Another wrote: “Time was also a main factor in that it took a lot longer to go through the negotiating process when choosing an action plan. Therefore, to make everyone happy, we decided on two plans.”

“All our students are capable of a lot more than we give them credit for. They were able to use a number of skills to achieve certain tasks. Their enthusiasm was at times overwhelming,” said a third teacher. “Our students bring their own knowledge and experiences to the unit, which has enriched our understandings of the health and safety aspects of our community. They have displayed a keenness for taking action about their concerns, and have also shown responsibility in taking appropriate steps to make a difference.”

The classes developed plans for what they would do, and these planning charts – ‘process or series lines’ (opposite) - were put up prominently in the classrooms so that students could keep track of what they’d done and where they were going. An example is shown here, with the teachers recognising and filling in the formal statements of skills, concepts and values (below).

### Safety and Health in Our Community

*Year level 4: a 7-week unit in SOSE/Health*

#### Understandings:
- We can make a difference in our community to make it a healthier and safer place to be.
- There are services in our community that help to keep us safe and healthy.
- The things that keep us healthy and safe are access to health services, good relationships, law enforcement, rules.
- When services are unavailable, it can make people feel unhealthy and unsafe.

#### Focus Questions:
- What do you need in a community to maintain good health and safety?
- What are the characteristics of a safe and healthy community?
- Is our community safe and healthy?
- What could make our community a healthier and safer place?
- Where are the services in our local community?
- Who are the people in our local community that help us to keep healthy and safe?

#### Skills:
- Observe
- Locate
- Identify
- Compare (auditing)
- Classifying
- Labelling
- Sorting
- Constructing and using a key

#### Key concepts:
- Community
- Health
- Safety
- Services
- Rules and laws
- Facilities
- Characteristics
- Relationships
- Recreation

#### Values:
- Positive: being able to make a difference
- Appreciate and care for what we do have in our local community
- Respecting roles of those in services

#### Resources:
- Are U Making a Difference website
- Discovering Democracy – middle primary teachers’ text
- Brimbank Council
<table>
<thead>
<tr>
<th>Stages</th>
<th>Focus</th>
<th>Activity</th>
<th>Tools and Strategies</th>
<th>Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Tuning In</td>
<td>What is a community?</td>
<td>• define</td>
<td>Concept map</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read information text</td>
<td></td>
<td>Brainstorm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• how are we part of the community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• what are the different groups in our community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Services</td>
<td>• list and identify community services we use in a 24 hour timeframe</td>
<td>24 Hour Time Table</td>
<td>Interpreting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflecting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reinforcing</td>
</tr>
<tr>
<td>B: Finding Out</td>
<td>Locating Health Services in our Local Community</td>
<td>• community walk</td>
<td>Map of local area Data collection sheet</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• guest speakers (police, leisure centre)</td>
<td></td>
<td>Note taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• list positive and negative aspects</td>
<td>P.M.I.</td>
<td>Identifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• devise ideas to fix problems</td>
<td></td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Identifying health and safety concerns</td>
<td>• share ideas of what students now know about community health and safety issues</td>
<td>Donut</td>
<td>Reflecting</td>
</tr>
<tr>
<td></td>
<td>Collating knowledge</td>
<td>• look at structures and features of formal and informal letters</td>
<td>Group work</td>
<td>Identifying</td>
</tr>
<tr>
<td></td>
<td>Differences of formal and informal ways of communicating</td>
<td></td>
<td></td>
<td>Discussing</td>
</tr>
<tr>
<td></td>
<td>Other ways of communicating</td>
<td>• look at structures and features of faxes, e-mails and phone calls</td>
<td>Role Play Expert Groups</td>
<td>Reinforcing</td>
</tr>
<tr>
<td>C: Sorting Out</td>
<td>Re-examine ideas from PMI</td>
<td>• sort into: What can we do? What can others do? Whose job is it?</td>
<td>3 T Chart Rubric</td>
<td>Discussing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contact by 4 communications</td>
<td></td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Decision making</td>
<td>• choose an issue that the class can use as a project</td>
<td>Spend-a-buck</td>
<td>Classifying</td>
</tr>
<tr>
<td></td>
<td>Action plan</td>
<td>• what do we want to do?</td>
<td>Cross Classification Chart Planning Sheet</td>
<td>Prioritising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• who can help us with this?</td>
<td></td>
<td>Discussing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• how can we contact them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• when will we do it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• what resources will we need?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

December 2002
The school has a booklet available that illustrates this process and includes photographs of the group at work.

The children learned that they can make a difference in the world, that they have responsibilities and rights in their community, that health and safety are important issues in the community, that there are health and safety facilities in the community, and how to identify high risk areas. “It is so important to implement a unit like this,” wrote one teacher, “as it hopefully fosters life-long commitment and action.”

The teachers also saw themselves as learners in the process, both about how to implement such an approach (see below) and also about the content of the topics. “Our community is not as safe as it appears to be,” said one. “It is actually quite unsafe for the children to be riding their bikes, walking and also playing on playground equipment.” Another observed, “Being new to this area, I was able to learn from the students about the community and its facilities, therefore it was reciprocal learning.”

It wasn’t all easy. Both teachers and students found certain aspects frustrating – such as not receiving replies to their letters. “Sometimes it was frustrating, waiting for some form of communication from the wider community – there was a need to continue with tasks and realise things were out of our hands and control.” “Next time we will invite Council members to come to the school to explain their role and to see what we are studying.”

Reflections

A question remains about the time it takes to plan for effective learning that includes taking action. How do we rethink our use of time for planning so that we can make the effectiveness of this work sustainable? Locating appropriate contacts in the local community is very time consuming and can be a barrier to realistic planning for taking action. Teachers’ work and the constraints in terms of when they are available to contact and be contacted by community organisations sometimes gets in the way of efficient development of links.

We will continue to look closely at SOSE, Science and Health as the most likely KLA’s for us to develop action oriented curriculum projects. However, it may be helpful to include active participation here at school at the same time as taking the young people out into the community. For example, the rubbish around the school is a big issue, so how could we link this issue to the whole of school environment and community links teams and to class meetings? Where it is appropriate, the formation of a whole of school student committee may be considered.

In a wider context within the school, it is vital to establish this sort of approach at the beginning of the year when teachers work with the development of their class – how we will work and learn together. It may be appropriate to include a whole school “beginning the year” topic which includes rights and responsibilities and rules, developing understanding of democratic principles for relationships in our classroom and the whole school establishment of class meeting structures.

For more detail, contact Michelle Buckley or Carmel Esler at Mary Mackillop Primary School. Phone: (03) 9367 6199 or e-mail: michb@marymac.melb.catholic.edu.au

### Social Educators' Association of Australia (SEAA)

#### 2003 Biennial National Conference

**Social Education for a Changing World**

Rydges Hotel, Exhibition Street, Melbourne

**July 9-12, 2003**

**Conference Themes:**

Environmental Sustainability; Discovering Democracy - the way forward for Civics and Citizenship Education; Indigenous Issues; Rediscovering Social Justice; The Challenges of Globalisation; Values in a changing world.

Proposals for Papers: 20th December 2002

Workshop Abstracts: 30th January 2003

PASTA NEWSLETTER
# 30 - December 2002

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

As we come to the end of yet another year, it is time perhaps to look forward to see what is in store for next year (see calendar for dates). There is increased optimism that the joint effort begun this year between PASTA and the NSW DET will continue with another joint adviser development day planned for March 2003. A number of meetings have already been scheduled to look at other activities that might benefit both parties.

The American Leadership tours still prove popular with students and plans are already well underway for the 2003 tour as, for the first time, the quota looks like being filled before the end of the year. While organised for students, it has proven to be a wonderful learning opportunity for the advisers who have participated, giving them a unique opportunity to improve their skills in this area while interacting with students and advisers involved in the USA National Student Leadership programs.

At the last meeting it was decided that all financial members will receive a complete copy of the minutes of each meeting. The first of these should already have been circulated. Members will also be sent a newsletter to be produced once a term separate to Connect. Please let the secretary know if you haven’t received either by the end of the year.

Ken Page
Acting President

CALENDAR 2003/2004

2003 DATES
- 2002 USA SRC Tour Reunion - 4th-5th January, 2003
- AGM - 22nd February: Leichhardt (Speaker Proposed: Student Welfare/Bananapower, plus workshop)
- March: “Fresh Start” date TBA
- Meeting - 22nd March: Leichhardt (subject to election date); evaluation of Fresh Start, workshop ideas for future PD days
- 6th USA SRC Tour Orientation - 13th-14th April (proposed dates): Gorokan High School
- Meeting - 24th May: Gorokan High School - Goal Setting and Project Planning booklet development
- Tour - 19th June – 20th July (approximate dates)
- Meeting - 26th July – Gorokan High School: 2003 Tour report and discussion
- NSW State conference (5-8th August - approximate date)
- Meeting - 23rd August: Leichhardt – Proposed Report from NSW State SRC bodies
- Meeting - 25th October: Gorokan High School - Meeting procedures and Communication skills booklet
- Meeting - 6th December: Xmas meeting

2004 DATES
- 2003 USA SRC Tour Reunion: 3rd-4th January
- AGM - 28th February: Leichhardt
- Meeting - 27th March: Gorokan High School
- ISRC 2004 Tour Orientation April TBA: Gorokan HS
- Meeting - 22nd May: Leichhardt
- Meeting - 26th June: Leichhardt (focus ISRC 2004)

PASTA subscriptions and queries:
PASTA Inc., c/- 12 Dyson Drive, Norah Head NSW 2263
http://hsu.csu.edu.au/pta/pasta/
COMMUNICATION PROBLEMS?

Do you have problems getting the message out?

To your students? To the staff? To the parents? To other interested parties?
Then perhaps some of these old but relevant ideas may help.

Several ongoing concerns about the lack of effective communication between and within schools and student leadership groups have arisen in various forums this year. Ideas from past country school experiences were put on the e-group for advisers, which was established following the joint PASTA-NSW DET 'Fresh Start' PD Day in March. A summary of those thoughts follows:

At the core of uncertain representation and inconsistent communication remains the fundamental need for a full and active understanding and appreciation on the part of students, staff, community, ministries and systems of what representation is supposed to mean. Making it happen at school effectively always seems to need to be ‘reinvented’. We believe practical work on this topic should be part of the renewed instruction in Civics and Citizenship. If not there, then a properly constituted leadership skills curriculum which takes account of internally measurable active citizenship activities, recorded on the school’s regular reports, is vital to future long-term success.

Training and regular reinforcement of many different ways that communication can be done is essential. Sometimes, as with the teaching we do in the subjects we know best, we take certain basic understandings for granted. How do you, for example, get something printed in the daily notices? How does a student approach that? Have Principals, SRC Advisers, and Ancillary Staff been conscious of walking representative students through these steps and enabling them to make use of them?

Now, broaden the field of representation outside the school to include not only Districts (not all states have such) but local community, state, national and international opportunities to which schools can send both their student and adviser representatives. Here are a dozen previously successful mechanisms used in some rural schools which, while they go back as far as 20 years, are still worth thinking about today:

- a permanent SRC office with pigeonholes for each member and for advisers;
- SRC as a roll class (as well as its regular meetings) in or within easy access of that office;
- workshop training and periodic staged practices in rolls and meetings of various on-site communication methods (including ‘how to use pigeon holes’ - sounds simple but . . .);
- a team of SRC advisers, any one of them being accessible for advice and messages;
- pigeonholes in the staff room, alongside staff, for the SRC as a body and for Captains and District through International Reps (if not enough pigeons, ‘train staff’ to label items for each);
- practice with Ancillary staff (and photocopiery) involving real situations where an adviser and a few reliable students go through steps of receiving and redistributing mail and notices;
- personal frequent reminders re what and how to use communications internally. Then more reminders. Then still more. (Be creative and joyous about it but NAG - nicely);
- regular reporting and student leadership planning time at Staff and School Council meetings;
- assemblies (school and year) - student run - coordinated by Year and SRC Advisers working with reps from each year (a great teaching tool in HSIE, PD, English, Drama, Language . . .); access to and regular columns/broadcasts in school newspapers or bulletins or radio/TV;
- a joint student/staff/parent publicity committee assuring regular reporting in local media;
- access to and regular contributions (by students and advisers) to Connect, teacher union and professional association publications and to any systemic internal publications to which such access is made available for SRC reps and advisers to read and contribute to.
Leadership After High School

Like many students involved in student leadership activities, Anna spent a number of years learning the skills necessary to be a leader in her school community. And like many before her, she was faced with the fact that after leaving school her experiences would be wasted unless she did something about it. Does the following remind you of anyone you know?

High School was definitely an eye-opener for me as regards leadership. It was something that I knew I had a passion for as far back as I could remember. When I was in Year 7, I idolised my school captains and I knew that one day I wanted to have that honour of representing the students and my school. Time flew by pretty quickly at High School (especially Year 9 through to Year 12). In those four years I managed to climb what I thought to be the 'leadership ladder'. I went from School Student Council representative, to District Representative, to State Conference Representative, to International Guide at the first International Student Representative Conference organised by PASTA, to School Captain, to one of my most honourable achievements: representing Australia in America at the American National Student Leadership program through the PASTA Leadership Tour in 2001.

My life just flew by me. Before I had a chance to blink, the time had come to do my HSC and end my schooling. I also thought I had ended my 'leadership adventure'. I knew I wanted to continue, to still be able to use the skills I had learned over the past four years. I kept thinking what would happen if I couldn't use those skills. WHAT A WASTE!!!

However, the time had not yet come. I am still involved with PASTA who continue to organise great things for student leaders and teacher advisers. I am also involved in a youth committee with the Young Women’s Christian Association (YWCA). The youth committee is only a relatively new committee, but we already have big ideas and have already started planning an event, “Unit 101: WHAT UNI STUDENTS WANT”. We plan to tackle some of the expectations and questions that 'fresh' Uni students have about their first year at university, as well as look at the kinds of activities that they can become involved in to fill the gap after leaving High School. (It is hoped that this will be happening around the end of March, 2003 so keep your eyes and ears out for that one because its going to be a fantastic day.)

So, even when I came to the end of Year 12 and I thought leadership was over, I was wrong. I got involved in something and am really enjoying it. It just goes to show that there are paths out there that you can take if you want to continue your leadership adventure after high school - you just have to find them.

Even though I’m not ‘moving mountains’ as Dr Seuss says, I know I still have the skills and abilities to make a difference, and that's all that matters......... RIGHT!!!

Anna Dickinson

For more information about the YWCA youth committee, contact me at <banana_down_yunder@hotmail.com>


FOR MORE INFORMATION CONTACT THE FOLLOWING:

- OVERSEAS TOURS (for advisers and students):
  - supage@ozemail.com.au
  - RalphMurray@bigpond.com.au
- CSC AWARDS (Community Service Certificate Program):
  - RalphMurray@bigpond.com.au or charleskingston@ozemail.com.au
- ISRC, International Linkages and Projects:
  - charleskingston@ozemail.com.au
- Website and Independent/Systemic Schools:

ABN 49 398 096 539

December 2002
It is sometimes worthwhile to remind ourselves (and our students) of the difference between being a winner or a loser. Here are some thoughts that may help you get the message across.

Winners or Losers - Which are You?

**Winners ... Winners ... Winners**
- are always part of the answer
- always have a program
- say “Let me do it for you”
- see an answer for every problem
- see a green near every sand trap
- say, “It may be difficult but it’s possible”
- say, “Let’s find out”
- make commitments
- say, “I’m good, but not as good as I ought to be”
- credit their “good luck” for winning - even though it wasn’t their good luck
- listen
- respect those who are superior to them and try to learn from them
- does more than his job
- say, “I fell”

**Losers ... Losers ... Losers**
- are always part of the problem
- always have an excuse
- say “That’s not my job”
- see a problem for every answer
- see two or three sand traps near every green
- say, “It may be possible, but it’s too difficult”
- say, “Nobody knows”
- make promises
- say, “I’m not as bad as a lot of people”
- blame their “bad luck” for losing - even though it wasn’t their bad luck
- just wait for their turn to talk
- resent the superiority of others and try to find clinks in their armour
- say, “I only work here”
- say, “Somebody pushed me”
Celebrating Democracy Week 2002
Amnesty International Fundraising and Community Awareness Project

On Friday 25th October 2002, students in Years 9 and 10 at Sydney Road Community School, Brunswick (Victoria), took part in a Civics and Citizenship activity as part of Celebrating Democracy Week. The activity involved students raising awareness in the community and fundraising for the cause of Amnesty International.

On the day, students staffed a table at the front of the school along a busy section of Sydney Road. Behind the table was positioned a display of material prepared by students which outlined many of the programs currently being implemented by Amnesty in aid of the cause of protecting human rights globally. Also, students erected a large banner that they had made.

Passers-by were approached by students and invited to donate money to Amnesty International. This fundraising was most successful with several hundred dollars being collected.

In the three weeks prior to the main activity, students had been working during their SOSE classes to learn more about Amnesty International and the programs and initiatives that they have undertaken in the past and are currently undertaking. Throughout this process students were constantly reminded of the importance of them being properly informed about these, as they would soon be in a position where they would be required to justify the worthiness of this cause in a public situation.

Linking class work with a real outcome was an effective way to give direct meaning and purpose to what the students were learning. Students seemed to respond to the idea that they needed to be ‘experts’ in the area of their research because they would be relied upon to explain the purpose and worthiness of what they were doing. They knew they needed to be able to give sensible answers when people asked questions such as “What are you collecting money for?”, “What’s Amnesty International?”, “What do they do?” and “Why should I give them money?”

Throughout the day, students were rostered in teams of three or four to staff the table, taking time out from their regular classes to take part in the activity. A couple of students also wrote and performed songs for the occasion, which proved quite popular with passers-by.

Overall, the day was a great success. Students enjoyed the opportunity to do something a little out of the ordinary, were able to participate meaningfully in their local community and make a concrete contribution to the global cause of defending human rights.

Ralph Gotlib
Sydney Road Community School
350 Sydney Road, Brunswick 3056

WHAT’S THE POINT OF HAVING HUMAN RIGHTS IF THEY ARE ONLY GOING TO BE VIOLATED

December 2002
Amnesty Conference

On Friday 26th July, over 150 students and staff members from ten Catholic and ACS Secondary Colleges from around Melbourne attended the long-awaited 2002 Loyola Amnesty Convention. The day began with a prayer led by the Year 12 Amnesty members, and a welcoming from Loyola’s Amnesty Staff Patron, Mr Tony Chirico and the Principal, Mr John Kennedy, after which we broke off into our discussion groups for some ice-breaker activities and getting-to-know-you games.

The first speakers for the day were Ms Jude Walter and Ms Mishana Dellora-Cornish, who are members of the Amnesty Women’s Network. They spoke to us about women’s rights and the mistreatment of women in different countries around the world, as well as what we can do to ensure that women in other countries are given the respect they deserve.

After our morning tea break, we heard from Mr Richard Franklin, an English teacher to refugees and an Amnesty member for the past 40 years, who spoke about refugees, asylum seekers and some common misunderstandings about asylum seekers being referred to as illegal immigrants. We also learnt that those people who are coming to Australia to escape persecution in their own country are not illegal immigrants, as they are in fact asylum seekers. Once the have been granted permission to stay in this country, they then become known as refugees. Mr Franklin emphasised the impact that letter writing has on politicians and Government members because they believe that for every letter they receive, there are approximately 12 other people with the same opinion. After this session, we returned to our discussion groups to talk about the rights of women and asylum seekers and what we can do to improve the situations of those who are being mistreated.

Our third speaker for the day was a Loyola favourite, Fr Honorio Hincapie SVD, who told us about the terrible treatment of people in his home country of Colombia and in other parts of South America. He showed us video footage of typical happenings in Colombia and spoke about what we can do to make other people aware of situations such as these, where innocent people lose their lives for no real reason.

After a quick lunch break, Ms Nicci Reed, Coordinator of the Education Team at Amnesty spoke about ways in which we can promote the work of Amnesty, and how we can help inform other people in our local community about current human rights issues. We went back into our discussion groups for a final brainstorming session in response to the question: “How can we be more effective defenders of Human Rights in our schools?” We presented our results to all the Conference participants and after the formal closing remarks, we extended our thanks to the speakers and organisers and all who had attended our special day.

It was a fantastic day and we received great feedback from the other students and staff members who attended. With the new members who have joined our Amnesty Group after attending the Conference, we are now very confident of an active and dedicated Amnesty Group at Loyola College. Plans are already underway for 2003.

Julia Ellingsen (Year 12)
Co-Captain of Christian Service and Amnesty member
Loyola College
325 Grimshaw Street, Watsonia 3087
2002 saw the ACT Discovering Democracy Project running its second centrepiece conference Student Participation and Active Citizenship. Two hundred teachers and students attended the conference, which was held at Parliament House, Canberra and opened by the Governor General.

Teachers from ACT primary schools, high schools and colleges were invited to attend the conference preferably with one or two students. Teachers and students attended and presented workshops together.

Keynote speaker Ken Wyatt gave an inspiring speech title Letting Go—Allow the Freedom which has since prompted some teachers who attended to rethink their pedagogy.

Participants took part in discussion groups and attended workshops which addressed the theme of ‘developing effective local, national and international citizens’ which included discussion on student participation and active citizenship issues.

Campbell High students transformed a committee room into a room full of statues during their presentation on their Community Leadership Project operating at their school. The Inspire Foundation showcased their programs which engaged young people in volunteering. The Parliamentary Education Office looked at the use of the committee inquiry approach to encourage participation, while the Electoral Education Office ran a program called Helping Your Students have a Say. The Australian Red Cross asked ‘Why should we give a damn?’ and Scouts ACT gave tips and techniques for encouraging shared leadership. Miles Franklin School students and their teacher presented a workshop on ‘Learning for Life’ while Adult Learners Australia looked at ‘Community and Belonging’ through Learning Circles. Two other workshops looked at Global Citizens and an Asian perspective on Citizenship.

Evaluations showed overwhelmingly that both teachers and students greatly appreciated the model of teachers and students attending the conference together. One teacher commented: ‘Your excellent model, which actively involved the participation of both students and teachers was powerful in both its planning and delivery.’ Her school is planning to use the same model to explore options for student participation within the school.

Students and teachers alike were encouraged to give a commitment to taking their discussions further once they returned to school. Seven months later, there are still stories emerging on how they have done this. The majority of workshop presenters reported that they have had students, parents and teachers contacting them to follow up and implement programs within their school. One Principal reported that students had attended a staff meeting for the first time as a result of the conference, and had gained staff agreement for change within their school.

I think my favourite story is the one about the young college student who, on her way to the conference, encouraged a young man at the bus station who had dropped out of school to accompany her to the conference. During the last session he described the experience as ‘life changing’. He had no idea that students could be involved in such a forum; he had no idea that teachers were willing to listen to what he had to say and valued his input. He was going back to school.

Katherine Schoo
Discovering Democracy Project Officer
2001-June 2002
Student Action Teams Phase 2

In 2001-2002, the Youth Research Centre at the University of Melbourne has been conducting an evaluation of Phase 2 of the Student Action Teams program in Victoria. A total of 36 schools have been involved, challenged to set up action teams of students around community issues. The program has been supported by Crime Prevention Victoria and VicHealth, and organised through the Victorian Department of Education and Training’s Middle Years Strategy.

This evaluation has concentrated on the impact of the Program on students (and to some extent on teachers and schools). The Final Report is currently being negotiated with the Department of Education and Training, but indicates strong and interesting findings.

Students, for example, classified their projects within this Program as to the ‘sense of meaning or purpose’, the ‘sense of control’ and the ‘sense of belonging’ that characterised it. They also reported on changes they perceived in their connectedness to school, to teachers, and to fellow students, and changes to self-esteem and school work. A strongly significant relationship emerged between student perceptions of the ‘meaning or purpose’ of their projects and to all the outcome measures. That is, those students who describe themselves as experiencing a high sense of meaning and purpose within their project, also report high changes to their school, teachers and student connectedness and to their self esteem and school work. Similarly, students rating their projects low on ‘sense of meaning’, are significantly more likely to report lower changes on all the impact scales.

There were also strong links between student perceptions of project ‘control’ (making decisions, having their voice heard) and of project ‘belonging’ (working together) and the impact scales.

The correlations are generally stronger for boys than they are for girls, and stronger in larger teams. That is, in larger teams, aspects of the team organisation such as purpose are particularly crucial to the achievement of positive impacts.

The previous report on Student Action Teams, which described their operation, and recommended on various areas of Program implementation (Working Paper 21) is currently available from the Centre. Watch for information in the next year about impact reports from Phase 2.

The Centre also developed a ‘How To’ Manual: Acting for Change about the operation of Student Action Teams, and this is now available on the web at:
For more information, contact:

Youth Research Centre
Faculty of Education
The University of Melbourne
Victoria 3010
phone: (03) 8344 9637
fax: (03) 8344 9632

Who's In? Who's Out?


Students in an ‘applied’ seminar group of the Education Policy, Schools and Society subject, at the University of Melbourne decided to write about issues of inclusion and exclusion in critical areas of education policy and practice. Each chapter gives an overview of policy, theory and contested issues in a given area, with a guide to strategies and action provided in selected chapters.

They wrote: “The diversity of students within our classrooms is immense, and the diversity of challenges faced by our students is similarly broad. As beginning and student teachers, we need to be aware of and sensitive to the various factors that may exclude students from access to and success in education. An understanding of educational policies and the debates pertaining to them can help us to recognise and meet the needs of our students.”

The process of production of this book is also important. It provides a practical example of an educational approach that engages students in a real

More information can be found at:


Some copies of the 2001 book, Policy is not a dirty word …, are also still available from the Centre for $11 plus postage.


Modelling Student Participation in Teacher Training projects - producing something of value to others while they learn. The book and accompanying website were written, designed and produced by a class (working as a cooperative team) over a 12 week period in 2002. The learning about process was as important as the learning about the content.

Who’s In? Who’s Out? joins the book produced by the 2001 class (Policy is not a dirty word ...) as a valuable resource in its own rights - with lots of discussion, practical materials, and useful links that will support beginning teachers to understand and debate important issues within schools. It also provides an inspiration for classroom approaches that engage students in worthwhile and productive outcomes.

Who’s In? Who’s Out? is available from the Youth Research Centre (above) for $12 plus postage ($5.50) - total cost of $17.50 (inc. GST). Sections of the book may be found on the web at: http://www.edfac.unimelb.edu.au/EPM/EPSBook/

Connect 138:
Student Foundations

Making A Difference (MAD) Foundations have been set up in three Melbourne schools.

The newest one, Spensley Street Primary School, formed by the Junior School Council, raised over $800 in a special fund-raiser called PJ day. This money has been matched by a grant from the Council for the Encouragement of Philanthropy in Australia (CEPA). The students have, in turn, made grants to three causes in accordance with their mission statement - the homeless, refugees and to Very Special Kids. They are also retaining $300 of their money as a starting fund for next year’s JSC, who are expected to continue the Foundation’s work. The photo below shows the JSC Executive with the local butcher, where JSC President Tom Clune went one Saturday to negotiate an extremely good price for sausages, enabling the students to raise the $800. Enterprise Education in action!

Next, The Grange College in Hopper’s Crossing has raised $2150 this year for grants to students and worthy causes within the school community. Ellen Kosland, President of the Education Foundation will present their matching grant at the Grange Presentation night on 18 December.

Finally, Melbourne Girls College Foundation has made its second round grant for 2002 - to ‘Girl Power’, a young women’s support group run by Grassmere Cardinia Youth Services (in the Pakenham area).

Particular thanks to Ron Clarke from CEPA for providing the matching grants to these schools.

Whitfield Primary School

Whitfield PS up in the King Valley (Victoria) have been developing a MAD campaign about the local Jessie’s Creek, which runs around two sides of the school before looping past the pub and through the town. Jessie’s Creek is badly polluted, choked with ivy, jasmine and other non-natives. The willows are causing erosion and the creek has been used as a rubbish dump for many years. It’s also the main water supply for Whitfield! The photo shows Principal Owen Dixon and some of his senior students on the bridge over the creek, leading to the school.

The students have organised and led a campaign to both restore the creek (planting 197 indigenous trees themselves) and to mobilize community support and build partnerships to save Jessie’s Creek. They’ve lobbied the local NRE office, made submissions to the Catchment Management Authority, issued media releases, surveyed the community and published their own newsletters. They’ve been invited to present at a regional Principals’ conference.

Now they’ve been granted $25,000 by Landcare to build the campaign further. Congratulations for going MAD!

r.u.MAD? Newsletter

The items on this page are taken (with permission) from the e-mail newsletter of r.u.MAD? - Are You Making a Difference - which is supported by the Education Foundation in Melbourne.

If you know of other teachers, groups or individuals who might like to read about MAD happenings let them know. Contact: John Davidson at <john@educationfoundation.org.au>

Background: see Connect 131 (October 2001)
r.u.MAD? Resources

Primary Madness - the CD - is now available. This is John Davidson’s “TRIP School Link Project” which documents the work of five Primary Schools in 2002, and provides tips and insights for primaries wanting to adapt the program. For a copy, e-mail <john@educationfoundation.org.au>

The Mad Manual version 2 will be available in early January. This is an updated edition of the manual currently available for download from www.rumad.org.au. It’s been slightly revised and reformatted, based on the experience of teachers and students this year.

r.u.MAD? Staffing

The Education Foundation is pleased to introduce Wayne Furlong, from Debney Park Secondary College, as the 2003 Schools’ Coordinator. Wayne will take up where John Davidson has left off and will be on deck from early in February. He’s a teacher with extensive experience in community affairs and youth involvement. Contact him at <wayne@educationfoundation.org.au>

Brigid O’Sullivan is the new Project Coordinator for r.u.MAD. You can phone her on (03) 9665 5907; Wayne Furlong will be the full time Schools Coordinator in 2003.

Haileybury College SRC Conference

As a young person growing up at the start of the 21st century, it can seem everything is falling apart. War. Poverty. Terrorism. Injustice. Greed. Corruption.

Our world needs leaders who have a vision for something better, and values that put people first. We cannot fix all the problems of the world, but we can change things for the better. Working together, many things are possible - and this was our ideology when putting together the Haileybury Student Representative Council Conference on 10th May 2002.

The conference brought together young people from Year 7 to Year 12 from a range of government and non-government schools. The conference was designed to provide young people with inspiration and skill development for effective leadership within the framework of the Student Representative Council (SRC).

The SRC is usually the highest governing body of students in most schools. It represents and safeguards the social and academic interests and needs of all students. The SRC organises social events, promotes charity appeals, contributes to school planning and improvement; hosts special guests, chairs school assemblies and foremost it provides extensive opportunities for student leadership and initiative.

By bringing over 300 students together in one forum, Haileybury provided the opportunity for the students to consult with their peers and raise issues concerning their involvement in the life of their school. The conference also provided a forum for student debate, recommendations and decisions regarding matters concerning the students and the whole school community.

The day began with Michael Grose providing a keynote address “Developing the Leader in You”. Michael is one of Australia’s most popular speakers on student leadership matters. He is the author of five books and his columns appear in newspapers and magazines across Australia. Michael has a teacher background and has worked with students all his professional life. The evaluation sheets returned by students indicated that they enjoyed the relevance and the engaging way in which he presented the material in his keynote address and his public speaking seminars.

The students then attended a number of seminars, which were organised by the Haileybury Student Leadership Body. The seminars were discussion based and focused on issues such as: Student Leadership, SRC Initiatives, SRC Selection and Effective Representation of Year Levels. The conference concluded with a summary of the discussion groups and all students are to be congratulated on the manner in which they presented their reports to the whole student body.

Finally I would like to finish with making a general comment on the Student Representative Council. It was very clear after numerous discussions with the students and analysing the feedback sheets that the SRC endeavours to selflessly serve students through excellent, relevant and innovative leadership by effectively advancing, advocating and protecting their interests.

Haileybury’s Student Leadership mission is threefold: to equip, enable and empower. By providing such conferences students will learn the leadership tools of time management, people skills, future sense thinking and motivation. They will discover new opportunities, which will develop and enhance their leadership potential and prepare them as future leaders of our world community.

Mr Yanni Galanis
Assistant Dean (Student Leadership)

A full report of this Conference is available from Connect - see Documents on page 23.
NATIONAL LEADERSHIP CAMP (NLC)

"Our vision is that this camp will be challenging and even life changing for those who attend and young people will leave with enhanced leadership skills and having made a personal commitment to pursue excellence and make a difference in our society."

The organisation

Founded in 1999, Banana Power is based on the concept of being run by young people for young people! As hosts of the NLC, Banana Power aims to empower and inspire young people to make a difference and be the best they can be through delivering educational, thought-provoking and interactive workshops, training seminars and keynote addresses. We aim to equip young people with skills that will ensure their success both today and into the future.

Overview

NLC is a five-day intensive leadership and personal development training program for young people which will equip them with the necessary skills to become better leaders in their schools and the wider community. NLC will encourage active participation by the young people in society. The camp will additionally give participants the opportunity to undertake in a unique interactive, challenging and practical program highlighting the importance of developing inner strength and personal character while enhancing leadership and interpersonal skills. The camp will be held in July 2003: contact us for more details.

Format

At the camp, all participants will be addressed by community, business and political leaders and will also have the opportunity to interact with them in more informal settings. The program will include:

- Keynote speeches by Australian leaders from different walks of life;
- Seminar groups and workshops where current youth issues will be discussed and addressed;
- Small group discussions to help build closer relationships with other youth leaders;
- Outdoor and recreational activities with a focus on personal development and applying physical and mental strength to solve problems and overcome challenges (individually and in groups).

The camp program will explore the issues of:

- Leadership;
- Goal-Setting;
- Communication;
- Public Speaking;
- Self Esteem and Self Image;
- Team building and co-operation;
- Conflict resolution and negotiation;
- Problem solving and decision making;
- Understanding group dynamics;
- Stress management and study skills;
- Breaking down barriers;
- Overcoming peer pressure;
- Perceptions and stereotypes.

During the camp, participants will also select to attend workshops run by a range of professional organisations covering issues such as:

- Harm minimisation and first aid;
- Drugs and alcohol;
- Relationships;
- Anti-discrimination;
- Environmental awareness;
- Improving school spirit and youth participation;
- Suicide prevention and intervention;
- Homophobia;
- Lobbying skills;
- Nutrition and eating disorders;
- Legal rights.

Outcomes

As a result of the NLC experience, we expect that participants will:

- Form friendships with peers from across the state and country who share an interest in leadership and tackling youth issues;
- Return to their schools and communities challenged by new ideas about leadership and inspired to make a difference in society;
- Gain a deeper appreciation of our leaders through an awareness of the opportunities and difficulties they encounter;
- Undertake in a program of personal and professional development which will challenge their views and problem solving abilities;
- Make a commitment to a life of leadership motivated by a desire to pursue excellence and make a difference in their chosen field of endeavour by serving others.

• 156 Jersey Road • Woollahra NSW 2025 •
• phone (02) 9873 1479 • mobile 0414 891 736 • becbanana@hotmail.com

December 2002
Youth Participation Certificate Discussion Paper

The Australian National Training Authority (ANTA) is undertaking a project on behalf of the Commonwealth Department of Family and Community Services (FaCS) to investigate the recognition of the skills achieved by young people participating in youth development programs.

In April 2002, ANTA released a research report titled *Due Credit: Examining the potential to recognise the skills achieved by youth development programs*. The report identified a number of areas for further exploration one of these included the development of a youth participation certificate. ANTA, in collaboration with FaCS, community organisations, government agencies and young people has developed a discussion paper and consultation questions on this topic.

**ANTA would like to hear from you about your views of a youth participation certificate.**

If you would like to have your say please contact Bridie Blachford at ANTA on (03) 9630 9850 and she will send you a copy of the Discussion Paper and the Consultation Questions.

If you would like a copy of the *Due Credit* report you can down load a copy from www.anta.gov.au/publications, or if you would like to know more about the project and the discussion paper give me a call on 03 9630 9850.

Responses to the Youth Participation Certificate Discussion Paper need to be forwarded to ANTA by February 7 2003.

-Alison Vickers
Senior Project Officer ANTA
Tel: 03 9630 9850 Fax: 03 9630 9888
avickers@anta.gov.au www.anta.gov.au

NASPAC 6 Follow-Up: The Bucket

The 6th National Student Participation Conference (NASPAC 6) in Melbourne decided to set up an on-going web-based noticeboard. This is now being created at:
http://thebucket.hyperboards2.com/index.cgi

Have a look and contribute!

Student Action Teams Manual on Web

*Acting for Change* is a 'how to' manual about setting up and operating Student Action Teams. It’s now available as a PDF document at:

Taking Young People Seriously ...

A new joint project of the Victorian Office for Youth and the Youth Affairs Council of Victoria (YACvic) will see the development of a range of publications supporting the active and meaningful participation of young people in decision making. The *Participation in Practice Project* will assist organisations to develop tools and strategies that support young people and organisations to develop effective models of youth participation, and to help young people develop the skills to allow them to be actively engaged in their community.

Contact the *Participation in Practice Project* at the Youth Affairs Council of Victoria on (03) 9612 8999 or check: http://www.yacvic.org.au

Education Revolution

A New York based magazine of alternative education:
http://www.educationrevolution.org

Students in Germany Raise Their Voice

Just in the beginning of September, two weeks before the Parliamentary Election in Germany, the Federal School Student Organisation of Germany organised a congress, gathering several hundred school students and demanding rapid changes in the educational system.

The congress was held in Darmstadt in the centre of Germany, which made it easy for the participants to convene. Lasting three days, the school students had the opportunity to discuss their views with politicians, teachers and parents, and among themselves.

One guest was the German Minister of Education, Edelgard Bühlmann of the Social Democrats, who claimed to have increased spending on education, setting Federal school standards and giving new initiatives for providing more equal access to education. She was criticised because not enough effort was made to prevent the application of university and high school tuition.

Another guest was Otto Herz, one of the famous thinkers in education politics and co-founder of the Laborschule in Bielefeld, a school which is experimenting on new pedagogies and is said to have adopted some elements of Free Education. He said to the school students: "While society has changed a lot, the basic elements of school systems haven’t changed for a hundred years."

The school students discussed other issues of their school life in various workshops. Topics included were practical (how to organise a school newspaper, how to deal with conflict situations between teachers and school students etc) and more theoretic (the role of education for society; how capitalism and socialism use school etc). Throughout the congress, it was voiced by the school students that they need to have a strong voice in educational issues, that they want more formal and informal rights in the decision-making process of school administration, and they want to be the ones to determine the learning process.

-Karsten Wenzlaff

*from Education Revolution Issue 36, Autumn 2002*
Local and Overseas Publications Received

**Australian:**

- **Education Views** (Education Queensland, Qld) Vol 11, Nos 16-19; August-October 2002
- **Starlink** (Boronia, Vic) Issue 47; October 2002
- **Taking Young People Seriously** ... (Victorian Office for Youth and Youth Affairs Council of Victoria) November 2002
- **Teacher Learning Network Journal** (TLN, South Melbourne, Vic) Vol 9 Nos 1, 2; Autumn, Winter 2002
- **Yikes** (YAC Vic, Melbourne, Vic) Vol 2, Edition 4; November 2002

**International:**

- **Education Revolution** (Roslyn Heights, NY, USA) Issue 36; Autumn 2002
- **Leadership** (NASSP, USA) Vol 31 Nos 3; Nov 2002
- **Southern Exposure** (Durham, NC, USA) Vol 30 No 3, Fall 2002

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.

- **526** Student leadership - perceptions, opportunities and reflections (from: *Teacher Learning Network Journal*, Vol 9 No 1, Autumn 2002) (5 pp; $0.90)
- **527** Haileybury Student Representative Council Conference Report (Haileybury College, Vic and Jeffrey Leong; 10 May 2002) (35 pp; $3.50)

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:

**Supporting Subscribers** ($50 pa):
- Peter Mildenhall
- Kangaroo Ground (Vic)

**Sustaining Subscribers** ($100 - two years):
- Australian Curriculum Studies Association (ACSA)
- Daikin West (ACT)
- Sue James
- Boronia (Vic)

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!

Resource Materials on Active Citizenship

Democracy Starts Here:
**Junior School Councils at Work**

This 48-page book was produced by teachers and students from a group of schools in the north of Melbourne in 1996. Stories from 10 primary schools describe the operation and focus of their Junior School Councils. Then each school provides a brief answer to key practical questions.

An invaluable resource for developing active citizenship in primary schools!

$7 a copy (posted); $12 for 2 copies
- from Connect - see back page

Back issues of Connect

Each issue of Connect contains stories about active citizenship in the classroom and in school governance. These stories of Junior School Councils (JSCs), Student Representative Councils (SRCs), classroom approaches and projects - all illustrate practical ideas for recognising and developing the active citizenship of young people.

Back copies of Connect are available (see back page):
- $4 for a single issue or $6 for a double issue.

An Index to the contents of back issues is also available ($3).
Copy or use this form to subscribe to Connect and to order materials from Connect:

To: CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia

From: Name: ............................................................................................................

Address: ...................................................................................................................

............................................................................................................. Postcode: .................

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: $ ............

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) $ ............
- 'Youth Radio' issue of 3CR's CRAM Guide (1985) ($1) $ ............
- Democratic Decision Making in Schools - Victorian PEP (1987) ($3) $ ............
- Democracy Starts Here! Junior School Councils at Work (1996) ($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) TOTAL ENCLOSED: $ ............

Connect 138: