Connect
supporting student participation

Community Involvement
Community Learning
Community Action

Also in this issue:
- Student Conferences and Forums
- Beyond Junior School Councils
  JSCs and Local Government - some training ideas
- Student Action Teams
  at Karingal Park, Berwick, Weeroona, Braybrook
- Starting a Student Council: Bialik College
- JSCs and SRCs
- South Australian Public School Students Organisation
- Resources: Community Based Learning, SRC Processes

& Incorporating the PASTA Newsletter #14

Print Post Approved: PP 340646/0008  ISSN 0158-4995  $4.00
Connect, 12 Brooke Street, Northcote 3070 Victoria Australia
This Issue

While in Portugal recently (even Connect edits sometimes have holidays!) we were struck by the strength of feeling expressed by ordinary people about what was happening in East Timor. For example, statues in Lisbon were draped in black, wheat sheaves hung from many windows in gestures of solidarity. Banners were displayed on churches and in shops all over the country. In the small town of Aveiro, I 'stumbled' on a march by secondary students and other urging stronger action (photo on page 1).

And so a sort of theme of student participation and community action emerged in this issue of Connect. The stories from Victorian Student Action Teams (pages 20-21) illustrate some ways in which students can work to define, research and act on issues of community safety.

The recent training days conducted for primary school students in Junior School Councils in Melbourne's northern suburbs (pages 4-7) similarly aimed to teach students beyond decision-making within their schools to understand how local government operates. And the report of the Our Voice For Our Future student conferer (page 3) highlights student engagement through the forum, with a range of current community issues.

The publication of a Guide to Community Based Learning (page 22) draws some of these themes as approaches into a coherent curriculum framework.

All these cases illustrate further examples of students exercising their active citizenship - and being valued for what they contribute to their community both rather than simply for what they will or might become.

Next Issue

Perceptive readers may notice that the December issue of Connect is #120 - that's the 20th anniversary issue. Some readers may even remember the tentative publication of #1 in late 1979. Now, I'm inclined to momentous occasions slide quietly by ... however, if you are moved to look back over the significant student participatin on events of the last 20 years, your comments could provide interesting reading at this milestone. Or if you care to look forward and dream and plan and plot about the next 20 years, that too would be worthwhile.

The inaugural Victorian Student Leadersh Conference was held just as this issue went to press. No issue will (hopefully) contain a report of that conferer (of 120 students from throughout the state) - a conferer that both looked back at previous attempts to establish on-going student representative structure in that state and forward towards what could now be achieved.

As always, Connect would love to hear from you about your experiences, about your dreams, about your plans - but note the strict deadline below.

Roger Holdsworth
The Victorian Secondary Student Conference, Our Voice For Our Future, saw many young people voice their concerns and opinions and get involved in making a difference. The August 6th conference, held at the Melbourne Town Hall, focused on several serious issues facing young people today including student democracy and SRCs. The conference attracted over 600 hundred youth participants.

Our Voice For Our Future was organised and operated by the Eastern Region Student Council, auspiced by the Youth Accommodation Coalition and sponsored by the City of Melbourne.

In the areas of education and the environment, very specific issues needing change were identified for recommended review and for the development of new policies. It was also considered that more funding student democracy, focused on how best to enhance and supporting SRCs in secondary schools. Students discussed and debated many ideas and methods of strengthening the SRC, the most common issue being that of the image of the SRC within the student body. Many different experiences were shared, helping participants to achieve a greater understanding of the possibilities of SRCs and to collect ideas from other SRCs.

The issue of networking between SRCs was then focused on in some detail, including an outline proposal to establish a state-wide SRC. The benefits of networking were supported as a method of sharing information, ideas and resources. In particular, it was suggested that an internet site be set up to house all this information. The idea of a Victorian SRC was approved, provided that the direction of the organisation was to remain apolitical and focus on providing strong support for individual SRCs. The participants felt it very important to start a series of meetings run by students to determine how a state network of SRCs would be formed.

The final report from the conference is nearly complete and can be obtained from the Eastern Region Student Council. It will possibly also be released in CD-ROM format designed for use by schools.

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The nine current issues that were discussed were: the environment, youth suicide, location, drugs, homelessness and youth housing, sex and sexual health, mental health and welfare, sexuality and alcohol. After an opportunity to explore and discuss the issues in depth, the participants developed recommendations to be submitted to relevant community organisations, schools and all levels of government for further action.

In most issue areas, the common approach that was aired was to see more education and increased availability of information and resources. The educational programs needed to have a social emphasis for people of secondary school age, and needed to be designed with the input of young people.

October 1999
For schools that have been successfully operating Junior School Councils (JSCs) for a number of years, questions arise: What next? What are the connections between the work of JSCs and the wider questions of learning about democracy, about Civics and Citizenship?

For some schools, the most important challenge is to link the ideas of active citizenship through participation in real issues of school governance, with the formal teaching and learning program. How are the lessons learnt through JSCs built upon in the classroom? How does the existence of a JSC change the 'what' and 'how' of teaching in this area? Other schools are seeking bridges between the work of JSCs and understanding of community governance processes - how decisions are made locally, regionally, nationally and internationally.

On Wednesday 1st September, approximately 60 students from seven primary schools in Melbourne's northern suburbs met for a morning at Northlands Secondary College, to explore how decisions are made within local government. These students, from grades 3 to 6, were all members of Junior School Councils. They had been making decisions about issues of resources, needs, programs etc within their local schools. This morning's activity was designed to place such decision-making in a wider context, and to challenge the representatives to go one step further.

The program was devised by support staff from the schools, as part of an 'action research' program on Civics and Citizenship Education.

The Program

Upon arrival, students met in school groups briefly to finalise information they would present about their JSC work. We thought it important that students learn from each other about activities at the schools, but that this not dominate the morning's agenda (as it had at previous student forums).

After a quick warm-up activity (each student had a two-digit number on his or her back and had to ask yes/no answer-style questions to find out their number), the students were divided into 6 mixed-school 'colour' groups. There were two students from a school in any group and about 5 schools represented in each group. Each pair provided a brief verbal report about their JSC's activities and the teacher in the group took notes.

The Preston-Reservoir Junior School Council Network in the northern suburbs of Melbourne has been in operation for over 10 years. Teachers from approximately 10 schools meet regularly to share experiences and group projects are undertaken. 1996, the group wrote and published the book (available from Connect): Democracy Start Here: Junior School Councils At Work. In 1999-2000, the group was supported with a grant through the Victorian Department of Education, for the development of Civics and Citizenship Education materials.

School groups th reconvened and every student received a card defining their role and location.

Welcome to Northtown

These cards defined students as part of the population...
Northtown, an invented suburb consisting of five distinct 'wards'. (Talking to the group about the area meant that we were already introducing and explaining such terms.) The cards each provided a little detail about the ward (housing, facilities, environment etc) and also allocated each student a different role - young person, shop-keeper, worker, pensioner etc - within that ward.

In school groups, students spent about 15 minutes with their teacher, clarifying the role and the location.

The students then met within each locality, each ward. They were asked to draw a map of the ward from the information provided, to add any further details they could invent, to introduce themselves in role, and to talk about what the issues might be within the ward. Some students from each ward 'visited' other areas to find out about the facilities in the rest of Northtown.

The students in each ward then elected two people to represent them on the Northtown Council.

During a morning break, the maps of the wards were pinned up on the wall of the hall.

**Council Meeting 1**

The first Council Meeting was a brief one. Several representatives indicated that they wanted to be Mayor of the Council and made speeches about what they would do for the town. One narrowly elected. The Chief Executive Officer (CEO - one of the teachers) then introduced a proposal left over from the previous Council: "That roller blades and similar devices be banned from the Shopping Centre." This matter was deferred until the next meeting of Council.

This provided time for particular interest groups and for residents in each ward to meet to discuss the issue.

**Program**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 am</td>
<td>Arrive, register - name tags</td>
</tr>
<tr>
<td>9.15 am</td>
<td>Welcome; purpose of the day</td>
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<tr>
<td>9.30 am</td>
<td>Warm-up activity: What's your number? Yes? No?</td>
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<tr>
<td>9.30 am</td>
<td>Workshop 1: What have the JSCs been doing?</td>
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<tr>
<td></td>
<td>In 6 groups of 10 people (2 students from each school)</td>
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<tr>
<td></td>
<td>Quick report from each school present (2 minutes each)</td>
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<tr>
<td></td>
<td>Teacher to make summary sheet.</td>
</tr>
<tr>
<td>9.45 am</td>
<td>Workshop 2: Introduce: Northtown</td>
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<tr>
<td></td>
<td>Everyone receives role card</td>
</tr>
<tr>
<td></td>
<td>School groups: discuss and work out roles</td>
</tr>
<tr>
<td>10.00 am</td>
<td>Localities:</td>
</tr>
<tr>
<td></td>
<td>TASK 1: Draw a map of your area.</td>
</tr>
<tr>
<td></td>
<td>Discussion: what are the issues in our area?</td>
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<tr>
<td></td>
<td>Each area to elect two people to the Council of Northtown.</td>
</tr>
<tr>
<td>10.20 am</td>
<td>Break - morning tea</td>
</tr>
<tr>
<td>10.40 am</td>
<td>Council Meeting 1:</td>
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<tr>
<td></td>
<td>TASK 2: Elect Mayor</td>
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<tr>
<td></td>
<td>CEO introduces issue:</td>
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<tr>
<td></td>
<td>&quot;A proposal to ban roller-blades from the shopping centre in Northtown&quot;</td>
</tr>
<tr>
<td></td>
<td>Questions and answers</td>
</tr>
<tr>
<td>10.50 am</td>
<td>In Interest Groups: About 7 groups of about 8 people each:</td>
</tr>
<tr>
<td></td>
<td>TASK 3:</td>
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<tr>
<td></td>
<td>What do we think about the proposal? What's in it for us?</td>
</tr>
<tr>
<td></td>
<td>How do we think the Council should vote?</td>
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<tr>
<td>11.05 am</td>
<td>In Areas/Wards:</td>
</tr>
<tr>
<td></td>
<td>TASK 4: How do we want our representatives to vote? Why?</td>
</tr>
<tr>
<td>11.20 am</td>
<td>Council Meeting 2:</td>
</tr>
<tr>
<td></td>
<td>TASK 5: Discussion, debate, decision</td>
</tr>
<tr>
<td>11.40 am</td>
<td>Reflection: Whole group: what happened? why?</td>
</tr>
<tr>
<td></td>
<td>School groups: what have we learnt?</td>
</tr>
<tr>
<td></td>
<td>EVALUATION SHEET</td>
</tr>
<tr>
<td>12.00 noon</td>
<td>Final activity: concentration and communication</td>
</tr>
<tr>
<td>12.15 pm</td>
<td>Close</td>
</tr>
</tbody>
</table>

**Group Meetings**

Firstly, students were grouped by their roles. For example, all 'young people' met together, all the 'shop-keepers' met, and so on. These groups were asked to form opinions about the proposal.

Rather than take these straight back to Council, a second round of meetings occurred: within wards. Interest groups brought their views back to their 'home' localities and discussed them with others. Since these groups elected the 'ward representatives' to Council, they were now asked whether they wanted to instruct their representatives to vote in a particular way.

**Council Meeting 2**

The Council then reconvened (around the map of the town) to debate and decide on the proposal. As it turned out, because there had been a lot of discussion already in interest and locality groups, the discussion at Council was brief and the resolution was passed unanimously. The Council then went on to debate (with more disagreements) about the number and location of some skate parks that they wanted to build in the town.

Finally (and we were running out of time), the students discussed what had been learnt, firstly in a large group, then in school groups.

October 1999
Evaluations

The evaluations which came out of discussions within the school groups indicated the level of students' understandings of the intent of the Forum, and what they believed was achieved.

There was a strong and clear indication from these evaluations that the activities were well understood by the students. They said that the morning was about:

- "How a Council works; decision-making; what it would be like to be Premier; what it would be like to be a citizen that is to make a decision to make the town better."
- "Working together, working with other people, helping other people, meeting other people."
- "To meet other JSCs and find out what they are doing - also how local government works."
- "Local government and how they make decisions; how councillors are elected and how they vote because of how their area feels."
- "JSCs getting together; ways - think before do something; way town copes/works - rules and regulations, discussing the problem - improvements."
- "Working together with people we don't know to decide where the roller-blade centres would be; learning to cooperate in different groups to get ideas and decide issues and to pick representatives."

What was learnt?

- "How to cooperate; how to have different responsibilities; the running of Council and how decisions are made: you would have to be open-minded and to listen to others' opinions, don't vote for your friends - vote for people who have the correct ideas."
- "How Councils are run - how to vote, how hard it is to make decisions in a Council; to share ideas and information."
- "Working together achieves results; how Councils work; everyone has a point of view."
- "Heaps! We learnt that each ward has their own interests and heart, which can lead to a conflict. Decisions are made with compromises and votes."
- "Roller-blading problems and concerns: ways to work things out, possibilities."
- "We learnt how Council works, and that we can't get our own way all the time. We learnt that it sometimes is difficult to make decisions. We learnt how to talk with people we don't know..."
Students generally said that the sharing of ideas worked best on the day, and designing the areas (the more informal sharing of information). "Groups making a decision and then returning to their own ward and trying to get a consensus from other groups." "It was good to put forward other peoples' views." On the other hand, the Council meetings were seen as a bit boring - particularly for those people watching. (In retrospect, we decided that it would have been better to allocate the watchers specific roles, specific things to watch for, and then to bring them into the debriefing discussions more.)

Finally, the school groups discussed about follow-up back at the school. Most concerned JSC level activities: "Some new ideas for the JSC - we could plant more plants around the school, talk about a computer club and/or chess club and use the hall at lunchtime." "Some of the things other JSCs are doing: More regular meetings." "New menu for the canteen." Some talked about using the morning as a spring-board for studies: "Local Government - we have already studies Federal Government" "How to run a Council - how decisions are made - how we vote and listen!"

Text...

The teacher group is meeting soon to talk about the next steps. One idea is to invite some local political and community representatives to meet with the students at the next Student Forum. The students would then interview them to find out how they carry out their jobs, or could 'shadow' them for a morning of their roles, and bring the information back to joint meeting of students.

This group is one of 25 Victorian schools supported by small grants through the Victorian Department of Education, to investigate ways to develop Civics and Citizenship Education approaches using the Discovering Democracy materials. It is intended that a comprehensive report outlining the various approaches will be developed in 2000.

For more information on the Preston-Reservoir JSC Network, contact Thérèse West at Preston South Primary School (Hotham Street, Preston 3072; phone: (03) 9484 1544; fax: (03) 9480 1151). The complete set of cards and handouts for the activity described here is available through Connect (see page 23; document 462: $3.70).
South Australian Public School Students Organisation

SAPSSO was founded last year by a group of student leaders from metropolitan schools in Adelaide. South Australia is currently undergoing one of the biggest periods of public educational change in the last three years, including a review of the Education Act, the Partnerships 21 local management scheme and a drawn-out industrial dispute between the AEU and the Government.

SAPSSO was formed to ensure that the voices and opinions of students at government secondary schools were heard. We believe it is important for students to be included as equal stakeholders in public education, as we are the group on the receiving end of all policy decisions in education. SAPSSO hopes to place student views on an equal footing with those of teachers, politicians and parents, whom we currently rate well behind.

SAPSSO held its first general meeting in March this year, with over fifty students from schools across the state participating. The meeting focused on a discussion of the Review of the Education Act, and developing a student submission to this review. At the AGM on Monday, September 20th, delegates elected a new Executive for 2000. Also included in the meeting was a Forum on Partnerships 21, to discuss its implications for students.

Matt Wenham
<matt.wenham@student.adelaide.edu.au>

Mooroopna, Victoria

JSC Seminar

On Thursday 16th September, a Junior School Council (JSC) seminar was held at Mooroopna Park Primary School (near Shepparton, Victoria). Twenty-seven students from seven different schools attended. The schools represented were Mooroopna Park Primary, Cobram Consolidated, St George’s Road Primary from Shepparton, Mooroopna North Primary, Tatura Primary, Tongala Primary and Wilmot Road Primary from Shepparton.

During the day, the Councillors got to know each other, improved their listening, speaking and communication skills and learnt how to run efficient meetings and solve problems. Each school reported on their Council, the activities they are involved with and how they are managed.

The seminar's presenter was Maria Giarrocco from the Peer Support Foundation in Melbourne. Maria kept all children active and enthused with lively activities.

Mooroopna Pa:
Primary JS
MacIsaac Rd
Mooroopna 362
PASTA NEWSLETTER
# 14 - October 1999

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 IN THIS ISSUE

PASS THE PASTA

MOVING TOWARDS 2000

Our Professional Association's efforts to raise the profile of student leadership and provide significant professional development opportunities for advisers continue with the ongoing organising efforts of our various committees for the 1st International Student Representative Conference in December 2000. We welcome the recent endorsement of the NSW Parents and Citizens Association for this project. We are also optimistic about our current discussions with the Department of Education and Training NSW over its potential involvement. Check out the SRC 2000 Bulletin in this issue for further material on this major initiative.

INTERNATIONAL LEADERSHIP TOURS

Our third annual student leadership tour to the USA and Canada under the most capable direction of our Treasurer Ken Page is currently open to students and advisers from all over Australia. More details of its personal, educational and community value are in this issue. We urge you to apply.

COMMUNITY SERVICE AWARDS

The CSC Awards program to recognise volunteers in our schools and communities is nearing the end of its second successful trial year. New schools and new adult community volunteer groups are always welcome to join this program to help promote good citizenship and volunteerism.

In September two schools - Narara Valley High on the Central Coast of NSW and Bathurst High, way out in a country beyond the Blue Mountains - had major presentation ceremonies. For Narara Valley it was the second such presentation following on the awards given to the entire SRC late last year. For Bathurst High it was a visit to Principal Peter Sherman and CSC School Coordinator Sue Page are to be congratulated for the regular reinforcement of this citizenship program through these ceremonies. This time Bronze Certificates (1000 hours) went to students Liesel Wrightson, Leesa Wiseheart and Lana Benson and Silver Awards (5000 hours) to Perrin Brown, Andrew Tillett and Melanie Deane.

Bathurst High's presentation has been a long time coming, but was a big one. In all, nearly 70 people received awards in all categories. This included 9 Basic CSC (400 Hours) Certificates, 30 Bronze, 8 Silver and a full 15 Gold (10,000 or more hours). In the Central West of NSW, Bathurst High and Portland Central currently have the largest number of recipients, however, Kelso and Cowra High Schools, the University of the Third Age and other community groups are also represented. Gold Awards went to both teachers and to community members. "Some of the volunteer community work was unrelated to Bathurst High and we are still keen for application for awards from other community groups and individuals," Vice President of PASTA and CSC Bathurst Coordinator Charles Kingston said. At both schools, a lot of interest has been shown in the CSC program since the awards were presented. This includes considerable interest from staff and citizens in the wider community.

Many of the higher level award recipients also purchased their accompanying medallions to wear proudly in their community and thereby get others to ask questions about it and take the plunge.

NEED MORE GOOD NEWS?

Contact PASTA members or check out our website for more information on all these projects, on our publications, curriculum initiatives and national and international affiliates. The URL is below:

http://hsc.csu.edu.au/pta/pasta/

October 1999
... And How Have We Used It?

Following on from the August edition (in Connect 118) in which we detailed the skills gained or improved, two of the travelling reflect here on some of the short term outcomes already happening in Australia as a result of the 1999 USA SRC tour. Thanks to Lisa Bolland (North Sydney Girls) and Rebecca Heinrich (Carlingford) for this contribution.

After months of preparation, the long standing dream finally became reality for 20 young Australians when the 1999 PASTA USA Tour commenced. The tour involved attending the National Association of Student Councils (NASC) Conference, a National Leadership Camp (NLC) and a week with the Student Council of Bordentown Regional High School.

But it was only when our plane was landing and the bright lights of Sydney could be seen, that we realised our leadership journey had just begun. Before us lay challenges and opportunities allowing us to educate our peers and fellow Australians while further enhancing our own capabilities as youth leaders of today.

Not only was the tour an eye-opening and exciting way of developing our own personal leadership skills, but also presented the challenge of passing on our newfound knowledge from the United States experience and trying to make a difference in our communities.

Through running workshops, presentations and student forums, the delegates have been trying to raise the profile of SRC and student leadership, encourage wider participation in student representative bodies and motivate students to have a more active role in their schools and local communities.

The USA delegates have been targeting SRCs at all levels, so that the message of positive student involvement can be distributed across the State. One of our long-term goals is the establishment of a National Student Representative Council. A report was presented and tabled at the NSW SRC at their July meeting by State SRC Representatives Lisa Bolland, Katherine McCormack and Rebecca Engelen giving details of the tour and future projects (refer to the previous issue of Connect for full report). Information was also distributed at the 1999 NSW SRC Conference, by State Working Party Representative Rebecca Heinrich. From here participants were urged to share this material back at district and school levels.

Delegates have been busy in their own districts and paired districts running workshops and conferences to pass on the message from their USA experience. Some future student initiatives at district level include a 4 x district conference involving Hornsby, Northern Beaches, Ryde and Parramatta, inviting 200 students to attend to approach the issues affecting the youth of today.

Throughout schools across NSW and the ACT, the 20 student delegates of the 1999 PASTA USA Tour have been busy working towards the common goal of raising the awareness of student leadership and implementing ideas brought back from the tour. A prime example is students developing and improving student leadership on a school level was the Leadership Conference held for North Sydney Girls, North Sydney Boys, Sydney Girls and Sydney Boys High Schools, at which approximately 100 prefects and SRC representatives participated in workshops on activities aimed at establishing and maintaining effective leadership bodies within our schools.

State-wide initiatives have also been implemented across NSW like the Anti-Discrimination Pledge which was inspired by the Anti Gun-violence pledge produced by American student leaders and officially presented at the NASC Conference. This pledge became a recommendation at the Forum of the 1998 NSW SRC Conference whose theme was 'A Fair Go For All'. It was presented by 199 NSW SRC Working Party, and the PASTA tour representative Cheri Wilson. In 1999 NSW SRC member Lisa Bolland and Katherine McCormack followed up Cheri's idea when they used the American model as the basis for composing a similar pledge for Anti-Discrimination. This became an official goal for the State SRC in 1999 when it was official.
WHERE DO YOU FIT IN?
AN INVITATION TO BE PART OF THE ACTION

Past issues of this SRC 2000 Bulletin have provided ample opportunities for readers to contribute to the program, express interest and suggest ways in which the organisation can improve. With only a little over a year to go, it’s time for some real feedback and some real offers of assistance. Check out the possibilities in this issue (and the previous ones) and write, ring or visit us to do something positive towards making this First International Student Representative Conference a huge success.

HE NAME OF THE GAME

As a result of our August meeting of all organisational committees to date, we have altered the name of the Conference slightly. It is now to be called the First International Student Representative Conference", being understood as aimed at those students and adults concerned with secondary education.

The terms “SRC 2000” and the “SRC 2000 Bulletin” as it appears in Connect and all other publicity still apply - SRC therein stands for ‘Student Representative conference’, not ‘Student Representative Council’. We’re still working on an appropriate and genuinely still artistic change to the logo. (Unless of course no-one minds the added emphasis of calling it the Student Representative Conference!)

The effect of this clarification we hope will be to broaden the understanding of the scope of the Conference that prefect groups, peer support groups, leadership management structures etc can all be seen as explicitly included. Thus, representatives need not come from a student councils only, but from any student groups concerned about the issues of the Conference. This was always the intention, but may have been lost because of the emphasis on ‘SRC’ as student councils.

ARGON THAT NAMES THE PLAYERS

Other changes in the names for the organisation of a unique gathering are: 1. ‘Coordinating Committee’ ‘Committee Student / Adult Chairperson’ now appear as terms we use. 2. Key members of the previous Coordinating Committee are now ‘CONVENORS’ of the Conference. At present these people are previous Student Co-Chairs Anna Samson and Greg Arrow and PASTA Executive Officers Ralph Murray, Jeanne Bow, Charles Kingston, Ken Page and Sue Page.

3. Those in charge of committees who are still at school or just having finished Yr. 12 in December 2000 will be known as ‘STUDENT COORDINATORS’. 4. Anyone over 18 is then either an ‘ADULT COORDINATOR’ or an ‘ADVISER’ to that Committee. 5. Other students on committees remain as ‘STUDENT ORGANISERS’ 6. Those students chairing sessions at Conference will be referred to as ‘STUDENT SPEAKERS’.

PROMOTING THE GAME

A new promotional brochure on the Conference is now available. It is a temporary one until next year when the program structure is finally settled and a proper glossy brochure for wider distribution can be completed. You can help by asking the organisers for a copy and distributing the material widely and wisely. Finding your own photocopying opportunities will be a wonderful contribution to the cause. Let us know that you’re helping (so we can credit your contribution) and who’s getting the material so we can avoid double up and network more widely.

The four page brochure contains a title page naming major sponsors, the explanation of various Conference details as it appears on PASTA’s website International Conference page and the latest draft program. That is A3 foldover version for general use. However, some distribution may only warrant the single back to back pages - one for title page and explanation; the other for the draft program.

MONEY 1 - CONFERENCE SPONSORSHIP

As the number of Conference participants is expected to range from a minimum of 500 all the way to a maximum of 2000, it is a wonderful opportunity for businesses and educational organisations to support secondary education and positive student citizenship. In addition to sponsorship, including sponsorship in kind, organisers are seeking businesses and community groups with an interest in youth and the issues of the Conference to mount exhibits in the Exhibit Hall. You can assist by contacting these groups and encouraging them to get in touch with us.
MONEY 2 - DELEGATE REGISTRATION COSTS

Every high and central school should be starting now to look at raising the money to sponsor at least one student delegate. The registration fee of $500 will barely cover the costs of the Conference and is comparable to that charged at similar major gatherings elsewhere. As a representative Conference, all reps should be actively seeking to have this registration cost paid for by the group or institution they represent.

MONEY 3 - TEACHER / ADVISERS

Districts or individual schools and other educational bodies should be looking at sponsoring adult advisers. Advisers should look at applying for Training and Development Funds. As the Adviser’s Conference runs in tandem with the student component, it is a major Professional Development activity for all those working the field of student participation, leadership and representation. Significantly, this now includes the reviving curriculum area of Civics and Citizenship.

HOUSING

The Conference Housing (Billeting) Committee is well advanced in its planning. With the support of the NSW Department of Education and Training this Committee has already started canvassing for host families in the St. George/Kogarah area of Sydney. All students attending the Conference who come from outside the Sydney Metropolitan Area will be billeted in groups of two or more from different countries and states for four nights of the Conference. Early arrivals from overseas who notify the Convenors may also be able to accommodate for an extra night before the Conference starts.

Centred around Kogarah High School and under the capable direction of Adult Coordinator Jeanne B and Student Coordinators Aida Bunyan, Paul Habas, Paul Zammitt and Lydia RezKal, the Committee mapped out its own timetable and has an extensive range of meetings and other activities planned over the next year. The Conference program includes one night free for conference activities and host families to get to know their student guests better. In addition, the House Committee envisions block parties and other activities to give the billeting experience more depth.

As with all Committees, check out the details of they have to do on the following pages or in subsequent issues. If you would like to volunteer to host a delegate or be involved in assisting this or any of the other committees, contact the convenors through the addres details provided in this issue.

NEXT MEETINGS

All committees from now on to have their own meeting schedules. Hopefully, a full gathering again in January of the Central Coast. See the summary calendar (opposite for important dates).

WHERE DO YOU FIT IN?

See the application form (back page of this Bulletin) for how to apply for any of these roles.

N.B. The following list can also be seen as a guide for anyone organising any Conference. Just substitute your own venues and special activities.

SRC 2000 COMMITTEES - CHOOSE ONE (or more) AND OFFER TO HELP

CONVENORS - Responsible for Communication/Administration/Coordination of the entire Conference

PROGRAMMING - Responsible for Invitations and Coordination of proposals for General Sessions, Workshops, Roundtables, Forum etc. Entertainment, Advisers Program, Layout and Printing of Program & Resource Materials and for organising the Charing and Timing of all sessions during Conference

FUND-RAISING AND FINANCE - Responsible for coordination of all fund-raising proposals and specifics of offers in kind, and sponsorships from businesses and community groups

VENUES - Responsible for Acquiring all venues, coordinating rooming, security, audio-visual and other venue related needs, including costs & clean-up.

PUBLICITY/PROMOTION AND MARKETING - Responsible for all publicity, promotions in schools and with all relevant government departments, teacher associations, unions, etc.

HOUSING - Responsible for billeting of students, including security & suitability checks on all host families, host family involvement in the program, coordination / monitoring of transport

TRANSPORT/TOURS AND TRAVEL - Responsible for all transport needs to and from venues associated with the program and billeting of students; for arrivals and departures, for information to potential delegates re. tours and travel.

CATERING AND ADVISER HOSPITALITY - Responsible for meal and snack and adviser hospitality needs, including special needs; timing, availability, capacity and equipment of venues; for coordination of any formal banquets; for coordination with registration and security of appropriate use of different IDs.

HEALTH - Responsible for contact with hospitals, ambulance and first-aid services for provision of personnel and facilities as needed; for health & liability insurance; for examination of venues for safety and catering plans for health considerations; for coordinating any health and safety related displays or workshops.

TECHNOLOGY AND INTERNET CENTRE - Responsible for all computing audio-visual and other technologies equipment and learning & training needs including running the Internet Centre; assistance with data-bases and computer related needs of Registration and other Committees which seek such assistance.

REGISTRATION - Responsible for keeping records of all people involved in the Conference for initial and daily registration of all organisations at participants; for preparing registration and security of appropriate use of different IDs.

SECURITY - Responsible for matters personal safety and security of property at all venues; for maintaining a lost item found area; for coordination of registrants' identifications.

INTERNATIONAL/STATE ROOM AND STUDENT GUIDES - Responsible for promoting involvement from the selected country or region and for liaison prior to the Conference with visiting delegations and the groups they represent for meeting with delegates upon arrival; communicating regularly with the respective parents and home country representatives; for being available to guide them around the Conference venue and activities as needed.

Charles Kingsley
1st INTERNATIONAL STUDENT REPRESENTATIVE CONFERENCE
SYDNEY & CENTRAL COAST NSW AUSTRALIA; 13 - 17 DECEMBER 2000
For secondary students, student councils, leadership groups and teacher and youth advisers

CALENDAR OF KEY DATES - A SUMMARY FROM DRAFT TIMELINE MARK II

This summary is for government agencies, schools and community groups, and potential sponsors and delegates. Students and advisers on the various organising committees need to use the full 8 page timeline.

PASTA Executive Meetings: Last Saturdays in Sept/Nov (AGM)/Feb/March/May/July. Also during second weekend in January in conjunction with Overseas Tour coordinations.

Publicity in Connect - the regular PASTA newsletter and SRC 2000 Bulletin deadlines: the end of very other month - eg Sept/Nov/Jan/Mar/May/July or publication in following month;


OCTOBER/NOVEMBER/DECEMBER 1999

Housing Campaign to High Schools in St George and Sutherland Districts - Southern Sydney

Government funding and business/community sponsorship efforts - varied levels of support on offer - companies and groups wishing to exhibit encouraged to apply

Continuation of efforts to find volunteer student and adult committee members and schools or youth action groups to assist in many ways to organise this event. Great objects for a school SRC or youth group.

JANUARY/FEBRUARY/MARCH 2000

13 Dec - "SRC OLYMPIAD OF CITIZENSHIP AND REPRESENTATION" - 365 DAYS TO GO!

MAJOR PROMOTIONS IN SCHOOLS and call for other specific workshop and performance proposals

by 31 March - Schools select student and advisor delegates

INTERNATIONAL SRC 2000 ORGANISING COMMITTEE MEMBERS - Responsible for promoting and obtaining delegates from their own and other countries; for coordinating their own country's particular overseas registration, travel and insurance needs; for organising their speaker/workshop/display etc involvement in the program; and for looking after the personal needs of their delegates while in Australia.

SPECIAL FOCUS PROJECTS - Responsible for ATTRACTING BOTH STUDENT AND ADVISER DELEGATES from particular identifiable groups or geographical areas and for any special needs/ recognition/participation related to that group. Some examples of target groups would be: Women ... TAFE students ... Universities ... Aboriginal and Torres Strait Islanders ... Special Needs Groups ... Multicultural/Ethnic Groups ... International Regions and Specific Countries ... Other Australian States or Regions ... Principals Association and Professional Teachers Associations ... Federations and Unions ... Business ... Community and Youth Resource Groups ... Special Issue Groups ...

CONTACT DETAILS
Sydney 2000: First International SRC Conference
1 Gladstone Street, Balmain NSW
Australia 2795
Phone: (02) 63322603
Fax: (02) 63322302
E-mail: ckingston@interact.net.au

September 1999
APPLICATION TO ATTEND/PRESENT AT THE
1st SRC INTERNATIONAL CONFERENCE - SYDNEY 2000

NB: By filling in this application, you are helping us to organise this Conference. It does not yet oblige you to attend. It is a
step in that direction - a more specific expression of interest than those circulated before. Formal registration forms will then
be sent to you in due course.

Tick whichever applies in the questions below.
Add explanatory material as indicated.

Registration fees for this Conference are Australian $500
(c. US$320) for all delegates. This is comparable to those for
similar functions in North America, Europe and elsewhere.
Wherever possible, delegates should seek to be funded by the
group they represent and its wider community. If attending as
an adult adviser, seek funding as a professional development
activity.

Registration includes all Conference needs for the five
days from time of registration except housing for adults.
Students will be hosted by families in the Sydney region. Adult
registrants outside the Sydney metropolitan area will be sent a
list of recommended hotels or alternative group accommodation. They will need to make their own bookings
unless separate arrangements are made with the organising
committee, including any prepayments required. Day
registrations at reduced rates may be available if Conference
numbers allow, but this will not be known until two months
before the Conference.

Further questions? E-mail: clingston@interact.net.au
or write to the postal addresses as indicated in this and all
publicity.

SECTION II:

For those applying to present a workshop, make a presentation, do a performance, have a
display, present in the Exhibit Hall etc:

F. I/Our group (cross off whichever does not apply) wish to apply to do a presentation on the theme of:

[ ] 1. "Celebrating Our Cultural Heritage" (Day 1)
[ ] 2. "Challenges Facing Young People in the 21st Century" (Day 2)
[ ] 3. "The Environment: Preserving Our Future" (Day 3)
[ ] 4. "The Media, Political Process and You" (Day 4)
[ ] 5. "Building A Better Today" (Overall Conference Theme - could be any day)

G. How many people would likely be involved in
doing your presentation or performance? ...........

H. How many of these will be secondary students
at the time of the Conference? ....................... 

I. How many of these presenters are intending to
apply to be delegate representatives also? .......

(NB. It is not essential to do so at this time but if the names of
other presenters are known at present, please list them on a
separate sheet. Before final confirmation in June 2000 - prior to
finalising the Conference program - we will need to know this
information.)

Upon confirmation of your application, a
more detailed form will eventually be sent to
you for mutual exchange of further details.

SECTION I:

FOR DELEGATES TO THE CONFERENCE

A. I wish to apply to attend the above Conference as a:

[ ] 1. Student Representative
[ ] 2. Adult Representative
[ ] 3. Committee Member

B. The name of the group I will represent is

C. My position in or role with this group is

D. My/our contact details are as follows:

1. Mailing Address: ....................................................
2. Phone/Fax and E-mail (if available): ...........................

E. I/We DO/DO NOT (cross off whichever does not apply)
wish to apply to do a presentation.

F. Please examine the draft program and send us your suggestions for the
issues, resources and types of sessions you would like to see at this
Conference.

J. The type of presentation or involvement I am/we are
proposing is: (You may tick more than one area as long as details
of each appear on separate sheets)

[ ] 1. Workshop for student delegates
[ ] 2. Adviser Program Workshop
[ ] 3. Roundtable Discussion
[ ] 4. Performance (indicate clearly what type - dance, music,
drama, other - in description below and whether intended for
Conference General Session or smaller scale audience)

[ ] 5. Participant/s in panel
[ ] 6. Participant/s in debate
[ ] 7. Speaker at General Session
[ ] 8. Facilitator of interactive workshops
(non-issue-oriented, getting to know you sessions)

[ ] 9. Have a static display (that can stay up
unattended throughout the Conference)

[ ] 10. Have a display stall (rostered so as to talk
to people throughout the Conference or during breaks)

[ ] 11. Have an exhibit in the Exhibit Hall: especially
for but not restricted to businesses, volunteer
organisations and government departments
(applies to Days 1, 2 & 3 only)

[ ] 12. OTHER (please describe: ............................)

K. Details of your proposed presentation:

1. Suggested Title: .............................................
2. Subject of Presentation: .................................
3. People likely to be involved: ............................
4. Estimate of time needed: ..............................
5. Space/technical requirements:

(Use separate page for details.)
ntinued from page 10

announced at SRC day as part of Education Week on
friday, September 17, 1999. Now Schools, Districts
across NSW are implementing the pledge as an
initiative to both raise the awareness of the effects
of discrimination and to help tackle the problems it
causes a number of students.

Delegates have also made an impression on
the community with presentations being made to
various community based organisations such as
Rotary Clubs and local youth councils. This has
created a major ground-swell of interest and
support for youth involvement within society.

Since returning we have enjoyed sharing our
experiences and knowledge with our fellow
students and local communities. However we
realise that there is a long road still ahead and we
will continue to strive towards a higher profile of
student Leadership across our state.

Lisa Bollard (North Sydney Girls)
Rebecca Heinrich (Carlingford)

### 2000 USA SRC TOUR

"The Worldwide Web of Leadership" is the theme
for the 64th Annual National Association of Student
Councils (NASC) Conference to be held in Cupertino,
California, the heart of the famous Silicon Valley.

This major student leadership activity is only one
of the many outstanding experiences that await
Australian students and staff on the OZ-USA-CANADA
TOUR - 21 June through 20 July 2000 inclusive.

Applications for student delegates and staff
advisers for the 2000 tour and information on future
trips can be obtained by contacting Tour Organisers
Ken and Sue Page:

**Phone:** (02) 4396 6485
**e-mail:** suepage@ozemail.com.au

### PASTA Dates to Remember

- **29.10.1999** First round selection for 2000 USA SRC tour delegates
- **27.11.1999** PASTA AGM, Leichhardt
- **1.12.1999** Begin evaluation of CSC Award trials
- **8-9.1.2000** Reunion for 98-99 USA SRC tour delegates, Norah Head
- **9.9.2000** PASTA General Committee Meeting, Norah Head
- **26.1.2000** CSC Awards Australia Day Presentation
- **1.2.2000** Major promotion in Schools for SRC 2000 Conference to
  be held in Sydney
- **26.2.2000** PASTA General Committee Meeting, Leichhardt
- **26.3.2000** PASTA General Committee Meeting, Leichhardt
- **31.3.2000** Selection by Schools of student and adviser delegates to
  SRC 2000 Conference
- **8-9.4.2000** Orientation meeting for parents and delegates to 2000
  USA SRC Tour, Leichhardt
- **30.4.2000** Last date for input into SRC 2000 Conference
- **27.5.2000** PASTA General Committee Meeting, Leichhardt
- **30.5.2000** Deposits due for SRC 2000 Conference
- **10.6.2000** SRC 2000 organisational workshop
- **21.6.2000** 2000 USA SRC Tour departs Sydney
- **24.6.2000** 64th NASC Conference begins, Monte Vista HS,
  California
- **20.7.2000** 2000 USA SRC tour delegates return to Sydney
- **31.7.2000** Deadline for SRC 2000 full registration fees
- **1.8.2000** Promotional material for 2001 USA SRC tour distributed
- **31.8.2000** Deadline for late payment for SRC 2000 Conference
- **17.12.2000** SRC 2000 Conference concludes
Starting A Student Council: the Bialik College experience

For many years the administration of Bialik College (in Melbourne's inner-Eastern suburbs) have tried to encourage students to form a Student Council (SC). The administration had hoped that the Council would be a great way for students to establish new initiatives such as student assemblies, student media (newspaper, radio etc) and organise social work for students, as well as acting as a body to hear students grievances and have them resolved. This first purpose, however, was always far more important than the second.

Up until this year, no students had taken on the task of establishing a SC. Finally a group of Year 11s and 12s (including myself) decided to give it a go. Still with the blessing of the administration, we set about writing guidelines for the functioning of the new Student Council, which we called our ‘constitution’. We had high hopes for our newly constituted Student Council, with a member from every class in the school from Year 5 to Year 12, a sum total of 24 students who would be elected by their peers. The SC would give students a chance to fulfil all the hopes the school had for the group, and provide an outlet for fostering leadership skills.

The concept of a Student Council was not universally well-received, however. amongst some of the Year 12s was a fear that members of the C would become like prefects a concept that our school has deeply abhorred. They campaigned against the very existence of a Student Council, claiming it to be elitist (despite the system of elections that we had planned). Eventually, however, they lost interest in this campaign, and the SC was allowed to proceed.

The next task then was to raise awareness within the school of the concept of a Student Council, and to conduct elections. Again, this part of the process was a great success, with numerous students putting themselves forward as candidates at each year level. Students began to think about issues within the school that concerned them, and had high hopes in the ability of the SC to resolve them. Overall, interest and enthusiasm were high. At the end of this process, we had the first 24 students elected as the inaugural Bialik College Student Council.

To reach this stage was a great satisfaction to all of us who had been involved in planning it, but the real challenges still lay ahead.

The first few meetings had a great, positive vibe, with high attendances and enthusiasm. Often this enthusiasm was so high that meetings struggled to function successfully, with members talking over one another and not discussing issues constructively. This was no doubt due to the inexperience of many of the members in the functioning of a ‘formal’ meeting, the lack of authority of the chair, and the fact that students were reluctant to bring up issues themselves, instead preferring simply to rely on us organisers who were attempting to stimulate ideas. The outcome of all this was within the Student Council there was a lot of talking, and not much action.

Soon the inevitable occurred, and members of the SC lost interest, became disaffected with the process and stopped coming to meetings. This was a self-perpetuating cycle, with the lack of attendance leading to a lack of action, and the lack of action leading to a lack of attendance. It seemed impossible to break. The mainstream student body also became dissatisfied, and were highly cynical of the effectiveness of the SC.

This is a problem that is still occurring now, despite a number of approaches. We tried compelling SC members to turn up to meetings, but had no power to enforce this. We tried
providing incentives for students to come (food, holding them during lessons rather than lunchtime). We tried going on with the few people who did turn up to meetings, hoping that the rest would follow if we had some tangible outcomes that SC members could be proud of. All to no avail. In our experience, it was not the administration of the school that lead to the lack of success of the SC. Instead it was apathy and narrow-mindedness on behalf of the students.

And so we look forward to next year, unsure whether anyone will take on the responsibility of running the SC. It looks highly unlikely.

In my view, there are a few reasons why the Bialik College Student Council struggled. Hopefully other schools can learn from our mistakes, and that we can also learn from our mistakes. These are:

- Allowing students to vote for Student Council elections and totally removing class teachers from the process. This meant that the most popular students from each class were elected, not the most dedicated or thoughtful. The problems with having this situation is obvious, because as soon as tasks that required work without immediate reward or recognition, these popular students went missing. The ideal model for next year would give class teachers a chance to veto any students who they felt would do the job well, before putting the students, OK’ed by the class teacher, to stand for an election. This sounds a little li elections Iraqi style, where only candidates approved by the government can stand. However, for the Student Council to be successful, this is a necessary compromise.

- Planning SC meetings on an ad hoc basis with only a rough agenda, and meetings announced only a few days before they were held. This created a sense of uncertainty amongst SC members, and meetings easily degenerated into socialising sessions without any clear focus. Planning well in advance is important.

- Failing to associate the Student Council name with events happening within the school. The student body could not see the public face of the SC, or associate it with anything tangible. If this could have occurred early in the life of the SC, it would have had a greater chance for success.

Ari Sharp, year 11
Bialik College
429 Auburn Rd
Hawthorn East 3122
1998 was an extremely busy year for the Student Representative Council. We have undertaken many valuable projects throughout the year, all designed to benefit the student body.

Our work began at the start of the year, at the Leadership Camp at Port Elliot. Together with the House Captains, we participated in activities designed to encourage leadership and teamwork, and started planning for the year ahead. The camp was also a lot of fun for everyone involved, and we are very thankful to the hapless teachers who volunteered their time to run the camp.

This year’s SRC Committees were particularly busy. The Charities Committee, led by Hannah Smith and Alison Walton, was successful in raising several thousand dollars for charities. They began with selling chocolate hearts for Valentine’s Day, which pleased everyone except those who didn’t receive them. Badges for the Save the Children Fund were also a popular venture. Most recently, the Committee presented the proceeds from the annual Charities Week to a variety of charities. This event brought a climax to the hard, committed work of the Committee throughout the year.

Despite spending the last few years in the wilderness, the Bright’n Up Committee made a huge comeback in 1998, thanks to the initiative of Caleb Reeves, Sarah Hollinshead and Dan Frost. Bright’n Up were the instigators of the infamous Bands and BBQ lunches. They ran the Mayhem caper during Charities Week, which included a visit from a lightly physically challenged Chicken and Yowie (anyone who knows what a Yowie is, please let us know - we’re still not sure!) Perhaps their most notorious project was In The Potlight, the talent quest that they revived from ear death. This activity will be remembered for its cast of special (and not so special) guests. Bright’n Up was helped by the Chaplain, renton Killeen.

The Environment Committee, coordinated by Shannon Smith and Ben Opie, continued its busy schedule from last year. Despite working against hostile economic conditions, they persevered with the paper recycling program, which is of great benefit to the school. With Mr Nelligan, they developed an Energy Policy for the school, which has succeeded in saving several thousand dollars in reduced energy costs.

The Year 12 Prefects were also busy, organising the Year 12 Formal, jumper and video. These activities took a lot of organisation, and were only possible thanks to Mr Kay and Mr Kirwan’s help.

Outside of the school, Hannah Mitchell-Steiner and Matt Wenham coordinated meetings of student leaders to discuss public education issues. As a result, Matt was elected as the General Secretary of the South Australian Public School Students Organisation, which was founded at these meetings. This organisation hopes to play a major part in the debate over public education in years to come.

As always, we have been fortunate to have the constant support and untiring help of Mr Michael Doube and Ms Jane Flentje. The School Administration was also very patient, especially Ms Schupelius and Mr Nelligan. The members of the SRC have been wonderful throughout the year, maintaining their enthusiasm and motivation during some difficult periods. We would like to thank all the SRC members and prefects for their hard work this year. We feel that the students of Brighton should be proud to have such a strong and committed SRC, and we hope that they will continue to support their representatives next year.

Matt Wenham
Hannah Mitchell-Steiner
Head Prefects

From:
The Victorian Department of Education, with support from VicSafe, has funded 20 secondary schools in 1999 to develop Student Action Teams that are researching and acting around community safety issues. These teams are based on the understanding that students, working with or through Student Representative Councils, can tackle important issues within their communities and make a difference.

Here are short accounts from some of the schools about the work being carried out to date:

**Karingal Park Secondary College**

Karingal Park Secondary College's Student Action Team's hard work is nearing completion with the laying of 20 tonnes of crushed rock, and the commencement of a 'crossing supervisor' on Nat's Track by the end of October.

The concept for the project originated at the Student Leadership Council (SLC) camp in February this year, when senior Frankston police Gordon McLeod, Paul Maas and Ron Musgrove discussed issues of concern with students. 'Nat's Track' is a narrow pathway running between two golf courses, linking local schools. It was the site of a gruesome murder of Natalie Russell six years ago. The crime caused people to feel unsafe using the track.

The Action Team took up the challenge - one that had failed when proposed after the murder - to upgrade the track and reinstate it as a safe route to school. They called upon Frankston Council, Frankston Police, the managers of the golf clubs, representatives from the schools in the area, local press, the Department of Corrections, VicRoads and Esso, to name but a few. A small committee was formed to oversee the work, which entailed site inspections, meetings, press releases, media interviews and so on.

At its completion, the 900 metre long track will have been resurfaced, the fences repaired (with a guarantee of ongoing maintenance), new signage erected and a bollard installed preventing its use as a roadway. A 'crossing supervisor' will be in attendance before and after school, and a publicity campaign is being undertaken through the local colleges and media.

The emotional highlight of the whole project was the unveiling of a plaque in memory of Natalie, by her parents Brian and Carmel Russell. Their gratitude was immense and most inspiring.

The Karingal Park Secondary College Student Action Team were nominated for three VicSafe Awards, and the inaugural Frankston and Mornington Peninsula Awards - where they received a special presentation of their contributions to the community. They also received the 'Inheritors' award for merit, an award sponsored by the Independent News Group and the Victoria Police.

The project has rewarded students with a great sense of achievement and a belief that people in the community will raise money in support of a good cause. Short, the youth of today can have a positive impact on others and regain the respect of leaders society.

*Jenny Caulfield*

Karingal Park Secondary Coll
Belar Avenue, Frankston 3
Weeroona College, Bendigo

Our Student Action Team has been busy and productive. Late in term 3, we produced our advertisement to promote Operate DEFY. DEFY is working towards setting up a Driver Education For Youth course in Bendigo. We coordinated lots of bodies to get the advertisement set up. Prime TV filmed it for us. The Bendigo City Council closed off a back road. The police and SES 'starred'. A crash repairer loaned us a car and 'deposited' it against a tree. Our SAT were brilliant actors. The advertisement goes to air in late November. It was a lot of fun and we have we convince the youth of Bendigo to do the course.

Marlene McLoughlan and Christine Toose
Weeroona College
383 Napier Street, Bendigo 3550

Berwick Secondary College

It is definitely a very exciting time for the SRC. Whilst the students continue working on planned projects, they also continue meeting weekly, alternating between Senior and Junior groups. An SRC office has been set up, providing a place the Council can store their materials and a quiet place of their own for the students to work on their SRC projects. The SRC hopes to continue growing and changing and effectively encouraging student participation and leadership.

The Battle of the Bands is a prime example of student involvement at its best.
On Friday 10 September, after months of planning and organising, the Battle of the Bands took place in the school's Performing Arts Centre. The hard work and commitment of the school's Student Action Team (SAT) paid off, as the night proved to be a huge success, with everything running smoothly.

All three schools participating - Berwick, Beaconhills and St Francis - sported much talent. While it was close, the winners were: 'Friday's Four' (Beaconhills Christian College), 'When Bert Attacks Ernie' (Beaconhills Christian College) and 'Shrapnel' (St Francis Xavier). The bands competed for a great selection of prizes including 5 hours' recording studio time, a $200 Sanity voucher, and a bag of goodies.

The SAT would like to extend their warmest thanks to all staff and students (there are too many to mention) who helped make this night such a success. The SAT students have, no doubt, learnt a great deal from this experience and should be extremely proud of their achievement.

Cathey Dragasia
Berwick Secondary College
Manuka Road, Berwick 3806

3raybrook College

Braybrook College Student Action Team are working on a video about community safety aimed at primary school children. So far, the students have written the scripts, done some preliminary filming and organised commemorative T-shirts. We have had visits from several community members, which has enhanced our research. At present, we are organising the final filming sessions and video editing.

Rowena Archer
Braybrook Secondary College
352 Ballarat Road, Braybrook 3806

Berwick Secondary College Student Action Team, who organised the 'Battle of the Bands'
Guide to Effective Community Based Learning: Opportunities for students in year 9 and 10

Community Based Learning (CBL) is a structured approach to learning and teaching that connects meaningful community experience with intellectual development, personal growth and active citizenship. The twin goals of CBL are the improvement of student learning and achievement, and community and social development.

Published jointly by the Australian Student Traineeship Foundation (ASTF) and the Australian College of Education (ACE) and written by Jim Cumming, this guide provides stimulus and support for groups interested in exploring the concept of CBL. There is increasing recognition that today’s young people - especially 14- to 16-year-olds - require a broad education and a practical skills base that will enable them not only to participate in, but also contribute to what has been identified as a more civil society.

In this guide, a number of questions are addressed: Why focus on years 9 and 10? How do you make CBL work? What about quality and sustainability? Several case studies are included that explain how service agencies and schools are currently working in partnership on local projects. There are also details of useful resources including web sites and 'hot tips' regarding CBL.

Copies of the Guide are available from the:
Australian College of Education
PO Box 323, Deakin West ACT 2600;
Tel: (02) 6281 1677; Fax: (02) 6285 1262;
e-mail: ace@austcolled.com.au

Cost is $15 (including postage and handling in Australia); 20% discount is available (ie $12 per copy) for College members or for bulk purchases of 20 or more copies.

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Gold Creek School, Am
Meetings: Listenin
Discussing or
Making a Decisi

- The SRC works through the
  steps at each meeting:
  1. Presentation:
     All participants listen respectfully
     these are no questions at this time
     just listening.
  2. Questions:
     Listeners can now ask questi
     about the proposal; the questi
     should be about understand
     the speaker is saying.
  3. Warm Feedback:
     Listeners take turns saying
     something good/positive about the
     presentation; listeners need to show they
     are listening to the speaker.
  4. Cool Feedback (this is not cruel feedback!):
     Listeners raise issues, problems, concerns
     with the proposal; this is not a put-down session - it is
     chance to look at the costs as well
     the benefits before deciding
     agree/disagree with the presenters
     the presenter listens but does not respond.
  5. Open Conversation:
     Taking it in respectful turns, all may
     now talk openly about the topic.
  6. Action Agreement is Mad
     Sometimes an agreement is j
     come to, other times the SRC must
     have to have a vote about action
     be taken.
  7. Feedback/Debrief on th Meeting:
     All participants say somethin
     about the decision that has bee
     made or about the way the meetin
     was run.
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) 9344 9637

Australian:

Art and Community (National Conference Brochure) 17-20 October 1999
Guide to Effective Community Based Learning
(Australian College of Education, Deakin, ACT) September 1999
Network News (Network of Community Activities, Surry Hills, NSW) September 1999
Other Ways (AERG, Chirnside Park, Vic) Issue 81, September 1999
Tarlink (VU, Vic) Issue 37, January-September 1999
Youth Studies Australia (ACYs, Hobart, Tas) Vol 18 No 3, September 1999

International:

Democracy and Education
(Ide, Athens, Ohio, USA) Vol 12, No 4, Winter 1999
Education Now (Nottingham, UK) No 25, Autumn 1999
Leadership (NASSP, USA) Vol 28 No 1, Sept 1999
IbEd (Bristol, UK) No 30 Summer 1999
National Coalition News (NCACS, Ann Arbor, USA) Vol 24, No 3, Autumn 1999

Documents

The documents listed in this column are of general background value. 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 id printed by topic, key-word etc or simply sequentially.

d Code Description/Pages/Cost
i2 JSC Student Forum documents (Preston-Reservoir JSC Network; 1 Sept 1999) (37 pp; $3.70)
i3 Inclusive Education and Educational Theory: Inclusive for What? (Tony Knight; British Education Research Association Annual Conference, 2-5 September 1999) (25 pp; $2.50)

October 1999
Copy or use this form to subscribe to Connect and to order materials from Connect:

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  a supporting/sustaining subscription $50 $100
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I/we also enclose a further donation to the work of CONNECT of $ ........

MATERIALS:

Back issues of CONNECT ($4 single; $6 double issue). Circle issue/s required: $ ........
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78, 79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92, 93, 94, 95/96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106/107, 108/109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119
  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: $ ........