

Connect

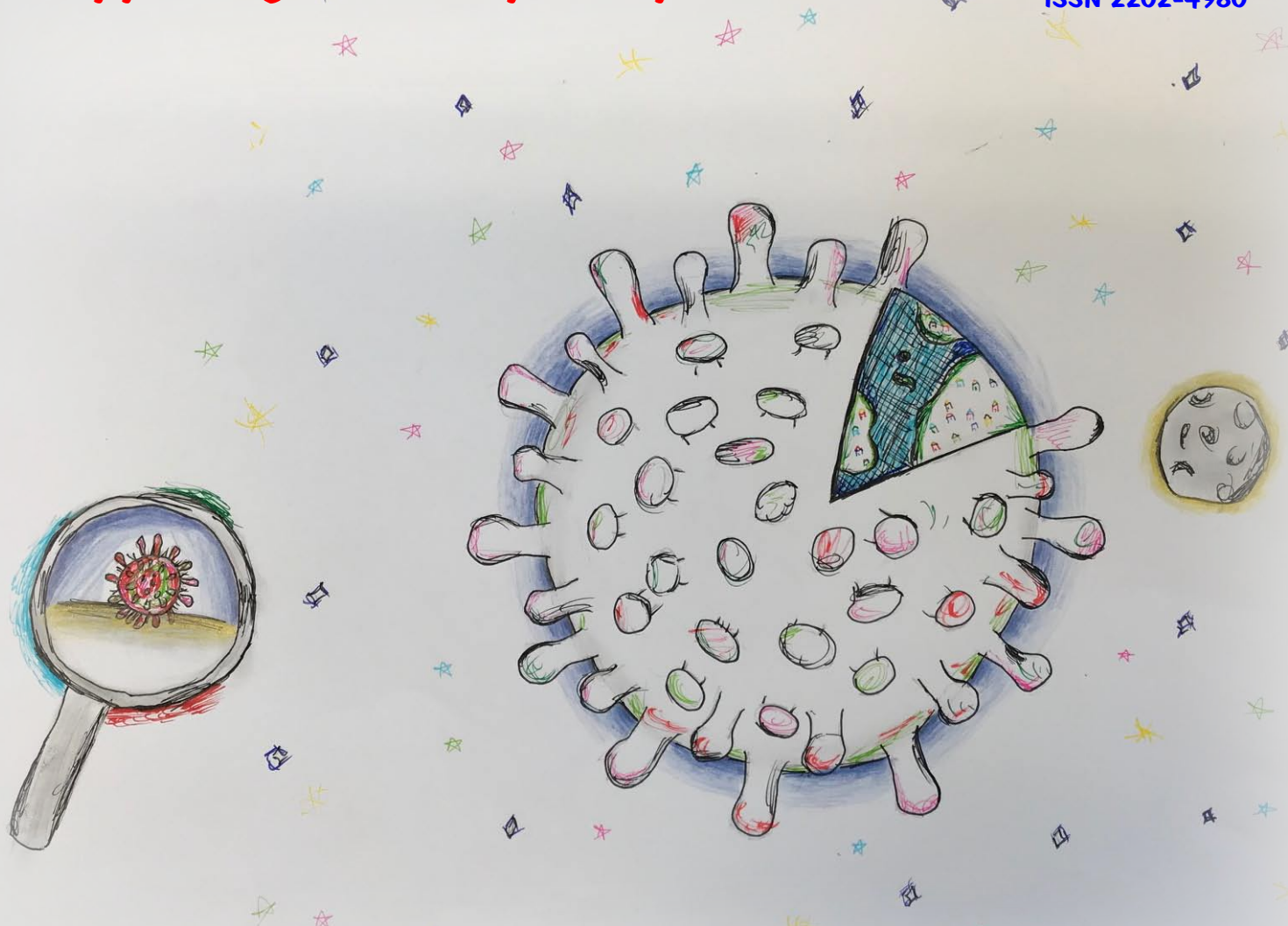
supporting student participation

Number 244

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Students' voices: learning and agency in a time of COVID-19

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Drawing by **Nadia**, 10, Melbourne
from: **Our Shared Story** (page 41)

Why does *Connect* exist?

Connect is an independent practice journal,
published bimonthly since 1979!

It aims to:

- document student participation approaches and initiatives;
- support reflective practices;
- develop and share resources.

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Connect is edited and published by: Roger Holdsworth
(with support from the Youth Research Centre, The University of Melbourne)
12 Brooke Street, Northcote 3070 Victoria Australia
Phone: (03) 9489 9052; Web: www.asprinworld.com/connect

Contact e-mail: r.holdsworth@unimelb.edu.au

This Issue:

This is the third issue of *Connect* that has been produced while we are in these strange and sometimes isolated times. We have been physically distancing, learning remotely, returning to school and, in Victoria's case (where *Connect* is located) now masked up and back to remote learning for all students. This issue of *Connect* continues to reflect the voices of students (and teachers and parents) about these experiences: what we are learning and how we are coping.



However, while we hear many **students' voices** here, and some pleasing examples of how schools have responded, we hear fewer stories about practices that build **student agency** in their learning. Perhaps we're still struggling with how to do that 'from afar'; perhaps we're so busy, there's been little time to reflect and document. I'd like to reiterate the challenge: **how do we enable and build opportunities for students to take control of their learning** – and to learn from that experience?

In the last issue, I suggested some **questions that drive negotiation of learning**, either on-line or face-to-face, which could be at the core of student-driven learning. However, these might require a substantial change to ways of teaching and learning for some people (*or maybe not*). So I've been thinking further about some **small steps** that could be taken – *and I'd like to build on these with your responses and ideas*.

First, be careful about **language**: don't talk about '**work**' to be done, but about '**learning**'. The language of 'work' can imply tasks set by others, and that can undermine learner agency.

Secondly, work out the **balance** between bursts of 'live' or '**synchronous**' learning (eg by *zoom*), and recorded or '**asynchronous**' learning. The latter enables students to pause, repeat, review – to take greater control of the **pace** of learning. 'Flipped learning' can carefully use *zoom* meetings to reflect.

Thirdly, in recorded information, make **as many different 'entry points' as possible**, so students can **choose** where to start, according to their past learning and present needs.

Fourthly, present the recorded information in **different forms** (text, audio, video etc), so that students can **choose how** they will best learn.

Finally (*well not really*): **ask students** how they will **show their learning** – and **who** they will show it to. Who can confirm students' learning? How can this occur in 'real' situations? This also links with the ideas about **student-curated portfolios**, discussed in other articles in this issue (pages 17-24).

All of that is far from enough ... but maybe they're some small starters. **What do you think?** Do you have other ideas, strategies, approaches that have worked for you ... as students, as teachers, as parents?

Next Issue ...

Unfortunately I fear that this will still be relevant in October! I can simply reiterate: **We'd all love to hear from you!** If you've found ways to **amplify student voices** and **increase their agency and participation**, *Connect* would love to share these.

Roger Holdsworth

Next Issue: #245: October 2020

Deadline for material: end of September, 2020

Remote learning ... by remote learners



When remote learning first began in Term 2, 2020, many parents, teachers, school leaders, educational experts and politicians began wondering how students would cope learning from home. Initially adults speculated about the potential challenges and benefits that students could experience. Eventually, students were asked to share their own wisdom, talking about their opinions and experiences of learning from home.

In early May (Term 2), Year 5 and 6 students from St Paul's Catholic Primary School in West Sunshine, in Melbourne's western suburbs, were invited by their teachers to participate in a writing project to capture their perspectives of being remote learners. For five weeks the volunteer students responded to questions and conversation prompts developed by the schools' family engagement in learning staff.

The students shared honest accounts of how their learning was impacted by remote learning, in both positive and negative ways. When school-based learning resumed in mid-June, the students talked about their experiences and identified shared themes that captured how they each had experienced remote learning.

A group of the students then looked at all the student responses. When they thought about writing up their insights, they initially asked for some 'sentence starters' to drive their writing. But we then brainstormed together what these could be: the themes they saw emerging. These 'sentence starters' became the sub-headings for their writing.

They divided these up, with each student taking one theme, where they would summarise some of the fascinating insights shared by the students. This article summarises the children's own perspectives on this challenging time.

For more information please contact:

Gillian Baxter

Cluster Engagement in Learning Leader
gbaxter@spusunshinewest.catholic.edu.au



Livinia, Gabrielle, Marley, Leikny, Jordan and Mia (absent)

Skills developed

As we work from home it is important that we learn new skills such as independence, because you cannot rely on your teacher to show and help you understand as much as in the classroom. So we have to focus and understand things more. When we first started home learning it was a stressful hard time and it was difficult to get all the work right, but after a few weeks I and a lot of other children found it easy to get everything done quickly and correctly. It was a big change not having a classmate or a friend to ask for a hand and share your work thoughts. I strongly believe that sharing work is important because we usually change and adjust our point of view when we are influenced by other students and teachers.

(Written by Mia Koutsodimitropoulos)

Returning to school

A small group of students (who are the authors) got together and discussed returning to school and the differences about coming back. We discussed going back into routine. People said things like: *"Needed to do more things in the morning for school (such as) pack my bag"* or *"You don't have to do your normal daily routine for school like putting on school uniform."* Others talked about re-adjusting to normal school. They said things like: *"You do not have any loose ends to change your day around"* or *"We all got used to working from home with a flexible schedule."* Some students did not return to school for various reasons. In conclusion we are all trying to get back into a routine and a schedule since returning from remote learning.

(Written by Leikny Heimdal-Reed)



Returning to remote learning

The co-authors of this text got together and thought of the things that they would like to do differently this term throughout the remote learning period. They said a few things including *"I would like to get better at managing my time"*, *"I wanna try not to get distracted"*, *"I would like to work more thoroughly"* and *"I want to spend more time focusing and working harder"*. Returning to remote learning can be disappointing for some children and teens but trying your best and giving it your all is what your teachers want to see. It may seem that returning is worse than the first time round but really it's better because you can reflect on what you did last time and then put more effort and joy into the work you broadcast to your families and your teachers.

(Written by Marley Fuimaono)



To: Families

A message to families

Our group of students have got a message to all of the families out there with children who are currently learning from home: **Well done for managing to help your children with learning from home whilst you're probably trying to figure out how you can work from home yourselves.** We know that this experience hasn't been pleasant for most of us, but let's think of the positives: we all got more family time together; you learnt more about how your child learns; you've been more engaged with your child's learning; and we've become closer by staying apart! We want you to know that not everyone likes home learning and we all want things to go back to normal where we could actually go to school, go to work, or go out somewhere without having to social distance and wear a mask. Finally you've done an awesome job on helping us with our school work in Term 2 and we can't wait to see what this term brings. We all thank you for all of your efforts. Stay strong and we **will** get through this together.

(Written by Gabrielle Henderson)

To: Teachers

A message to teachers

From posting our daily activities to answering questions, our teachers have done an amazing job over the course of Learning from Home. Either working from home or at school, they all try their best to make this experience more like we are at school! ***"I am very grateful for having such hardworking teachers that help and support us"***. From the students who wrote this article to students throughout Australia, we appreciate all that you have done for us. You are fantastic. Keep up the hard work!

(Written by Livinia Jason)

Staying connected

To help us stay connected, our teachers use email, phone and online platforms to speak to students and families. When we did a *Google Meet* with our whole class, it felt really good to see everyone's faces again, but we didn't get to chat to each other because we all needed to be muted! In the *Meet* we had to raise our hands to talk, and the whole meeting was recorded. I think that the work will get harder, making it harder to remember when the meeting is. I think we should get one meeting code each, that we can use to call our friends and teachers.

(Written by Jordan Nguyen)

Friendships, family and play: *What really matters to our youngest students*

There have been a lot of voices sharing their perspectives of remote learning over the past few months. From teachers, parents, politicians and media, the pros and cons of the remote learning experience has been argued and debated far and wide.

All of it interesting, and some of it more informed than others, the discussion surrounding how schools operate during this pandemic is adding to a vast database of what learning could look like post COVID-19, and opening up possibilities for reshaping education. However, there is one cohort of stakeholders whose voices have seldom been consulted and remain largely unheard in the conversation: **our youngest students**.

Children in the early years of primary school have plenty to teach us about what matters to them and what could be adopted to enhance day to day practice when school returns, based on their lived experiences of this time. The challenge

is that, too often, these students are viewed as incapable of contributing to the planning or designing of their own learning or that they are too young or inexperienced to add value to school improvement agendas.

They simply just aren't asked.

The reality, however, is that unless we actually consult them, we won't ever have the benefit of their insight. We run the risk of continuing to educate them purely from an adult point of view, when their contributions could genuinely add so much to the conversation.

To counter this, we asked some young students to share their perspectives to help build a picture of

what they want out of school, based on their personal experiences of remote learning or learning onsite during the COVID-19 pandemic. We wanted to find out about how they learned, what worked for them, what they missed and what they would like to do more of once school returns again. Their insights overwhelmingly focused on three main themes: **friendships, family and play**. They also wanted to share their feelings about their **learning**, giving us plenty of food for thought.

Friendships

The most common theme in young children's discussions about remote learning and time in lockdown, centred on not being able to spend time with **friends**. In fact, for many children, being with other children was cited as their favourite aspect of school, a pleasurable activity that remote learning and isolation couldn't deliver.



We know that, through playing with others, children discover their intrinsic interests and competences, learn how to make decisions, solve problems, exert self-control, follow rules, regulate their emotions, make friends and, importantly, experience joy (Gray, 2011), so being deprived of this was challenging for many.

Yet, even in isolation, young children managed to find ways to connect with their peers.

For **Freddy***, aged 5, not seeing his friends each day while in lockdown was disappointing, but he soon discovered he had a short snapshot of time when he could fill that void. *“I talked with my friends at the start of the lesson (on zoom) before the teacher started talking,”* he said. Freddy not only recognised that his friendships are important to him; he also used his agency to enable connection despite his circumstances.

Brayden, aged 6, also spoke about the importance of playing with other children, and this was the one main factor that he missed from school. Being home, he said, wasn't as much fun.

Many teachers recognise this, and are building time for students to connect and talk into their daily online routines, through community circles or in some cases through trying to plan collaborative tasks students can attempt, even while in isolation.

Family

Another recurring theme was the joy of spending more time with **family**. As students were able to slow down and spend more time at home, many expressed how much they enjoyed being with their loved ones.

When asked if she preferred learning from home or being at school, **Tessa**, aged 8, responded that she loved being at home because she liked being around her family. In particular she enjoyed spending time with her brother. Even though they both attend the same school, she commented that it can be hard to find him in the playground at recess and lunch. For **Tessa**, a highlight of remote learning was being able to see her brother whenever she wanted.

Of course, not all students experienced remote learning. Children of essential workers or students who are deemed vulnerable attended school in small numbers, often in family groups,

and their perspectives of this different school experience is also invaluable to understanding how school can look. In many schools, these students were placed in family groupings, rather than age-based classes, both to help reduce the chance of spreading COVID-19, streamline pick up and drop off and also so that siblings could support each other with their learning.



One Year 6 student noted that he especially enjoyed working with the younger students and assisting them with their learning. He recognised that these children were looking up to him and he took this responsibility seriously. A notable improvement in his confidence occurred during his time learning in small, multi-age groups onsite. Although multi-age classrooms are neither new nor unique, for students who had not previously experienced learning along-side their brothers or sisters, this offered a different view of school, opening up an awareness that school does not actually have to be what they had known up until this point. This experience allowed students (and teachers) to think about how something as seemingly regimented as class groupings exists simply because of the structures in place, and that these structures can be, and should be, constantly questioned and challenged to enable ongoing improvement to the learning environment.

The importance of family connections for young students also provides valuable lessons for how teachers can

ease young children into school life, maximising the bonds between family members and incorporating different cultural perspectives to the learning to make the early year's classroom inclusive and welcoming.

Play

All of the young children we spoke with talked about **play**. They discussed how they missed playing at school and how they made their own play at home. That these children consider play an important part of their lives is very telling.

As with spending time with family and friends, play has significant benefits for young children, supports curiosity, creativity and innovation. It also enhances language development, as well as improving memory, developing imagination and forming synapses vital to healthy brain functioning (Frost, 2010). To not have the opportunity for physical play or collaborative play with peers during school closures was challenging for many children.

Archie, aged 6, said that not having access to the playground was one of the hardest things about not being at school. **Archie** expressed that going to school made him feel grown up. *“I get excited to go to school by myself,”* he said. Playing on the monkey bars and challenging himself to learn new tricks, climb higher or move more nimbly through the equipment is important at his age and he genuinely felt the loss.

However **Ava**, also 6 years of age, believed being at home increased her opportunity to play. As soon as she finished her learning tasks she was able to go straight to playing, something she recognised as a highlight of remote learning, much like how many adults describe their newfound joy of closing down the laptop when working from home and being able to go for a walk rather than having a long commute home.

Many of the students we spoke with talked about how they simply replicated what they would ordinarily play at school while at home. **Oliver**, aged 6, swapped playing soccer outside at recess with friends with shooting hoops at home in the backyard in between learning tasks.

The take-away from the students' insights on play has been that even without set times for recess or friends to play with, they all managed to find ways



to incorporate play into their day as they felt this was very important to them. This is a timely lesson for schools and teachers, particularly at a time when play is increasingly seen as expendable in favour of more time spent teaching literacy and numeracy.

Learning

The last area that students touched on was their own **learning**, and in particular the structure of school and how they like to learn.

For **Ben**, aged 8, who attended school for some of the time during the remote learning period, the quieter classrooms were a bonus. He felt that this provided a better environment to concentrate. *"I like that there's not many people in the classroom,"* he said. He also preferred being able to spread out on a table of his own, rather than being crammed on a table with several other students.

Elijah, also 8, said the remote learning period actually made him grateful for school. He found remote learning stressful, particularly being online.

For **Siddharth**, aged 9, the change in schedule was particularly appealing. Siddharth appreciated being able to use his time in a way that worked for him. *"If you are quick at one task then you have more time to do another,"* he said.

Siddharth was particularly taken with being able to learn at his own pace. *"I liked that you could set up your own schedule and the teachers presented all the tasks for you and then you knew what you had to do."* Siddharth was clearly developing the important skills of self-regulation and independence.

Students also spoke about the value of feedback and access to help from their teachers. **Chloe**, aged 8, felt comfortable being able to connect with her teacher via *zoom* and ask questions during remote learning, whereas **Sophie**, aged 11, said that she missed being able to ask her teacher for help in person.

Amelia, aged 10, also missed being in the classroom, and said that she felt the absence of instant feedback from her teacher in the online setting. However, as with **Siddharth**, **Amelia** enjoyed the flexibility of learning at her own pace and setting her own schedule. She also benefited from the way her teacher presented the learning, with three distinct entry points that she could choose from. *"I got to choose my own level of understanding and I could choose to be challenged if I wanted to,"* she said. *"I think I learned more because of that."*

When asked if there are lessons we could learn from remote learning for

when school returns to normal, **Lucas**, aged 10, summed up quite neatly what many of the students had been telling us: **we can make something new from what we have experienced.**

"I'd like to keep a bit of both," he said, *"I like a bit of online, but not too much because it hurts my eyes, and a bit of in-person learning."* And as with many of his peers, all who are now living a new reality that few of us ever imagined, **Lucas** suggested that when we get back to school we should *"continue to be a bit more socially aware, maybe not touch each other so much. Oh, and we should also keep the hand sanitiser at the gate. Just so we don't go through all this again."*

David Wells
Principal, Canterbury Primary School
david.wells@education.vic.gov.au

Rebecca Wells
Education Consultant
rebeccawellsr@gmail.com

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* All names of students have been changed.

A roller-coaster study journey amid COVID-19

This is the second time that I've written for *Connect* in the midst of the COVID-19 outbreak. I was hoping to share my exciting experiences of coming back to face-to-face learning in this issue, since the June article was written when we were learning remotely and preparing for school resumption. However, everything changes so quickly, and we have had to return to remote learning after just a couple of weeks returning to school physically.

The current 2020 COVID-19 outbreak poses the biggest challenge for educators and students alike. It's as if we were driving a roller-coaster with all anxiety, stress and uncertainty.

The 9th of June marked the first day we were back to face-to-face learning after an online learning period, with all the excitement of meeting teachers and friends, sitting in classes, socialising with friends, running, catching and laughing as though it were a new normal. That new normal included strict new rules and cleaning routines, hand sanitisers at every classroom, unavailable communal drink taps, the cessation of interschool and contact sports, no congregating in hallways, new form of school assemblies and no excursions.

I initially found this new normal was not easy because it came with costs: a cost to our convenience and anxiety. Everyone had to be vigilant and strictly follow the school's health safety rules and practices. Despite all these challenges, I really enjoyed the face-to-face learning and interactions with teachers and friends, as well as producing high quality work. I considered that keeping the school environment is our collective responsibility and everyone had to contribute their part – because I know that it was the only way to keep us safe.

Unfortunately, this good time did not last long.

Suddenly, the second wave of the COVID-19 pandemic emerged, and Victoria went back into Stage 3 lockdown. Most of the schools in Victoria are now back online.

However, while being a bit disappointed, I am more confident and comfortable to accommodate remote learning, thanks to the skills learnt from the first outbreak. It is not so daunting anymore. By now, I think everybody knows what to expect, what to prepare for, and how to improvise to make the best out of this difficult situation. I am confident to manage my own learning at home and organise my work.

I have also got the feeling that my teachers are not as overwhelmed as before, since they have had an extra week to prepare and manage their expectations.

For me personally, I take this second period of remote learning as an opportunity to learn about adapting to constant changes. Since my mum is working from home, I have more

Dang (Daniel) Vo is a Year 9 student at a Victorian secondary school. Here he and his mother, Huyen Bui, each reflect on their observations about education in the second wave of remote learning from home.

chance to proactively approach her for instant discussions and advice whenever I need it, because I am at a very critical time of applying for acceleration subjects, as well as other subjects for next year. Thanks to these discussions, I am able to step out of my comfort zone and try more challenging subjects.

With all the challenges and uncertainty, I am prepared for the unknown, given the unpredictable move of the COVID-19 pandemic, such as whether the lockdown is extended, or we get to return to face-to-face classes. I will try my best to get the most out of this situation.

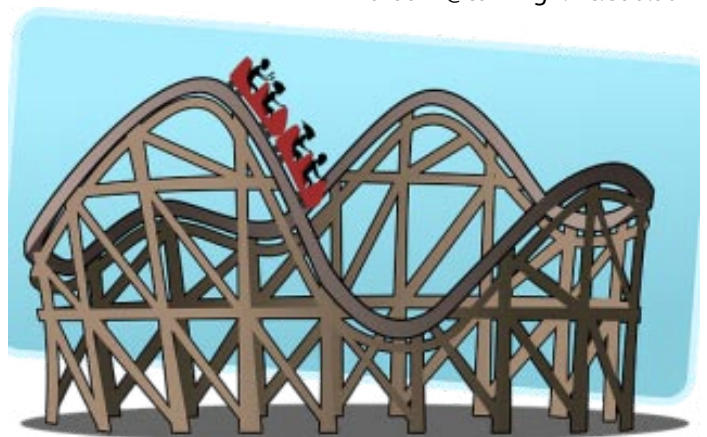
From the experience that I got throughout this period of remote learning, I am able to take advantage of the extra time I have from not commuting by doing more physical exercise, learn new skills and try things that I would not have done in normal circumstances.

I really enjoy the extra time I have for my hobby – which is baking. I am able to try to bake different types of cakes and challenge myself. I have also made a beautiful cake for my parents' wedding anniversary and it means a lot for my family. We have had a good time celebrating this special event with a homemade cake.

As of the date when this article was written, what will happen is extremely uncertain, given the complicated pandemic situation. Therefore, I think all we can do is to stay positive and prepare for the unknown.

It is indeed a roller coaster journey where success depends on how we drive it.

Dang (Daniel) Vo
vo-0011@camhigh.vic.edu.au



A parent on the rollercoaster too!

The COVID-19 pandemic has swept through and forced people to embrace digital transformation. My work and my children's study are not exceptional.

We had to shortly turn our home into work and study spaces and create a learning environment to accommodate the new mode of study for my sons. These include changing our broadband internet to NBN, providing everyone in my family with a headphone so that we will not disturb each other. Chairs and tables, computers and printer have also been rearranged to serve the purpose.

It was extremely challenging, both mentally and physically, when we first embarked on online work and study. My elder son, who is in his third-year university, is more independent and requires neither supervision nor support from me. The younger one found it challenging initially, as it took him quite a while to get used to and feel confident with the online learning and activities.

The second wave of the pandemic in Victoria has swept away my son's hope and excitement for a continuation of face-to-face study and put him back into home learning after a swift period of physical classes. Like other children, he was disappointed and stressed and felt uncertain with what was happening, but he then quickly got on board thanks to his previous online learning experiences in the first outbreak. Instead of letting the outbreak drive us into its own way, we have taken it as an opportunity to exercise our agency.

Working from home, I have more time and spaces to keep abreast with what is happening at schools, thoroughly read every communications from the school and become more interactive, attending, and engaged with school activities which I would not normally have been before the pandemic – due to my work commitment and limited time. While I do

not have to check on my son, supervise or monitor his study because he is quite disciplined and independent thanks to the skills developed from the first outbreak, I make myself available and accessible whenever he needs help during his study.

We have recently gone through the process of selecting his acceleration subjects, where he proactively takes his ownership of communicating with and seeking advice from his teachers, with my assistance of showing him how to communicate professionally and do a proper follow up. We have been able to go through each of the videos on the subjects and the procedure of subject selections, discuss his interest and passion as well as his possible career pathways, and give him a chance to make decisions once he has got all the information and consultation. He has managed to complete his subject acceleration application and is now in the process of selecting subjects for next year. I am excited to hear about his final decision, which is due in mid of August.

We also take the advantage of having more time together as we do not have to travel to work and school which often took us more than two hours for a return trip everyday. After classes, my son and I often go for a walk together at the park nearby, chit chatting on our interested subjects.

While the pandemic undoubtedly creates massive disruptions, I find there are opportunities from this difficult circumstance.

I have really enjoyed the luxury time we spend together, having breakfast and lunch together daily that we could have never had in the normal circumstance. We have been able to take as much as possible of the advantage of working and studying from home to develop necessary skills that are essential in today's fast-paced world.

Huyen Bui
btnhuyen@yahoo.com



Returning to remote learning: *recommendations and advice direct from students*

As students in Melbourne metropolitan and Mitchell Shire councils – and now across Victoria – begin another round of remote learning, the VicSRC analysed the results from our **Learning from Remote Learning** report to identify some of the things that worked well and those that didn't first time around.

The information and advice in this report should be considered alongside more localised data as each school community is unique and has different needs.



What worked for students during remote learning in Term 2

1. Students enjoyed being able to work at their own pace.

Access to weekly and/or daily lesson plans, clear instructions on learning tasks and clearly communicated due dates helped students have agency over their workload and the way they worked.

2. Feeling more comfortable at home made a positive impact on their learning.

Students enjoyed being warm, being able to eat and drink when they wanted to, ability to play music, wear comfortable clothes and use comfortable furniture.

3. Students enjoyed spending more time with their families.

Students in primary school and earlier secondary school year levels in particular enjoyed the extra time with their families. Their families were more involved in their learning and they also had more time for just "hanging out" with their families instead of doing homework.

4. Remote learning was quieter for many students, which allowed them to focus and improved their learning.

Students enjoyed having quiet spaces to be able to learn without distractions.



LEARNING FROM REMOTE LEARNING

VicSRC Victorian Student Representative Council

What didn't work for students during remote learning in Term 2

46% of students who completed the VicSRC's survey felt that they had fallen behind at school.

The students who felt they had fallen behind reported feelings of stress, isolation, depression and being overwhelmed by the workload provided by their schools. They also identified feeling demotivated without classmates and teachers physically around and that technology proved to be a barrier to successful learning at times.

"At school, I was up to date with almost everything. Now, learning from home, I'm behind. I've received my worst ever interim report during secondary school.

"The reasoning why I've fallen behind is because of the environment. The feeling is much different here at home. At school, I'm ordered to do things, but at home, I'm not ordered. I'm too comfortable at home to the point I don't really want to do my classwork, I'm too relaxed.

"There's also so many distractions here at home compared to school. Myself, and I believe a majority of students, are mentally not stable because we've been inside our houses for two months and that's really bad.

I've never been so stressed out in my entire life until now. I honestly feel like I should drop out. I don't want to drop out, but I asked myself many times in this circumstance: 'Is dropping out the best option for me?'

"I'm at risk of failure, however I'm not gonna fail. I'm going to complete everything before school starts. I just know for a fact, if this pandemic was never around, I personally wouldn't be so stressed. I'd be happy for the work I've completed and I'd be up to date with almost everything." (Year 11, Government, metro)

"The teachers give us way more work and don't spend much/any time explaining the content to us. It is harder to know what work needs to be done and where to find the work because there is so many platforms.

"It is also way harder to concentrate at home because there is no motivation to do the work and so many distractions and I really need that school classroom environment to concentrate." (Year 10, Government, metro)

1. The biggest challenge for students was being isolated from friends and peers. This impacted on their motivation to learn, their mental health and their self-esteem.

"My mental health gets so bad at home and so it takes a huge toll on me - on my education. My depression comes from feeling isolated all the time and to be physically isolated by force was a huge trigger." (Year 12, Government, metro)

"Due to the lack of motivation, working at home has caused me to fall behind. Being at home is not always the best place to be." (Year 12, Government, metro)

"Lack of motivation caused by isolated learning." (Year 12, Independent, metro)

"I am feeling very much disconnected from my school community which to me is a massive part of my school experience and ability to learn." (Year 12, Independent, metro)

2. The amount of work given to students.

Students felt overwhelmed by the amount of work and, combined with anxieties about COVID-19 related concerns and lack of motivation, this led to a decrease in mental health for several students.

"It's just been a lot more work load, and of course it has been more difficult to communicate with teachers about the work load, so I am falling behind. But this is not because I am slacking; it is because I am trying my absolute best, but are still being crushed by workload." (Year 9, Government, metro)

"I feel like this [was] due to:

- 1. Not knowing certain details of the work assigned because my teacher has too many emails to handle at once.*
- 2. There is so much work to be done! The cause of this led to having a list of catch-up work that I have to do otherwise I will not have an improvement on my learning.*
- 3. Staying at home has had a big effect on my mental health. The longer I stay at home, the bigger my worries and anxieties have grown. In the past I have had a few worries, but I am just overwhelmed at this stage.*
- 4. The more work is given, the more hours I have to spend on screens! Throughout the day, if I want to relax and watch my favourite TV show, I can't because by the end of the day I cannot handle the light shining in my face!*
- 5. I miss my friends SO much! Online learning makes it extremely hard to connect with friends, and teachers have only recently been allowing a **google** catch up once a week.*

"I'm sure you now understand why I, as a student, am so eager to get back to face to face learning. I hope you approve." (Year 5, Government, metro)





"The work load has increased so much; teachers are becoming stricter with checking homework completion via the easy use of google classroom submission. They check things that are not exactly important compared to other subjects/ assignments. This increases the work load a lot." (Year 10, Government, metro)

"There are more learning tasks at school and they're harder. There's not all the things we're supposed to do at home." (Grade 1, Government, metro)

"The teachers don't know how fast pace to move the class so they set more work and then combined with distractions and lack of motivation I feel like it was easy for me to fall behind." (Year 10, Government, metro)

"The teachers are giving us more work during sessions, and a lot more homework than usual, and it's hard to keep up with all the set tasks." (Year 9, Government, metro)

"I feel like it's just too much to do at once." (Year 8, Government, metro)

3. Not enough communication with teachers.

Students felt they didn't have enough opportunities to clarify learning tasks, or to individually check in with teachers about challenges they were experiencing. Students that were impacted by unreliable devices or internet reported that this lack of communication led to feelings of stress, anxiety and demotivation.

"It's hard [for] me to find motivation and understand some of the content as communication has been hard." (Year 12, Government, regional/rural)

"Just the sheer workload and unrealistic due dates, as well as no contact from the school on whether exams will commence in weeks 9 and 10." (Year 9, Government, metro)

"It's different sort of work and hard to comprehend it." (Year 9, Government, metro)

"There is no one to supervise me as I work by myself in the study room. I feel a bit trapped inside and I sometimes lost control of myself. I use my phone during class time and I'm not paying full attention in class." (Year 9, Government, metro)

"It can be harder to access help from teacher." (Year 7, Government, metro)

"Just a little harder since no one can really help you when you're stuck." (Year 8, Government, metro)



Recommendations for remote learning in Term 3

1. All students are provided easily accessible access to mental health support.

Currently the support is focused on secondary school students and it is crucial to provide easily accessible support for primary school students also. These students are less likely to be able to access online support so the VicSRC recommends every teacher clearly communicate how primary school students can contact support at school if their mental health is suffering.

2. Schools should ensure that the wellbeing of students, staff, leadership and families is the number one priority over workload and academic outcomes.

Victoria is in the midst of a health crisis and schools must acknowledge and be aware of the anxieties and challenges the whole school community is facing. The VicSRC recommends that all students learning remotely are given no more than the minimum work suggested by the DET and that their wellbeing needs are the main focus.

How did not having a device or reliable internet impact learning?

Students who did not have access to a device or reliable internet reported major impacts to their ability to engage in learning. The frustrations with internet or devices also led to demotivation and feeling further isolated as they were unable to interact with friends, classmates or teachers.

Students also said that they were reprimanded for not having cameras on in class and were marked absent when they were unable to 'check in' online.

"Unable to access classes and class materials, unable to ask for help when needed." (Year 12, Government, regional/rural)

"My learning was impacted by my unreliable internet as there were many cases where when participating in online classes it would cut off and I would miss vital parts of the lesson." (Year 12, Government, regional/rural)

"I have been glitched out of the sessions multiple times, and my work would not save most of the time." (Year 7, Government, regional/rural)

"Most of the time I would not be able to complete the work or submit the work on time." (Year 8, Government, metro)

*When the internet was slow or not working properly you would miss valuable information the teachers were saying over **google classroom meets**, meaning you missed out on a lot of learning and needed to ask classmates a lot." (Year 10, Government, metro)*

*"My learning has been disrupted by my wifi as it pops out and in so I have to joins **zooms** multiple times and refresh the work page." (Year 8, Independent, metro)*

"I have to share a device and that made me take longer doing work." (Grade 6, Government, metro)

"Sometimes my internet would just randomly shut off. Which made it hard to stay in calls or do online tests." (Year 11, Government, metro)

"Fluctuating internet connection: Some work was handed in late, which may have affected marks. Also made schoolwork more stressful, and remote learning as well." (Year 11, Independent, metro)

3. Students must have agency over their data, bodies and learning environments during remote learning.

This includes having the option of not turning their cameras on during video calls, being able to work in spaces that are best for them (encouraging but not insisting they work in public spaces at home), explaining the data and privacy policies of on-line programs required by schools clearly and in plain English.

4. Schools should prioritise student voice and agency during remote learning to ensure students remain empowered and motivated in their learning.

This includes regular opportunities to provide feedback, invitations and opportunities for students to be actively included in decisions during this period, specific support for SRCs and other student governance bodies at school to ensure all students have a voice.

5. The VicSRC recommend the DET and Victorian Government prioritise education focused communications via appropriate platforms direct to students in a clear, accessible and timely way.

Schools should also ensure that students are directly involved in the whole of school communications strategy, especially during remote learning period, to ensure communications are appropriate and accessible for all students.

6. Teachers and school leadership are understanding of the technology challenges faced by students and guarantee that no disciplinary measures will be taken in response to problems with internet and devices.

This includes schools finding alternative ways to identify if students are present or absent for learning.

ATAR, portfolios and participation

Attention continues to be paid to the role and impact of the ATAR (Australian Tertiary Admission Rank) in Australian schools. There has been considerable criticism of the impact and usefulness of this for many years, and occasional proposals for reform.

Recently, debate has resumed with the publication of a *Position Paper* from the Australian Learning Lecture (ALL) from late 2019: *Beyond ATAR: A Proposal for Change*; and a national *Review Report into Senior Secondary Pathways into Work, Further Education and Training: Looking to the Future*. These contain many similar proposals, with varying degrees of acknowledgement of student agency.

The *ALL Position Paper* notes the history and impact of ATARs:

The Australian Tertiary Admission Rank (ATAR) was established to provide a consistent way for university selectors to make distinctions amongst the many highly academically able school leavers. The costs of selection by ATAR are not high for universities,

as the examination and moderation costs are borne by schools and governments. However, as each year passes, the ATAR becomes less fit for purpose.

Now however, too many students and schools consider the attainment of a 'good ATAR' to be the dominant goal of this phase of education, with the importance of a good score overshadowing everything else. Young people may abandon their real interests, push aside extra-curricular activities and part-time employment to focus on achieving a score. Mental health problems are on the rise as young people feel pressured to achieve.

(O'Connell, M., Milligan, S.K. and Bentley, T. (2019) Beyond ATAR: a proposal for change. Koshland Innovation Fund, Melbourne, Victoria: p 7)

This *Position Paper* can be found at: <https://bit.ly/30bH0VN>

Beyond ATAR advocates:

students should be supported and emboldened to be the key drivers of their future, so that they can recognise their own strengths, passion and needs and be empowered as agents of their own learning. (p 12)

It proposes:

that a Learner Profile is designed to provide a trusted, common way of representing the full range of attainments of young people during their transition years (within school and beyond) across a broad range of domains.

The design of this profile should enable any jurisdiction to map and align it to its own representation of learner outcomes and capabilities, as reflected in its curriculum, reporting and certification systems. (p 13)

It notes, as a strong principle:

Student agency is a key, with the profile being used by young people as a tool to build and showcase their capability, and to track their progression through schooling. The profile will support young people to better understand themselves, their study and career options and create plans for pursuing their life goals. (p 20)

all.
Australian
Learning
Lecture

BEYOND ATAR: A PROPOSAL FOR CHANGE

An Australian Learning Lecture Position Paper on transforming the transition from school to higher education, life and work.

SEPTEMBER 2019

WRITTEN BY MEGAN O'CONNELL, SANDRA MILLIGAN
AND TOM BENTLEY

KOSHLAND
INNOVATION
FUND

National Review

The *Letter from the Chair* that introduces the *Looking to the Future* Review and Report reflects similar concerns:

The present transition pathways presented to young adults at school are too often framed in a manner that they perceive to narrow choice. The dominance of a ranking score, the Australian Tertiary Admission Rank (ATAR), privileges academic capability over the value of vocational education and training. Many students believe that those headed for university are accorded higher status at school than those who prefer to pursue a trade apprenticeship or traineeship.

More profoundly, the heavy focus on scholastic performance is seen by students to pay too little regard to the other skills and attributes that they require for successful adulthood. The general characteristics of students need to be given greater weight in the final years at school. The ATAR should be regarded as just one important measure of success. We need to educate for and assess the diverse learnings that make the whole person. We need to open doors, not narrow pathways. (Shergold, 2020: 6)

This Report can be found at: <https://bit.ly/3fgjk6K>

It similarly suggests that some form of **student-curated learning portfolio** could be produced; it suggests that this could exist alongside or incorporate ATAR scores.

While it has been pointed out that similar models exist internationally, we also note that there is strong historical and current experience in Australia around this: in South Australia; in Templestowe College's relationship with Swinburne University (see below); in the **Big Picture Education Australia** schools; and in the **STC Course** in Victoria in the 1970s and 1980s. We must ensure that we learn from these, particularly where initiatives have been generated from the ground up, to respond to local students' needs.

For example, Templestowe College notes in its information:

We currently have an agreement with Swinburne University, and are in discussion with a number of other universities about providing alternative entry pathways to the conventional VCE. Students are required to achieve a 25 for Unit 3&4 English (above the 23 percentile) and either complete a "significant personal project" or successfully complete two first-year university

subjects from a list of 40 by distance learning. This is not intended as a mechanism for low performing students to get into university, but rather an alternative pathway for capable students who wish to pursue a more personalised and creative pathway. Students are given guaranteed entry 12 months prior to graduation pending successful completion of their prearranged program. (See: <https://bit.ly/339SOK6>)


Almost 20 years ago, **Connect** carried an article 'Remembering STC', which pointed out that issues about senior secondary credentialling were then under active consideration. Since little appears to have moved, and these issues remain under consideration – but now in the form of formal reviews – it's timely to revisit that article and related material.

In the next few pages, **Connect** presents information from **Big Picture Education Australia** about their learning portfolios, and a slightly updated reprint of the articles from **Connect** in 2002: *Still Remembering STC*.

With these articles, I point to two essential lessons:

- While ATARs continue to exist as a competitive ranking mechanism, they act to marginalise and diminish other forms of credentialling. This means that there remains the danger of student-curated portfolios being seen as 'second-rate alternatives';
- Processes of credentialling are only one part of senior secondary education; we must also be discussing the active agency of students across all learning and assessment; and student participation in decision-making about what they study, how they learn and how it is assessed and credentialled. The powerful lesson of STC – and of other courses and approaches – is that the control and ownership experienced by students is central to the success of approaches.

Roger Holdsworth



LOOKING TO THE FUTURE

REPORT OF THE REVIEW OF SENIOR SECONDARY PATHWAYS INTO WORK, FURTHER EDUCATION AND TRAINING

JUNE 2020

The world is moving at a tremendous rate; going no one knows where. We must prepare our children, not for the world of the past, not for our world, but for their world – the world of the future.

John Dewey, radio broadcast, early 1940s.



Big Picture Education Australia (BPEA) is a distinctive design for schooling that is transforming traditional approaches to curriculum, pedagogy and assessment. This is in response to global and local challenges that are driving the need for young people to be problem solvers, creative thinkers and entrepreneurs.

BPEA learning is explicitly designed to develop students as researchers and independent learners with real world experience, ensuring they are well prepared for life beyond school.

Currently over 40 schools in Australia and 300 schools across the world are using the core design features of Big Picture learning to transform the educational engagement and achievement of their students.

The design places each student at the centre of decisions around what, how and when they learn, supported by a network of peers, advisory teachers, mentors and family. The curriculum studied by each student is deeply personalised, reflecting and expanding on their own interests and aspirations. Students work on a variety of authentic projects while on internships with expert mentors in their community. They collect evidence of their learning in a portfolio and regularly present their work at public exhibitions. As a culmination of their learning, senior secondary students produce a Graduation Portfolio and Exhibition, which currently form the basis for selection into tertiary pathways.

As interest and participation in the BPEA approach grows, the BPEA Board and school leaders have recognised that our challenge is to scale our work so that

more universities, training providers and employers can understand and recognise the quality and depth of the accomplishments of our graduates.

In partnership with the Assessment Research Centre at the University of Melbourne, BPEA is designing a credentialing system to provide a widely recognised and trusted warrant of the accomplishments and qualities of each learner. We are developing new assessments, new credentials and new metrics to support the diversity and creativity of the learning environment that the BP students experience. Big Picture graduates will receive a learner profile, designed around their achievements on micro-credentials based on the Big Picture Learning Goals, linked to evidence of their learning and presented in a form that is easily understood by tertiary providers, employers and their families and community.



Still remembering STC: 1976-1988

About 40 years ago, I was part of the development of an innovative Year 12 course in Victorian secondary schools. The **STC Course** – the **Schools Year 12 and Tertiary Entrance Certificate** – started in six schools in 1976 and continued through to the late 1980s, by which time it included over 120 schools and had involved over 22,000 students. In 1981, it was first accredited (as a whole course structure) by the Victorian Institute of Secondary Education, as part of the Victorian Higher School Certificate (HSC).

Now that we are again considering changes in senior school curriculum, it is useful to remember STC and to look at the essential characteristics that made it so successful.

STC had many aspects:

- it was a **school-based course** that responded to differing student needs;
- it involved **non-competitive, descriptive student assessment**;
- it centrally included components of **work experience and tertiary course orientation**;
- it **negotiated entry** of students to a wide range of tertiary education courses and areas of employment.

At its core, however, was the vital requirement of student participation in course negotiation and management. This was written into the accredited **Course Description (Approved Study Structure V)**: an accredited process by which students and teachers together structured and implemented the course, year by year, school by school. The article that follows is taken from a 1981 publication by the STC Group, and describes aspects of that participation.

In my classes, for example, we shared an exciting time investigating and constructing our courses, and then learning and assessing growth in new and different ways. It started with a process of us all clarifying our purposes, intentions and hopes. I brought access to previous and similar courses, and 'academic traditions'; students brought information about their previous experiences, their existing knowledge and questions, their hopes for further study or employment.

We then arranged for the students to investigate course requirements. In some cases, students went to tertiary institution, sat in on first year classes, met selection officers and asked about requirements; in other cases, work experience in industries clarified job requirements in terms of skills and knowledge. Students arranged these

visits and brought this information back to the class. We then constructed courses, looking at commonalities and allowing for diversities - specifying objectives, methods, assessment processes and so on.

These courses were written up and presented to other schools in the group. We visited other schools in a **Course Approval Process**, questioned and challenged each other, and defended what we had agreed on. To see students arguing with teachers and students from other schools about the appropriateness and relevance of courses, and the reasons why they were developed, was stunning. This 'ownership' of the courses also freed us to develop different ways of learning, through investigation, peer teaching, hands-on work, community action and reflection, and so on.

Finally, we worked together to assess what we had learnt, writing self, teacher and peer assessments that came together in a formal **folio** that described outcomes. **Certificates** listed subjects that had been satisfactorily completed; **tertiary entrance recommendations** specifically reported on qualities relevant to tertiary education. The Group (through its individual schools, teachers and students) successfully negotiated with selection panels, faculty by faculty, for consideration of these documents.

It took a lot of time; it was uncertain – but it was exciting and yielded substantially improved outcomes for students in terms of retention, access to further education and course satisfaction.

In looking back on STC, the areas that emerge most strongly for me in that success are:

- **the ownership of the courses by the students:** students were designing, constructing, implementing and assessing their own learning; they were not struggling to meet 'external' requirements set by some central authority – some 'other';

This article is a slightly updated version of an article: 'Remembering STC: 20 Years On' that first appeared in **Connect** 133-134, February-April 2002.

It is reprinted here in the light of the current interest in alternatives to ATAR-based entry to further education – including student-controlled portfolios of achievements.

It has been done before! But this history has been largely forgotten. These articles outline memories of the **STC Course**, which grew from being offered in six schools in Victoria in 1976, to existing in 117 schools, with 3200 students, in 1988.

My impression is that, where STC existed alongside competition-based course assessment, it was more likely to be regarded by schools as a 'second-best' alternative; but where it existed as **the** senior school course, it provided inclusive and successful pathways to employment and further education.

For details of research carried out on the **STC Course** as preparation for tertiary education, see Margaret Batten's article in **Australian Universities' Review** No 1, 1989: <https://bit.ly/2D6mH2A>

Roger Holdsworth

- **learning was based on investigation of need:** students needed to clarify why they were studying this course, what they hoped for from it and what they needed to learn;
- **learning was based in real world situations:** while we could have done more in this regard, courses recognised learning from application and experience – from doing things that made a difference within students' communities;
- **cooperation:** because assessment was non-competitive, students worked together to assist each others' learning – there was little sense of needing to 'beat' others (and hence cheating was minimised).

These, to me, remain the essential aspects of the construction of curriculum at any level – issues of control, participation, relevance and value.

Roger Holdsworth

from **Connect** 133-134, February-April 2002

Student participation in the STC Course

STC GROUP

When we say that STC is a school-based Year 12 course, we don't mean that it is a teacher-determined course. The Course Description makes it clear that teachers and students together must determine and operate the course.

While students have a right to be involved in decision-making and management, they also have a responsibility to take this seriously and to participate fully and openly in decisions about their own courses. Why is this important?

First, the STC Course values growth by students in responsibility and independence as important aspects of their education as whole persons. Whether in further study, in employment or in broader aspects of their post-school lives, these are attributes that are important for functioning as individuals and communal persons capable of exercising choice, understanding the consequences of their choices, and being accountable for the outcomes.

Secondly, the Course aims to foster skills and attitudes that enable students to resist exploitation in their lives. It is important that students learn to develop control over their lives, and this control is an important aspect of their learning.

Thirdly, participation is the key to self-motivation in learning. Where external pressures for achievement of arbitrary goals are removed, the motivation to learn must come from within.

Fourthly, in designing the Course, students bring essential information about their backgrounds, their interests and their aspirations for the future. This information is vital to the structure, detail and continuing operation of the Course - and only the students are fully privy to that information.

Fifthly, assessment in the Course does not concentrate only on externally assessable outcomes. The students are able to contribute information on their own growth in understanding.

Finally, it is often necessary for students to present details of their Course, including structure, content and,

sometimes, supporting arguments, to employers and tertiary institutions. This can only happen successful if students 'own' the Course, if they understand it and if they have taken part in its construction and management.

What does it mean to say that students are involved in all aspects of the STC Course?

Students must be involved in each of the following areas:

- Course development and the construction and operation of course components, including subjects and units;
- The planning and management of each one's own course of studies, including work experience and/or tertiary preparation;
- Overall course management;
- Assessment;
- Evaluation of the whole course and of course components.

Course Development and Operation

The STC Course Description identifies five stages in the development and operation of courses. The stages are: Pre-Planning; Clarification; Negotiation; Implementation and Presentation; Evaluation and Renegotiation...

Pre-Planning

Students are encouraged to consider details of structure and content before the start of the year. This may begin with discussions between teachers and Year 11 students during the previous year, and might involve reading and discussing current STC course outlines, both from the students' own school and from other schools.

Uncertainty about final enrolments and the availability of certain STC courses in the following year might limit the

effectiveness of these initial discussions. On the other hand, the discussions will help students to make up their own minds about Year 12 and to indicate their intentions earlier, thus helping teachers and the school administration to make plans for the following year.

Involvement of students in pre-planning will make the next steps of Clarification and Negotiation more satisfactory because the students will have an understanding of and more commitment to the initial course outlines being clarified and negotiated.

Clarification

To this stage, students bring essential information about their background studies, their interests, abilities and cultural origins and their aspirations for the future. They expect to have these considered seriously by the whole group and, in turn, have the responsibility to accept the needs of other students and the constraints under which the school operates. It is essential that this step results in all participants having a clear idea of the course requirements and limitations.

It is also important that students understand the nature and operation of the STC Course at this stage. They need to have access to course descriptions and have the responsibility to familiarise themselves with the Course - particularly the aspects relating to the processes of course management and assessment.

Each student should be guided by questions such as:

- *What educational experiences do I bring to the Course?*
- *Why am I undertaking the Course?*
- *How definite are my aspirations?*
- *How realistic are my aspirations in terms of prior experiences, abilities, entry requirements and opportunities?*
- *How can I clarify my aspirations?*
- *What social and cultural abilities and requirements do I bring to the Course?*

Negotiation

During this stage, the needs of the group and of each individual have to be reconciled and strategies for meeting them have to be agreed.

Students should ask themselves questions such as:

- *What do I need to know?*
- *What do I want to find out?*
- *What facts, skills and experiences will I need?*
- *What methods and resources will this require?*

Discussions on courses will be based on each person's answers to these questions, and the planning, negotiations, implementation, assessment and evaluation of the courses will constantly refer back to these answers.

Negotiation is then a discussion between participants aimed at determining methods of operation to achieve their stated goals. Negotiations also aim to solve any contradiction which arises between various individual and group needs. Important aspects of negotiation are:

- A willingness to work for a satisfactory common solution;
- An acceptance that diverse needs may require a diversity of approaches;
- An avoidance of imposing constraints unnecessarily on any individual or group.

These may be best achieved by individual or small group discussions

prior to whole-group decisions and may result, at times, in the whole group agreeing to individually contracted decisions. The Course Description suggests many steps that groups may take.

All participants must be prepared to work for a solution to the following sorts of questions:

- *How are we going to reach our goals?*
- *What resources will we need?*
- *How are we going to divide the work?*
- *How are we going to allow for diversity within the group?*
- *How are we going to assess the quality of what we have done?*
- *By what criteria shall we assess this quality?*

Implementation

There is no clear boundary between the phases of Negotiation and Implementation, nor with the next step of Evaluation and Renegotiation. Decisions about the implementation of negotiated decisions occur continuously throughout the course. Students are involved in constant consultation about the course directions, and need to look at the degree to which the course is suiting their needs in order to enter into discussions about modifications.

The day-to-day implementation is also a shared task between students and teachers. This might mean keeping class diaries, taking seminars, sharing

responsibility for teaching tasks, finding resources, supporting and encouraging each other in learning, jointly implementing decisions on deadlines, behaviour etc.

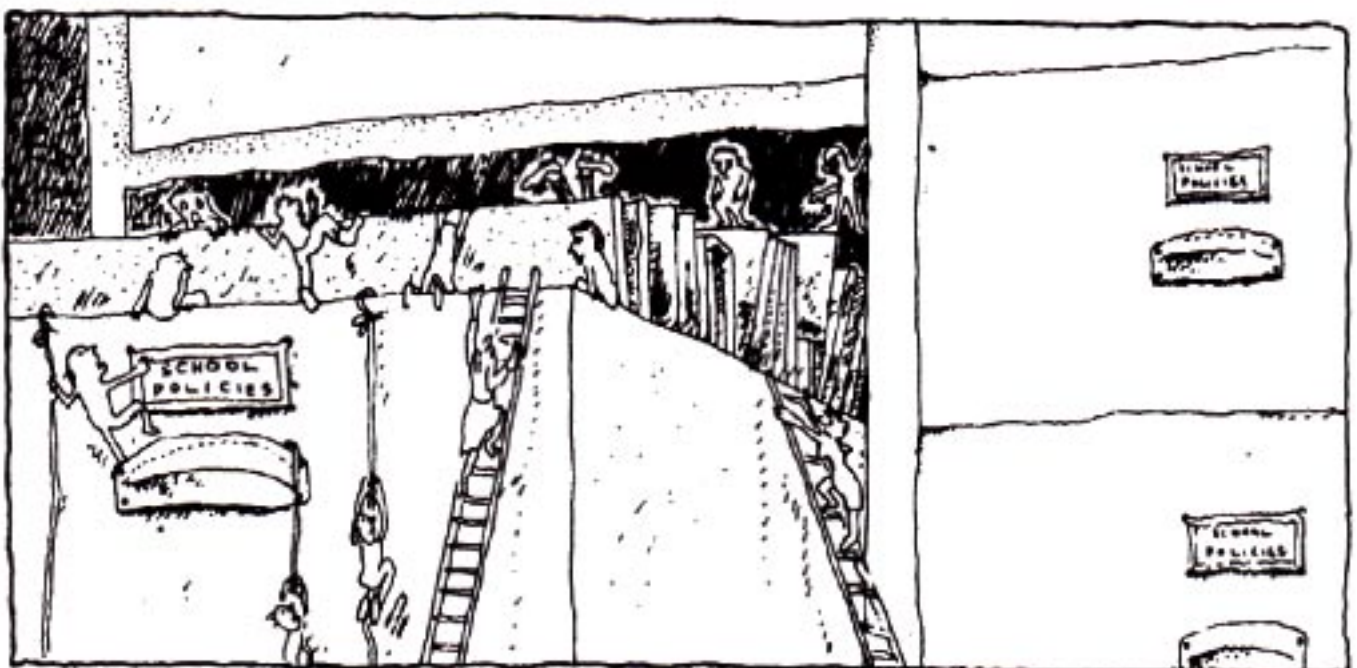
The group should consider questions such as:

- *Are we all initiating questions and discussion?*
- *Is there a sharing of demonstrating and teaching among all of us?*
- *Are a variety of modes of expression of outcomes being used?*
- *Is the group cooperating to achieve tasks?*
- *Are we all committed to producing products of quality?*

Evaluation and Renegotiation

STC students take part in evaluating the operation of each course. This leads immediately to questions of any changes required in order to improve the course and their learning.

The whole group and individual students need to ask to what extent they achieved the goals originally negotiated, and what other (unforeseen) outcomes were achieved. They need to ask whether the original course goals are still appropriate, in the light of their actual achievements, failures and their developing interests and competence. Initially they must ask what alterations, if any, need to be made to the course. New directions and undertakings must be re-negotiated, so that the processes of negotiation and implementation and



subsequent stages in the development and operation of each course are renewed regularly throughout the period of operation of the course.

A Student's Course of Studies

Each student is responsible for decisions about his or her own course of studies. By this is meant the total program undertaken by the student in Year 12, including work experience and other activities.

Planning and Management

The overall structure and the components of each student's course of studies depend on several factors including the student's interests, abilities and ambitions; pre-requisites for work or further studies that the student is interested in after Year 12; the staffing and resources available in the school.

These matters must be discussed during the Pre-planning stage referred to above, along with the possible directions and content of particular course components.

In these discussions, personal goal-setting for students becomes essential. Students consider such questions as:

- *What do I want to get out of a Year 12 course?*
- *How might this best be achieved?*

Students have a continuing role in the management of their courses of studies throughout the year. This includes ensuring that their original goals continue to be met, or that suitable changes have been made in all course components in response to changed goals.

Work Experience and Tertiary Visits

Work experience and tertiary visits are integrated parts of the STC Course intended to illuminate the purpose and relevance of the other course work. In consultation with the teacher, students are able to plan and manage these aspects of their course so that they contribute most effectively to their overall goals for the year.

The process of organising and assessing work experience or tertiary visits is as important as the events themselves. Students select their programs on the basis of their own needs. They may know little about a career or an institution for which they are planning, and the experience is intended to provide more information. They may know a lot about a career and be using the experience to provide comparisons and alternatives.

The basis for choice is usually discussed with a teacher beforehand.

The students are encouraged to make their own contacts, having first informed the careers counsellor of their intentions. Learning who to contact, what to say, and how to organise the appointments are lessons in themselves for many students.

Work experience may occur over one or a few weeks and may be with one or more employers. School assignments that are missed may be made up, but since the experience is part of the course, this decision is made by consultation between student and teacher. Tertiary visits usually occupy whole days over a few weeks but do not often occupy large blocks of time.

These activities develop the independent decision-making skills and initiative of the students and relate their work at school to their present and future commitments in the wider community.

Overall Course Management

At the school level, all students and teachers involved with STC form the school's Year 12 Committee. This is the basic decision-making body for Year 12 in the school, and elects delegates to STC Council. The Year 12 Committee is required to meet at least once a term, though in practice less formal meetings of STC teachers and students occur more frequently, for example weekly.

Students participate as equal members, actively taking part in group management. The emphasis is on developing a sense of responsibility and power within each student to be an active contributor to the group. Some schools may find this difficult to achieve given total group size, but even large groups benefit by developing a sense of cohesion and identity.

All meetings within the STC Group are open to participation by students. Students may be school delegates to the STC Council, they may attend subject meetings and in-service days, and the course approval structure deliberately involves them in the formal presentation of the school's course.

Assessment

Students take part in assessing their own progress and that of their fellow students. Conducted on a regular basis, this sort of assessment may lead

to changes in the course, in teaching methods or in learning activities in order to improve the students' learning. Regular, cooperative assessment may lead to the development of new goals for students and new learning strategies. This is sometimes called formative assessment.

A variety of methods exist to involve students in assessment (see the STC Course Description) and these depend on the nature of the course component, the negotiated aims and objectives and the particular group. Goals, criteria and methods of assessment need to be clearly worked out by all concerned.

Assessments made during the year are recorded at regular intervals (which occur at least once or twice per term). These assessments should include student self-assessment, group discussion of assessment where appropriate, and teacher assessment. The record may be made by the student and the teacher writing a joint assessment, or by writing separate assessments, and by other records being kept of each student's work.

These records are used at the end of each course component to write a final assessment that summarises the achievements and learning of the student in that component. This assessment should say something about the student's development, notable improvements and the use made of learning opportunities in that component. The final report should be an agreed statement by both teacher and student. Failing this, the student has the responsibility to produce a self-assessment to be considered jointly with the teacher assessment.

Evaluation

Each student seeks something different in the STC Course, and the value of the Course turns on a constant reappraisal being made of how effectively the whole Course and each component meets the needs of each group of students.

Students must be able to speak up about their needs and expectations and must be able to discuss these fully with their teachers and fellow students. These discussions must be regular and must show results. The results will be either renewed commitments to the agreed goals, directions and content of each course, or the modification and redevelopment of these goals and course content.

This process is written into the STC Course Description as an essential component of the development and operation of each course. The role played by students is outlined above in the section on Course Development and Operation.

Some things that limit student participation

All that process is very well, but the thought of carrying it out 'perfectly' with a group of students inexperienced in decision-making can be daunting. It must be realised that important limitations exist.

On the one hand, students' prior experience might seriously limit their ability to participate in course development and management. That is to be expected. But if it is to be accepted, that is sad. The STC Course expects the development of student participation as a course objective. Each course must build in methods to achieve this and thus look to growth in participation as the year progresses.

The limitations will be particularly true in new subject areas, where the unfamiliarity may restrict course development. Students have a particular responsibility to be open to change and development.

On the other hand, the situation in the school might limit the degree to which students may be involved in all aspects of course construction and management. For example, school constraints on subject choice may limit the ability of students to be involved in this area of decision-making. It is important that these constraints are recognised and discussed and that all participants are involved in seeking a development towards fuller participation. All moves should aim to include students rather than to exclude them from decisions about the STC Course.

Roger Holdsworth and Paul Reid

from *The STC Book*

(The Schools Year 12 and Tertiary Entrance Certificate), 1981

Further References

To read further about the STC Course, look at:

Anwyl, Jill et al (1983) 'STC Work Experience etc: Part 2: Examples of STC Programs' in *Connect* 22-23, August-October: 20-26

Batten, Margaret (1989) **Year 12 Students' Expectations and Experiences**, ACER Monograph No 33, Melbourne

Blackley, Robin (1983) 'STC and Tutoring' in *Connect* 24, December:15-21

Freeman, Meredith (ed) (1987) **One for All: Designing a Universal, Comprehensive and Challenging Senior Curriculum**, Curriculum Development Centre, Canberra

Holland, Ann (1983) 'Ex-STC Students' Comments: Work, Unemployment, Studies' in *Connect* 20, April: 4-6

Jonas, Pam (1990) 'Negotiation Roles - Course Development' in *Connect* 65-66, October-December: 24-25

Reid, Paul (1980) 'STC Group' in *Connect* 3, April: 34

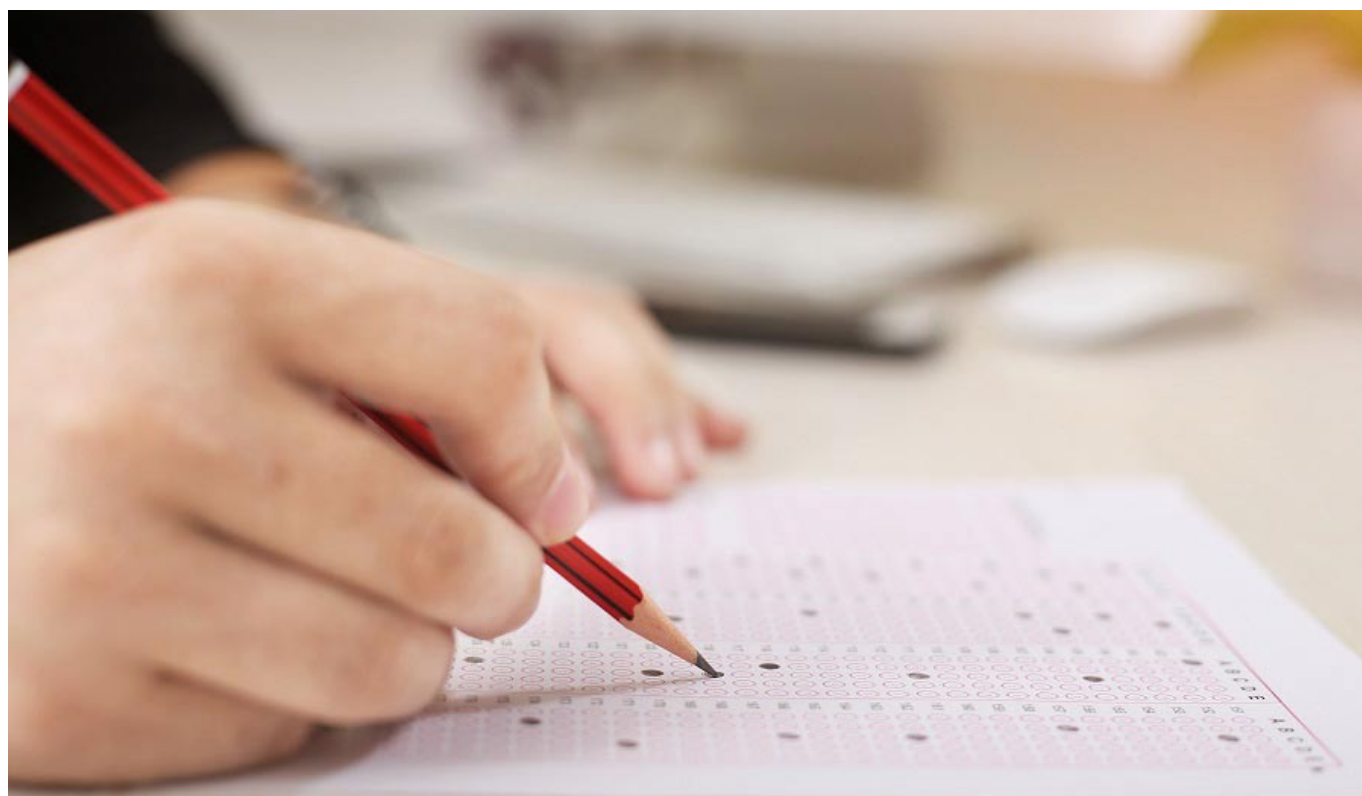
Reid, Paul (1981) 'STC Course Approved By VISE' in *Connect* 9, June: 8

Reid, Paul (ed) (1981) **The STC Book**, VSTA, Melbourne

Suggett, Dahle and Polk, Ken (1983) 'STC: Work Experience and Out-of-School Activities Seminar' in *Connect* 21, June: 27-30

Vale, Colleen (1984, 1985) 'Teaching Maths So It Adds Up' in *The Victorian Teacher*, 4, November 1984; and in *Connect* 31, February 1985: 7-8

White, Keith (1997) 'Remembering Year 12 Negotiation: STC' in *Connect* 105, June: 11-13



Are you interested in having your say in and making decisions about what you learn, when you learn, how you learn and with whom you learn?

Come join us for an:

On-line democratic school day



This is a chance to connect with young people all over the world, to experience being in a democratic school and, with the support of young people in those schools, perhaps find ways to bring about change in your school and learning spaces. We hope that the day will be based on equality, diversity, fun and autonomy for all and among many other ideas, include time for debates, cooking and sharing food, playing games, designing new ideas, parliaments and school meetings, circle times, discussions and sharing of learning and interests.

The date for the **Online School Day** is **Friday 28th August** and we hope that it will begin in New Zealand and Australia around **8.00 am** and travel around the world to as many countries as possible for 28 hours. You can join in at any time or event that suits you.

Before we hold the event, the students will hold **three parliaments that will plan and organise the day**. This will be a chance for those who have not participated in parliaments or school meetings to experience these and create the day together.

This is the invitation from **Omi** (below) and **Ella** who are in Israel and Turkey.



Hi,

This is an invitation to a democratic school parliament meeting worldwide: 0-19 years old; no adults are allowed to participate. No need to worry – will be explained. We will all decide together about the **online democratic school day (O.D.S.)**.

First parliament: **August 12th**; second: **August 17th**; third: **August 19th**.

All happening at 10 am Israel/Turkey time and 6 pm Israel/Turkey time. Looking forward to meet y'all on zoom.

Zoom links:

August 12th: 10 am Israel/Turkey time
<https://zoom.us/j/94405724668>

August 12th: 6 pm Israel/Turkey time
<https://zoom.us/j/95148242681>

August 17th: 10 am Israel/Turkey time
<https://zoom.us/j/95348564950>

August 17th: 6 pm Israel/Turkey
<https://zoom.us/j/92742636779>

August 19th: 10 am Israel/Turkey time
<https://zoom.us/j/93037525051>

August 19th: 6 pm Israel/Turkey time
<https://zoom.us/j/96841033994>

Note: 10.00 am Israel/ Turkey time is 17.00 in Australia and 19.00 in New Zealand;
18.00 in Israel/Turkey is 01.00 am in Australia and 03.00 am in New Zealand.

Anyone who is interested in attending the planning parliaments please send me your name and contact and which date you will be able to attend. I can then add these details to the registration sheet.

Please spread the word about this to anyone you think would like to join in.

Cecelia Bradley
Australasian Democratic Education Community
cecelia.b@bigpond.com

International virtual summit on Student Voice: *Students leading meaningful change: June 23, 2020*

Wow! What amazing presentations from students and adult partners for the **International Virtual Summit on Student Voice: Students Leading Meaningful Change** on June 23, 2020. Thank you to all who presented!

We profusely apologise for the *zoom* problem that prevented most of you from participating live. It was a major and disappointing glitch, but we captured the event and... You are now able to access the recorded sessions at:

<https://bit.ly/2C2r12M>

The first recording contains the first four presentations from Dr. Dana Mitra, Student Voice, Prichard Committee Student Voice Team, and Minneapolis Public Schools!

The other recordings are each of the breakout sessions!

You may also access the *Participant Resource Folder*: <https://bit.ly/2BUTrMo>
Some sessions provided materials and there are additional *resources and readings* focused on student voice: <https://bit.ly/2CqfFFV>

If you did attend on *zoom* or *youtube*, we would appreciate your feedback on the *Event Feedback Form*:

<https://bit.ly/2OjYsjX>

We don't want to lose contact with the diverse network of people who are interested in learning more about the 'how to' of student voice. We will use the *Eventbrite* email list only to send information about the **June 2021 Summit**.

If you would like to receive information about other opportunities as they come up, please join one or both of the following:

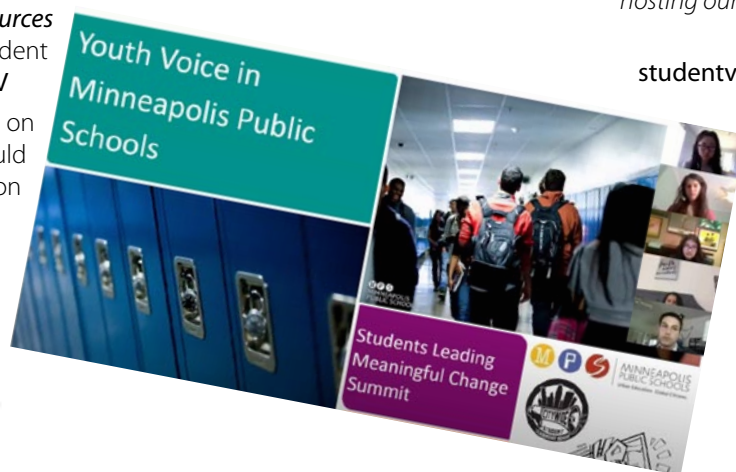
- **Slack Channel:**
<https://bit.ly/2ZlnAgr>
- **International Summit on Student Voice Network:**
<https://bit.ly/2OkfBu4>

Joining this network will allow us to continue to provide you with resources and opportunities as they arise. You will also be the first to receive the registration information for the **June 2021 International Summit on Student Voice** in Minneapolis. In addition, you may choose to have your email shared with our partner organisations so they can share their upcoming opportunities with you. Many are planning virtual events, dialogues, and resources that may assist you as you initiate, sustain and/or enhance opportunities for student voice.

We greatly appreciate our Sponsors: Pathway 2 Tomorrow and the Iowa Student Learning Institute as well as all of our partner organisations, presenters, and individual volunteers!

Thank you to StudentVoice for hosting our webpage!

Kay Augustine
studentvoicesummit2020@gmail.com



What about the students at the back?

Student voice, agency and leadership should play a very important role in education systems around the world. Students should have the opportunity and agency to share their voices and perspectives, and also work as equal partners and co-creators of their learning. Since I became active in the student voice space at the start of 2019, I realised through discussion with teachers, educators, policy makers and other students, the numerous benefits of encouraging young people to actively participate, lead and co-create their learning experiences.

It is always interesting to hear the perspectives of students living around the world on these ideas and topics. The best place to hear these perspectives and experiences are through open forums and collaborative platforms, and I have been lucky enough to attend two such international conferences over the last six months.

The concept of student voice was framed in a different light for me at the **International Conference for Student Voice, Agency and Partnerships**, which I had the pleasure of organising and attending in Melbourne in December 2019. While the conference revolved around many different topics, components and elements of student voice, the idea that resonated with me the most and which I believe is something we must consider whenever we have a discussion surrounding student voice is this: *what about the students at the back?*

Victorian schools have vastly increased opportunities for student voice in the last few years, due to the support of the **Department of Education and Training**, the **Victorian Student Representative Council**, and activists like Roger Holdsworth. Now, every government school is encouraged to have a Student Representative Council (SRC), required to have two students representatives on secondary School Councils (the school's decision-making body, made up of teachers, parents and now students as well), alongside the creation of many resources like *Amplify*, and programs led by the VicSRC like *Teach the Teacher*, *Congress*, and many more.

Many schools (and students) have created unique and personalised student voice and agency initiatives. An example is

Forest Hill Secondary College, which runs a *'Student Parliament'* that acts as the representative decision-making body for students.

Is this enough? No; but it is a lot of progress in a positive direction. One key thing that students, school leadership, policy makers and teachers must consider though, is that the students participating most actively in student voice initiatives are generally the ones who sit at the front of the class: students who are more vocal and outgoing, do well academically and socially and have lots of support from home. There is nothing wrong with this participation; I'll admit that I am one of those students myself. However, as we discuss student voice, agency and partnerships, and as we consider new methods to bring students to the decision-making table as equal partners and co-creators of their learning, we must consider how we can reach students who are marginalised and disengaged with their education, in order to improve their experience and their learning outcomes.

This philosophy and idea was reaffirmed to me at the **International Student Voice Summit** that took place virtually in June this year. Minneapolis

Public School's presentation raised important points about factors that affect students' abilities to participate in student voice: race, socio-economic status, gender and mental health all impact the confidence and agency of students, which in turn means that students from certain backgrounds are often unconsciously excluded from discussion that directly affects them. As people who are actively working to create more opportunities for student voice within education systems and schools, it is important for us to think of ways that we can reach and engage with the voices of the students in the back.

As we continue on this constant journey of creating more opportunities and initiatives for student voice to take place in the classroom as well as the community, we need to keep the thought that students who are not as quick to come to the table should have the opportunity to share their opinions and perspectives too. Until we hear the opinions of the students at the front and at the back, our education systems will remain disengaging, alienating and inaccessible for some.

In the words of Iraqi activist, **Zainab Salbi**: *'It is the diversity of views that stems from different experiences and different backgrounds that lead to healthy decision making.'*

Ahelee Rahman

Ahelee Rahman is a Year 10 student at Melbourne Girls Grammar School. She also writes a blog that you can find at:

www.aheleerahman.com



SAVE THE DATE

Children and student voice virtual conference

7-9 December 2020: 8.30 am – 12 noon

Theme: **Inclusivity in the 'next-normal':**

Children and Student Voice in the age of corona virus

Perspectives on the COVID-19 outbreak show that this twin health and economic crisis continues to impact lives and livelihoods on varying scales. The crisis exposed vulnerabilities in many forms, including lack of access to hygiene basics, financial safety net, crisis accommodation, and technology. On top of these, new forms of racism have emerged and been experienced by segments of our communities.

School education is considered an essential service, meaning that school systems have worked hard to meet the immediate and short-term challenges of continuing to educate children, empower families and communities. However, as economies and schools emerge from the pandemic, it is time to take an opportunity to rethink whether (when, and how) schools have effectively supported the neediest students, families, and communities?

Building on our commitment to empower children and student voice, agency and participation, some questions we may ask are:

- *How can student voice become more inclusive?*
- *What were school-system priorities in the age of coronavirus?*
- *What will children and student voice look like in the next-normal?*
- *Who remain the most marginalised groups during the crisis?*
- *And how do school systems ensure the needs of the most vulnerable voices are (and will be) met?*

Although these questions are pertinent, discussion is not limited to these suggestions and will remain flexible to incorporate a wide range of interests at the conference.

Conference details

This conference will include a mixture of virtual presentations, discussions and panels. We also have three keynote presentations – one for each day of the conference. The speakers will be:

- **Professor Dana Mitra** – Penn State University, USA
- **Mr Roger Holdsworth** – Honorary Associate of the Graduate School of Education at Melbourne University and editor of *Connect* magazine
- **Professor Marie Brennan** – Adjunct Professor at the University of South Australia and Extraordinary Professor at Stellenbosch University, South Africa; and **Dr Lew Zipin** – Senior Research Fellow at the University of South Australia and Extraordinary Professor at Stellenbosch University, South Africa

We anticipate a range of stakeholders attending; in particular: academic and emerging researchers; school leaders; teachers; and students. Registration is limited to 300 attendees and there will be a possible cost involved.

The conference committee

The committee is made up of PhD students, under-graduate students and secondary school students.

Timeline

Call for abstracts:	1 September
Abstract submissions close:	25 September
Registration opens:	1 October
Early bird registration closes:	23 October
Registration closes:	13 November

Contact

Please email: manaia@chou-lee.com if

- 1) you would like to put your name on the mailing list to receive an update on this conference once final details are confirmed; or
- 2) you have any further questions.

Manaia Chou-Lee



Welcome: a brief introduction

YOUTHINK is a student-run, virtual newspaper branching across multiple schools within the City of Melbourne. The monthly local paper is a collaboration between students in the area; we aim to reach all young people there. With a community and youth focus, the paper educates, entertains and provides a safe space for young people to share their passions in a safe virtual environment!

You can find the first edition at: <https://bit.ly/YOUTHINK-1>

Our intention is to create bonds and partnerships across our community between young people. We hope that, by providing a space to collaborate and share ideas, we will strengthen as young people.

During this pandemic, we have realised and discovered so many opportunities, needs and alternatives that exist, and we hope to make sure that these learnings go somewhere once the pandemic leaves us. The importance of community, trust and knowledge has been abundant in these past few months, and we encourage them to continue for months to come.

We want to fill the gaps that mainstream newspapers miss and ensure

that information is accessible to and understandable by all. Mainstream newspapers cater to a different audience, which is reflected in their lack of relevance and approachability in relation to young people. At **YOUTHINK** we hope to change that.

Our story is more than just us or just the people involved today. It took me a while to get here and it took much more than just me. This idea was birthed from another school-based student newsletter I was involved in, which was created to connect and educate people during COVID-19. However, I guess you could say I wanted more, and someone switched the little light bulb on inside my head and I decided that the paper needed to include others.

And then somebody informed me of a student-based newspaper called *Ascolta* that ran in the '70s in Brunswick. It branched across multiple schools in the area and was published, by hand, in multiple languages for the whole community. That's when the idea fully took form, or in other words – was born. We started small: two, three schools at first; but I'm proud to say we now have six school on-board! After a few meetings, we started getting in contact with school communities, soon receiving content, which brings us to now! We are so happy to come this far and cannot wait to continue growing!

Our process is still forming, however at the moment we start by putting out calls for expressions of interest to our content creators. Our editors manage our content creators who are organised by school. After that, we receive our content and start to put our issue together. For the first edition, we used *Indesign* and then published it through *flipping book*, a third-party program. Moving forward, we are hoping to get a grant so we can get some more advanced programs.

So welcome to the first edition of **YOUTHINK Melbourne!** On behalf of the **YOUTHINK Team**, I would like to thank you for reading this and supporting us.

Jade Nisha Frame

YOUTHINKMelbourne@gmail.com



Are you a young person who has been involved in Student Strike for Climate actions while at a VIC or NSW school?

See more information on pages 45 and 46

Dr Eve Mayes is interested to hear your experiences. To find out more and to register interest in a 20-40 min online interview (Zoom, Skype or phone), click the link in bio: <https://bit.ly/39KGuRF>



FIFTEEN YEARS OF

CONGRESS

SEPT 29 - OCT 2, 2020

Congress may look a little different this year, but it will still be an explosion of Student Voice!



How does Virtual Congress work?

DAY 1 TUES 29 SEPT

Pitch education issues important to you.

DAY 2 WED 30 SEPT

Work in teams to design plans of action on the top issues

DAY 3 THURS 1 OCT

Work in teams to design plans of action on the top issues

DAY 4 FRI 2 OCT

Present your plan and vote for what you think is the most urgent!

LEARN FROM EXPERTS

Jump on a zoom call to pitch and work with experts in the field

CONNECT WITH OTHER STUDENTS

Download the event app or use it in your browser to connect with other students

WORK IN TEAMS

Work with your team in real-time using our online learning platform

**A UNIQUE EVENT.
NOW ONLINE.**



Congress is VicSRC's flagship student-led event, which usually takes place over three days in the July school holidays in Melbourne. Students from across Victoria come together to plan action that will help solve the top issues in the education system, as voted by students. These action priorities become the **VicSRC's advocacy platform** for the next 12 months, spearheaded by our **Executive Committee**.

In 2020, Congress is going **VIRTUAL!** Using video conferencing and an online learning platform, we're bringing **Congress** to your house in the September school holidays.

Pitch your issues, work on plans of action and connect with secondary students from across Victoria!

<http://www.vicsrc.org.au/congress>



Congress

Congress is VicSRC's flagship student-led event which generally takes place each year over 3 days in the July school holidays. Students from across Victoria come together to plan action that will help solve the top issues in the education system, as voted by students.



Teach the Teacher

Designed by students, the **Teach the Teacher** program is a student-led professional development program for teachers that enables students to address issues affecting them. By giving students a greater say in their education, Teach the Teacher aims to create an inclusive culture where everyone's voices are equally heard.

Details at: www.vicsrc.org.au

Vic Student
SRC COMMUNITY

Are you a school student in Victoria?

Become a member of the VicSRC Student Community!

FREE for school students!

*As a member of the VicSRC Student Community, you get **discounts** and links to **news** and **resources**.
You belong to a **statewide network**, and vote to **choose the VicSRC Executive***

Join @ <https://bit.ly/2FDrg5m>



Hey you – yeah you!

Registered for #VicSRCongress yet? If going into lockdown 2.0 has left you feeling disempowered, like you're not sure what good your lone voice is amidst all the noise and chaos 2020 has brought, then **Congress** is perfect for you. It's an opportunity to join students across Victoria and raise your collective voice about the issues in education that matter to you the most.

But what do we actually achieve at **Congress**? **Lots!** Just last year, students voted to make *Civics & Citizenship* and #Politics101 one of our top advocacy priorities; fast forward to today, we're working with the #VCAA to create student-led resources to better support the curriculum for Victorian students.

Congress is your chance to make real, tangible change – don't miss out!

Register now:

<https://buff.ly/2CyewvS>

Teach the Teacher: FREE

How are you empowering #studentvoice and school pride while remote learning?

One of the best ways you can do it is with a **FREE #TeachtheTeacher** course! Sign up at the **Teach the Teacher** website: <http://teachtheteacher.org.au/> or register your interest at hello@teachtheteacher.org.au

It's more important now than ever to hear from, learn from and work with your students to make sure all student voices are valued in education!

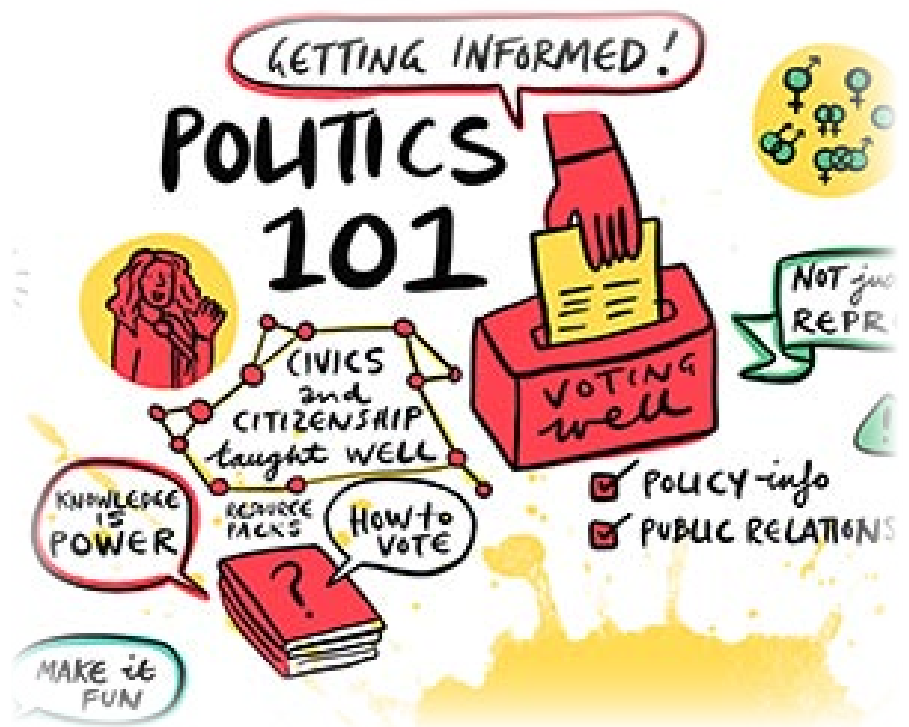


Civics and Citizenship Education resources

The VicSRC is working on an exciting project in collaboration with the Victorian Curriculum and Assessment Authority (VCAA) to develop five digital resources, including a primary and secondary school and teacher guide, that support the implementation of the Victorian Curriculum *Civics and Citizenship Levels 3 to 10* and enact the principles of student voice and agency.

At Congress in 2019, one of the students' top priorities was "Politics 101." Students were concerned that they felt *"uninformed about our political system"* and felt like civics and citizenship education, as it was currently being implemented in Victorian schools, was not meeting the needs of young people. *"We don't know how to enrol and how to vote, how policy works and what parties stand for."* Students believed that *"all young people should be equipped with more knowledge about the political system in order to make informed decisions about their future."*

In response to this request, Victoria's Education Minister The Hon. James Merlino asked the VCAA to work with the VicSRC and take a close look at Civics and Citizenship Education to ensure our students are getting what they need from it: *"If we want to get the best out of our students - we need to listen to them."*



The VicSRC has formed a cross-sectoral working group, including both rural and metropolitan students in a variety of year levels, to create the digital resources with the support of the VCAA and other stakeholders and experts in the area of **civics and citizenship education**. The students identified five topics that they wished to focus on:

- Policy,
- Voting,
- Citizenship,
- Media, and
- Active Participation,

and are in the process of designing learning content and activities to assist teachers and students to engage in these topics in relatable, exciting and participatory ways.

The resources will be **created by students for students** and will compare the ways that these topics operate in their schools to the way they operate at local, state and federal government levels. Each resource will feature digital content depicting the stories of students who have made impactful change in their schools and communities. The goal of the resources is to challenge students to learn through the experience of taking action in their schools and communities.

The VicSRC is currently looking for students and teachers in both Primary and Secondary schools in Victoria who are interested in consulting with us to shape these digital resources. If you are interested in finding out more, please email the VicSRC Programs and Events Coordinator Tom Nice: tom@vicsrc.org.au

Photo: John-Paul Tran (Braybrook College) and Rumaan Baryalai (Minaret College) are two of the students working to create these resources.

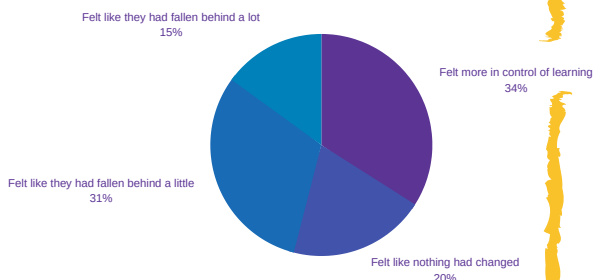


Report of VicSRC survey on *learning from remote learning 2020*

LEARNING FROM REMOTE LEARNING 2020



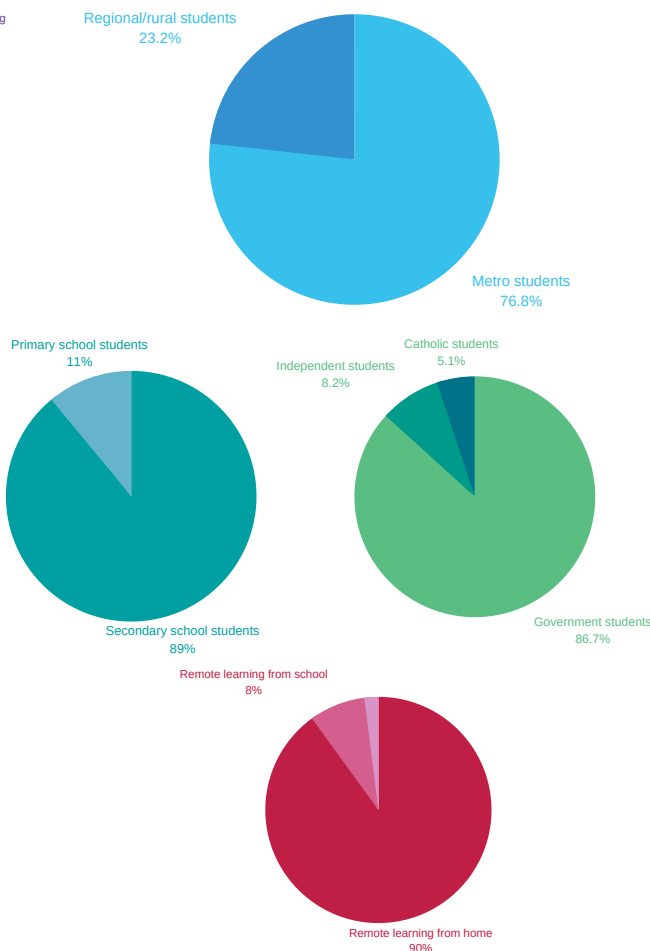
How did learning remotely from home impact students' learning?



“ I have more flexibility in when I decide to do my work. For example, I know that I don't work well early in the morning, so I'll enjoy my breakfast and talk to my family before starting work for the day - Year 12, Government, metro ”



Who were they?



www.vicsrc.org.au | illustrations by @sarahthefirth on insta

“

Home learning needs to be a option for all students, the pressure has been lifted and my mental health has never been better. Yes this isn't for everyone but school isn't for everyone either .
Year 12, Government, metro

I would like to see some more flexibility in learning, a balance of home & school
Year 6, Government, metro

You could do your subjects in whatever order you wanted.
Primary, Government, regional

I have more time to get help from Mum and Dad in the things that I have trouble on.
Grade 4, Government, metro

I feel more relaxed and less stressed when learning from home. At face to face school, I have to worry about unimportant things like uniform and what classroom I'm meant to be in, unlike at home.
Year 10, Government, metro

its just been a lot more work load, and of course it has been more difficult to communicate with teachers about the work load, so i am falling behind. But this is not because i am slacking, it is because i am trying my absolute best, but are still being crushed by workload.
Year 9, Government, metro

I work best in the quiet but i also talk to friends too in class so being able to choose when I want quiet and when i want to talk like I have been at home would be good.
Year 9, Government, metro

”

68% enjoyed learning and working at their own pace
60% felt more comfortable at home
33% enjoyed spending more time with their families
33% found it better learning at home because it was quieter

Best things about learning remotely from home

Worst thing about learning remotely from home

61% missed interacting with friends/classmates
50% felt overwhelmed by the amount of work they were expected to do
50% couldn't communicate with their teachers enough

Recommendations

1. Support and progress student agency as a top priority within schools and within the education system.
2. Ensure every student has access to devices and internet to support their learning at school and at home.
3. Have online platforms as part of every day learning including detailed lesson plans and easier communication between teachers, students and parents/carers.
4. Make sure mental health is just as important as academic success and include regular wellbeing classes for all students.
5. Schools and timetables should be more flexible about how students learn including shorter school days and longer breaks between classes to rest and refocus.
6. Create a comfortable, safe and welcoming space for every single student.

www.vicsrc.org.au | illustrations by @sarahthefirth on insta

The full report is available on the Student Voice Hub:

<https://studentvoicehub.org.au/news/report-learning-from-learning-from-home/>

Meet a VicSRC Executive student



Emily Gundry

Through the course of this Executive term I have experienced so many highlights – not only this year, but in my life to date. It has opened so many doors for me and allowed me to explore my capacity as a leader and as a person.

Over the past eight or so months I have been exposed to so many opportunities that I would have never imagined I'd be able to do, including having discussions and forums of conversation with Education Ministers and key people involved in shaping our education system.

Being in these conversations has been one of the most rewarding things: knowing these important people are listening to me and what I have to say; being open to criticism and conversation around what we, as a wider student body, believe our education should look and feel like.

This experience has also brought many media opportunities which again have been great exposure for me, but also reinforcing the impact a student can make, allowing me to represent all of our voices, to ensure we are not being ignored.

On a personal level, my time as an Executive member has honestly changed my life.

I used to be that weird loner student who would sit on her own and be scared to talk to new people (sad I know), but after I found my leadership skills that completely changed. I was able to openly talk with confidence in myself and what I had to say. Because of this I have met so many incredible and diverse people that I can call friends.

My confidence and belief in myself and my capacity to create change has skyrocketed, thanks to the VicSRC and the opportunities it has given me, which I will be forever grateful for.

The VicSRC Student Executive Advisory Committee (the Executive Committee) is made up of 15 students who are completing secondary education in Victoria. These Executive Committee members are elected by their peers every year, and their job is to govern the VicSRC and act on the advocacy priorities identified by Victorian students at the annual VicSRC Congress. Each year students around Victoria nominate and vote for their Executive members.

Vic SRC Student COMMUNITY

Vic Partner SRC SCHOOLS

Thinking about becoming a VicSRC Partner School?
Wondering what it's all about? Here's what it means.

Share our vision

Being a **Partner** of Victoria's peak body for school-aged students connects you with a community committed to a student-focused education system.

Together we pursue positive change in our education system through advocacy in schools and communities. We collaborate with schools, students, educators and like-minded organisations to empower all student voices to be valued in every aspect of education.

Stay informed

As a peak body, we are on the ground every day supporting and empowering student voice in schools, with students and with educators.

We keep our **Partner Schools** up to date with all the latest news, innovations and opportunities through regular communications designed to support you to empower student voice. When we produce new resources and tools, our **Partner Schools** are the first to know.

Add your story

We share best practice student voice. Celebrate your wins and share your learnings with schools across Victoria!

Support student voice

We are a student-led not-for-profit organisation; your support means we can continue to empower student voices in all aspects of education.

FAQs

Are we eligible to be VicSRC Partner School?

If you are a recognised school in Victoria – primary, secondary, P-12, government, Catholic, independent, flexible-learning – then you are eligible!

How much does it cost?

It only costs \$150+GST per year to be a **Partner School**.

We can't afford \$150+GST; can we still be a Partner School?

We are always willing to make our programs as accessible as possible! Send an e-mail through and we'll be very happy to discuss your options: partnerships@vicsrc.org.au

Where do we sign up?

Register as a VicSRC Partner School right here: <https://bit.ly/3avn5Ek> Once you complete the form you'll receive a confirmation e-mail outlining the next steps (please allow 5 business days for confirmation).

"The Student Voice Hub is a place where teachers, students and principals can all come together to collaborate, get resources and talk to people and know what's happening in other schools around the state in regards to student voice."



The **Student Voice Hub**

is designed **by** young people **for** young people!

It is a place for students, teachers and everyone who is passionate about the opinions and ideas of young people. It:

- Showcases examples of best practice through case studies
- Connects schools and organisations passionate about students taking action to improve their schooling experience
- Provides a safe space for stakeholders to discuss issues that matter to them
- Provides resources that support students, teachers and school leaders to take action within their classroom, school and organisation.

Student Membership is Free!

Student members contribute to blogs, forums and polls, as well as access many great resources. Students shape the future of the Student Voice Hub; be part of our community to have a voice and create positive change.

We are working hard to make this a safe and inclusive environment for everyone. Currently under Australian privacy laws we require parental/guardian permission for people under 15 to register.

<https://studentvoicehub.org.au/>

The **Student Voice Hub** was developed by the **VicSRC** with support from the Victorian Department of Education and Training.



To sign up to the VicSRC on-line e-newsletter ... visit:

<http://www.vicsrc.org.au/>

VicSRC Victorian Student Representative Council

The **VicSRC Ltd** receives funding support from the **Victorian Department of Education and Training**.

It can be reached on **0436 476 612** or by e-mail: info@vicsrc.org.au

Another Way is Possible: Becoming a democratic teacher in a state school

Derry Hannam has been a regular contributor to *Connect* over many years. He has recently published a book about his experiences and approaches to education.

The book is available from

<https://bit.ly/2BUybX3>

as an e-book, for USD4.95. The US-based **Alternative Education Resource Organisation (AERO)** has provided a half-price coupon (code **QS28M**) for the first 100 copies sold through their online conference.

Outline

Derry Hannam is well known as an advocate, speaker, and author on the need for a new approach to schooling. In this book he argues that young people are natural learners who need time and space to pursue their interests, to cultivate their curiosity, to be creative, and to collaborate with each other and adults to manage their schools as democratic learning communities.

He argues that these experiences and qualities are exactly what the world needs at this time and for a future confronted with the demands of the Fourth Industrial Revolution, but that most schools and school systems, with some exceptions that he describes as "pioneers of possibility", are not providing them. They are instead trapped in a factory 'production line' model of education that inhibits imagination, creativity and learning.

Intrigued to understand how he developed the key ideas while ignorant of the fact that they belonged to a long tradition of progressive education in England and world-wide, the author opens with three autobiographical chapters - School, Work and Teacher Training - in which he explores his own formative experiences.

At the heart of the book is an account of his early experience as a teacher of integrated humanities, first with 34 "11+ failures" in a Midlands secondary modern school in 1969. In its second year the project was extended to all 230 students



of the year group of 12-year-olds. Here he set out to demonstrate what many teachers know in their hearts, that "Another Way Is Possible", which builds on interest, enthusiasm for learning, and a capacity for collaborative self-government rather than coercion. It worked - and it grounded his career as a deputy head teacher of a community school, an inspector, and international consultant for organisations such as the Council of Europe advocating experiential approaches to learning about democratic citizenship and human rights. By an extraordinary piece of synchronicity, while he was writing these chapters, some students from his class of 1H/2H, now approaching retirement, contacted him and have contributed to the book.

He confronts the difficulties and dangers facing the lone teacher trying to develop 'another way' and reflects upon how he could have been rather better at 'public relations' than he was. He emphasises the importance of working in a supportive team and the need for wise and courageous leadership from head teachers.

This book is designed to encourage those training to be teachers, or in the early years of their careers, to dare to seek an alternative to tightly prescribed curriculum and behaviour management: to look for and create opportunities for students to find and pursue their passions and interests in the context of self-managing democratic communities. This is exactly what Klaus Schwab of The World Economic Forum believes that the world of the Fourth Industrial Revolution will require, and the Economist Intelligence Unit calls for in its recent report "*Staff of 2030: Future Ready Teaching.*"

The author concludes with an amalgamation of two well-received recent conference speeches in which he develops the arguments at the core of the book and demonstrates their timeliness, despite 50 years having passed since the original experiment.



Derry Hannam

Derry Hannam has a bachelor's degree in education from Oxford University and an M.Phil, in educational research from Exeter University.

In his 20 years as a teacher in English state secondary schools he always tried to create environments where students could make choices about and take control of their own learning in a democratic and rights respecting context.

He became the deputy head teacher of a pioneering English community school, where the school is a learning resource for the whole community and the whole community is a learning resource for the school.

He then became a school inspector where he tried to support other teachers

and schools with similar ideas. He was part of the successful defence of Summerhill democratic school against the threat of closure by the UK government in 1999. He has been an adviser/trainer/rapporteur for the Council of Europe Education for Democratic Citizenship project and a researcher/adviser to the development of citizenship education in the English national curriculum. At the request of the English ministry of education he authored the 'Hannam Report' based on research that demonstrated associations between democratic, participative, student centred methods in schools and higher academic results, less anti-social behaviour, and better school attendance, especially for students from economically and socially deprived backgrounds. He has also conducted research into student participation in combined arts projects for Derbyshire County Council; students as associate governors for ippr and Creative Partnerships; student feedback to government on the National Curriculum for QCA; effective school councils for the NSPCC; a review of international student participation in decision making projects for Cambridge University and the English Department for Education. He has

participated in two major UK/US inter-governmental seminars on the future of Citizenship Education.

He has worked with many European school student organisations on the issue of school democracy including OBESSU (the European School Students Organisation) and FSS, the Finnish school students organisation, where the students led their own school democracy project. He successfully campaigned for the creation of an English school students association and has recently done the same for young people being educated at home.

He has co-authored several books on the theme that '...if you want young people to learn about democracy in schools they have to do it and not just listen to teachers talk about it' including a Handbook for Successful Student Councils. Most recently he has written the book "Another Way is Possible - Becoming a Democratic Teacher in a State School" which records and explores the creation of a democratic learning community of 11-13 year olds in an English secondary modern school from 1969 to 1971. As a visiting fellow in

student voice at the University of Sussex he was part of a project to democratise the school system of a deprived English city, Portsmouth, which has now blossomed into a sustainable social enterprise run by young people. For several years he has been a member of the international Student Voice Research Network based at Cambridge University and now at the University of Vermont. He has contributed to many conferences on the theme of Democratic Education and Education for Democracy including the Council of Europe World Forum on Democracy and Education in Strasbourg and events in Poland, Greece and the Ukraine.

Derry has been described as a 'bridge person' who tries to bring about dialogue between the mainly private democratic education movement with its 500+ schools worldwide and state or public school systems. This has at times involved supporting democratic schools in legal actions; a role that he has played in England, Germany, Denmark, and the Netherlands. He is currently supporting start-up democratic schools in several countries, advising them how best to work with their respective state systems.

STUDENT PARTICIPATION AND RESULTS

In 2001, Derry Hannam (Ofsted inspector) carried out a report by request from the Department for Education, to find out if more participatory schools have better academic results. The conclusion was an affirmative: YES!

We're under so much pressure to perform well academically. Why should we spend time on student voice at our school?

In my study, I evaluated 12 schools judged to be 'more participatory' and we found higher than expected levels of attainment at these schools.

Why does good participation lead to better academic results?

When they've been given the time and space to find their own interests, children will then see the value of qualifications to achieve their own goals.

At the 12 schools studied in this report, the overwhelming view of headteachers and other senior managers was that 'student participation impacts beneficially on **self-esteem, motivation, sense of ownership and engagement** and that this in turn enhances attainment'!

PHOENIX EDUCATION HANNAM, D. (2001). 'A PILOT STUDY TO EVALUATE THE IMPACT OF THE STUDENT PARTICIPATION ASPECTS OF THE CITIZENSHIP ORDER ON STANDARDS OF EDUCATION IN SECONDARY SCHOOLS' REPORT TO THE DFE

FREEDOM TO LEARN

ONLINE FORUM **AUG 14-23 2020**

LINK IN BIO

LGBTQIA+ IN SCHOOLS
STORYTELLING
RESEARCH IN EDUCATION
CHANGEMAKERS TRAINING
SELF-DIRECTED EDUCATION
IN PERSON EVENTS
RAISING REVOLUTIONARIES
DECOLONISING EDUCATION
AND MUCH MUCH MORE

FREEDOM, AUTONOMY AND SOCIAL JUSTICE IN EDUCATION

Celebrating freedom, autonomy and social justice in education

14th - 23rd August

The **Freedom to Learn Forum** is a space for all those interested in human-centred and rights-respecting practice in education to share and learn from one another, and events can be held on any topic. Taking place over 10 days, the forum will be mostly online and entirely free.



This year, the virtual world is offering us opportunities to meet and organise in new and interesting ways. Inspired by *Open Space* technology (<https://bit.ly/2PvuSIX>), participants of all ages co-create the schedule. This means that, as a participant, you can host an activity, workshop or game, or initiate a discussion circle on any theme that you are passionate about. Join the conversation now!

Check out the lineup of free events and book your tickets at: <https://bit.ly/30xkyqe>



OUR SHARED STORY

Our Shared Story is a unique global community project inviting students and educators to share their stories of the COVID-19 pandemic.

The project brings together the voices and perspectives of young people aged 3 to 18 years and provides an authentic audience and outlet for their creativity and expression.

Our Shared Story has been designed by teachers and includes resources for educators to implement the project in their schools and classrooms as well as opportunities to connect and share stories in free virtual workshops. Educators' voices are also being collected to build a global picture of education at this time in history.

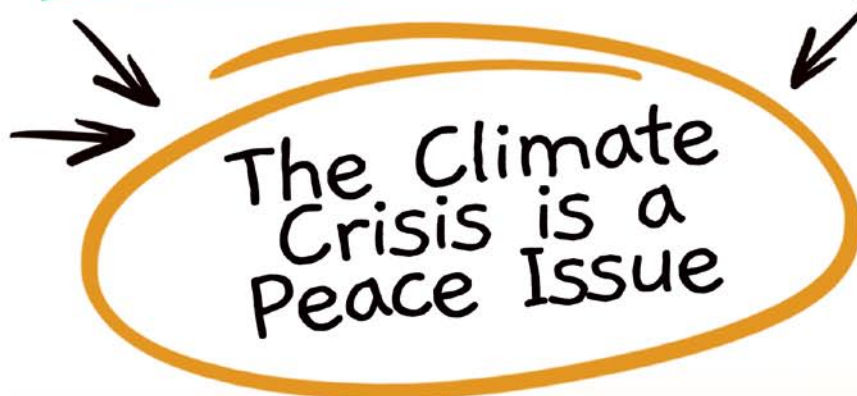
The collection of works will be published on the **Our Shared Story** website, and negotiations with interested museums and galleries are underway to develop live exhibitions of artefacts. To find out more and get involved visit:

www.oursharedstory.org.au





YOUTH FOR PEACE AWARD



* Are you aged **12-24 years**, or do you work with young people aged 12-24?

We are inviting teams of **young people** to create a media 'pitch' to inspire more action on the **climate crisis**.

First Prize - **\$1500**; highly commended prizes - **\$750!**

Age will be taken into consideration in judging entries!

CLOSING DATE:
31 OCTOBER 2020

Find out more at www.psychology.org.au/youthforpeace

Further information, including a video, is now available at: <https://bit.ly/2Pd9HLI>

Forum: Education in a Time of Climate Crisis

The UK-based education journal, *Forum*, has published a special issue (Vol 62 No 2) around responses to the climate crisis. The issue is edited by **Izzy Lewis**, a 16 year old British student, and includes articles by students and others.

It reprints the article on *Students Researching 'Problems That Matter' in Their Communities* by **Simon Taylor, Lew Zipin and Marie Brennan**, that was in *Connect* 242, and the article *Student Agency around Climate action: a curriculum response* by **Roger Holdsworth**, from *Ethos* Vol 27 No 3; Term 3, 2019; and includes articles by regular *Connect* writer and Melbourne student **Ahelee Rahman**, along with Sydney student **Lily Dunn**.

Forum can be found at: <https://bit.ly/3gfLXSJ>

The editorials are freely available, but other articles are paywalled.

The following issue (Vol 62 No 3; in publication as *Connect* is produced) focuses around 'What The Virus Taught'. General information about *Forum* is at: <https://bit.ly/314jUzp>



Students' voices from South Africa

Recent issues of the *Daily Maverick* in South Africa have featured the voices of young people talking about education in the time of COVID-19. Cases in Western Cape Province, for example, have surpassed 92,000 with many deaths not even counted yet.

See the articles at: *Young Maverick - Voices of the Pandemic*:

<https://bit.ly/3giw3Hp>

<https://bit.ly/3hYba4V>

(Thanks to Marie Brennan for the information and links.)

Audits of Practice

The Audits and Tools that have been developed over the last couple of years, and published in *Connect*, are now available on-line as PDFs from the *Connect* website:

<https://bit.ly/2XVfjh1>

You can download these to use with teacher or student groups.

Student Voice, Agency, Participation:

<https://bit.ly/2DhMphT>

The original document that outlined concepts of 'voice', 'agency' and 'participation' was originally published in *Connect* 229, February 2018.

Listening Tool:

<https://bit.ly/2rwBnTe>

This reflective tool is about being aware of, listening to, responding to and acting on students' voices. It can be used by teachers or by student representatives. It was originally published in *Connect* 235, February 2019.

Audit of School Practices:

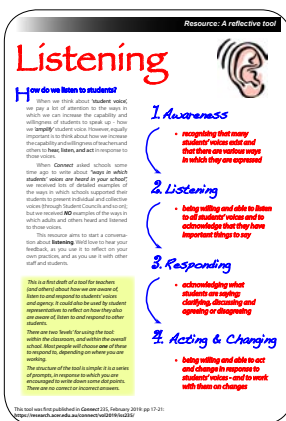
<https://bit.ly/2KWjnYZ>

The Audit provides a comprehensive and structured overview of practices around voice, agency and participation at classroom and whole-school levels. It can be used to discuss what you are already doing and what further possibilities exist - and to determine your priorities. It was originally published in *Connect* 236, April 2019.

Student Council Audit:

<https://bit.ly/2DhMjX9>

A similar Audit looks specifically at how well your Student Council is operating. It is based on an earlier Audit in the VicSRC's *Represent!* kit, and this version was originally published in *Connect* 237, June 2019.



Festival of Ideas 2020



The **Festival of Ideas** is an amazing fun-filled day, where a diverse range of students can come together and express common interests and ideas about our learning. This year **Brisbane Catholic Education (BCE)** is holding the **Festival of Ideas** reflecting our 2020 theme of *Partnerships in Action*.

Partnerships in Action is a major focus, as we want to harness our uniqueness and come together as a group, ensuring everyone's voices are heard.

The **Festival of Ideas** will run on the **1st of October** at The Edge, State Library Queensland and allows BCE students from Years 7-12 to participate.



Together as a team we have established our success criterion which is to:

"Create a fun and enjoyable event that students will walk away from feeling confident in sharing their opinions and voices knowing they matter in our schooling systems."

So far, the planning of this event has included sharing and reviewing ideas from the previous **Festival of Ideas**, getting feedback from the BCE community on any thoughts they had about the event, and promoting the festival (which also included hosting a digital art competition to enable student input to the design of our posters). We will continue to communicate and plan as a team to develop our program, establish our roles for the day, create an inviting space to enable students to have input in their educational experience.

Emily Stirton
Student Voice Consultant

For further information, contact:

Carolyn De Witt-Ryall
Senior Advisor – Professional Standards & Student Protection
Renée Devereaux
Student Protection Officer & Student Voice Project Lead
voice@bne.catholic.edu.au

Donate to support **Connect**

Connect now has no income except donations and sales of literature (see page 48). Even though we are now solely online, there are still costs associated with publication.

By supporting **Connect** with your donations, you keep us going. To make a donation to the work of **Connect**, use the form in this issue or contact us for bank account details to make an electronic transfer of funds.

Student Voice Research and Practice facebook group

www.facebook.com/groups/studentvoicepage/

This open **facebook** group was initially established by Professor Dana Mitra, and is now supported by the work of academics, practitioners and students throughout the world. It provides a valuable community of people working and interested in the area of 'Student Voice' - in Australia, USA, UK, Italy and elsewhere – as well as access to useful resources and examples, and up-to-date information about initiatives. You can easily log on and join the group at the above address.





**The School Strike for Climate Movement in
Victoria and NSW: Perspectives of school leaders,
teachers and students**

Deakin University Human Research Ethics Project number: 2020-126

**Are you a young person (aged 9-19) who has
been involved in Student Strike for Climate
actions while at a VIC or NSW school?**

**WE ARE INTERESTED TO
HEAR YOUR
EXPERIENCES!**

Dr Eve Mayes at Deakin University is conducting 20-40 minute
online interviews via Zoom, Skype for Business or phone call with
young people who have been part of climate justice work in VIC and/
or NSW.

PARTICIPATION IS TOTALLY VOLUNTARY.

To find out more and to register your interest, click the link below.

For more information, contact Dr Eve Mayes –
eve.mayes@deakin.edu.au

<https://bit.ly/39KGuRF>

THE SCHOOL STRIKE FOR CLIMATE MOVEMENT IN VICTORIA AND NSW:

PERSPECTIVES OF SCHOOL LEADERS, TEACHERS AND STUDENTS

Deakin University Human Research Ethics Project number: 2020-126

ARE YOU A TEACHER OR SENIOR
EXECUTIVE (PRINCIPAL,
DEPUTY/ASSISTANT PRINCIPAL) IN A VIC
OR NSW SCHOOL?

WE WANT TO HEAR YOUR THOUGHTS ON
THE SCHOOL STRIKE FOR CLIMATE
MOVEMENT.

Dr Eve Mayes at Deakin University is conducting 20-40 minute online interviews via Zoom, Skype for Business or phone call with teacher and school leaders from VIC and NSW schools. To find out more and to register your interest, click the link below.

PARTICIPATION IS TOTALLY VOLUNTARY.
FOR MORE INFORMATION, CONTACT DR EVE MAYES
– EVE.MAYES@DEAKIN.EDU.AU

<https://bit.ly/2Xfi2mn>



Pivot: Student Voices Podcast

We are very excited to announce the launch of our very first podcast '*Student Voices*,' hosted by our very own *Student Voice Advocate Wren Gillett*!

To kickstart the series, *Wren* introduces *Pivot Professional Learning* co-founder and Director, *Cleo Westhorpe*. Together they discuss how *Pivot* came to be and why student voice is essential to our company's mission.

To listen, visit: zcu.io/qQuf

Pivot

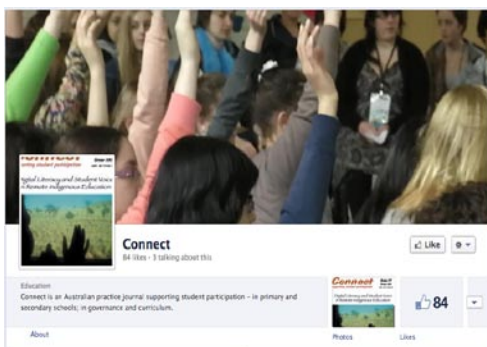
All about Student Action Teams, including some hyper-linked mini-case studies, at:
www.asprinworld.com/student_action_teams

'Student Councils and Beyond' On-Line! FREE!

We've almost run out of print copies of the first *Connect* publication: *Student Councils and Beyond* (from 2005). And many of the ideas have subsequently been reflected in the *Represent!* kit from the VicSRC (see: www.vicsrc.org.au/resources/represent).

So we have made all of *Student Councils and Beyond* (a compilation of articles and resources from many earlier issues of *Connect*) available on-line for FREE. It can be downloaded (as one document or in sections) as PDFs from the *Connect* website. Find it at:

www.asprinworld.com/connect



Connect on facebook



Connect has a presence on *facebook*. Find us at:

<http://ow.ly/L6UvW>

We've been posting some news and links there since June 2013, to complement and extend what you see in the on-line version of *Connect*. It would be great if you could go there and 'like' us, and also watch there for news of each *Connect's* availability on-line - for FREE.

Connect Publications: Order Form



Tax Invoice: ABN: 98 174 663 341

To: **Connect**, 12 Brooke Street, Northcote VIC 3070 Australia
 e-mail: r.holdsworth@unimelb.edu.au

**Full Catalogue in
Connect #217**

Connect On-Line Subscription (all 6 issues annually e-mailed to you FREE):

Simply provide your e-mail address (below or by e-mail) and name and phone number (in case of bounces). There is no cost; however donations to support **Connect's** work are appreciated and acknowledged.

I enclose a donation to support the work of Connect.

or: I am already a subscriber to **Connect**.

A: Donation to Connect: \$.....

Connect Publications:		<i>normal price</i>	<i>Connect subscriber price</i>	
... copies	<i>Student Action Teams</i>	\$30	\$25*	\$
... copies	<i>Reaching High (with DVD) §</i>	\$30	\$25*	\$
... copies	<i>Reaching High (without DVD)</i>	\$20	\$15*	\$
... copies	<i>Switched On to Learning</i> (maximum of 10 copies per order)	\$ 6	\$ 5*	\$
... copies	<i>Democracy Starts Here</i>	\$ 6	\$ 5*	\$

Publications available from Connect:		<i>normal price</i>	<i>Connect subscriber price</i>	
... copies	<i>Foxfire 25 Years</i>	\$20	\$10*	\$
... copies	<i>Sometimes a Shining Moment</i> (1 available) §	\$20	\$10*	\$
... copies	<i>A Foxfire Christmas</i> (1 available) §	\$20	\$10*	\$
... copies	<i>Foxfire 9</i> (1 available) §	\$10	\$ 5*	\$
... copies	<i>Students and Work</i> (maximum of 10 copies per order)	\$ 6	\$ 5*	\$
... copies	<i>SRC Pamphlets Set</i> (2 sets available) §	\$ 6	\$ 5*	\$

(§ check availability before ordering; * discounted rate for subscribers to **Connect**)

B: Total for publications: \$.....

NOTE: all amounts include postage/packaging within Australia (GST not applicable - input taxed)

(Postage: *Outside Australia* add \$5 per copy of publications \$.....)

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I enclose a cheque /money-order/official order for: **A + B: Total Payment:** \$

(make cheques payable to **Connect**; payment in Australian dollars please; contact **Connect** by e-mail to make arrangement to pay by EFT on invoice)

Mailing details: send to:

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Connections

Contribute to *Connect*

Anyone may submit an original article to be considered for publication in *Connect* provided he or she owns the copyright to the work being submitted or is authorised by the copyright owner or owners to submit the article. Authors are the initial owners of the copyrights to their works, but by successfully submitting the article to *Connect*, transfer such ownership of the *published* article to *Connect* on the understanding that any royalties or other income from that article will be used to maintain publication of *Connect*.



ASPRINworld: the *Connect* website!

www.asprinworld.com/connect

Connect has a website at *ASPRINworld*. The *Connect* section of the website is slowly growing, with information about subscribing, index of recent back issue contents (hyperlinked to PDFs) and summaries of and order information for *Student Councils and Beyond*, *Student Action Teams*, *Reaching High* and *Switched On to Learning*.

**Connect is also archived
and available electronically:**

research.acer.edu.au/connect

All issues of *Connect* are archived through the ACER Research Repository: *ACEReSearch*. *Connect* issues from #1 to the current issue are available for **free** download, and recent issues can be searched by key terms. See the *ASPRINworld* site for index details of recent issues, then link to and download the whole issue you are interested in.

www.informit.com.au

In addition, current and recent issues of *Connect* are now available on-line to libraries and others who subscribe to RMIT's *Informit* site – a site that contains databases of many Australian publications. You can access whole issues of *Connect* as well as individual articles. Costs apply, either by a library subscription to *Informit*'s databases, or through individual payments per view for articles.



Articles from *Connect* are also discoverable through *EBSCOhost* research databases.

www.asprinworld.com/connect

&

research.acer.edu.au/connect

Local and International 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 and we'll work something out.

Australian:

ACER Discover: Education news (ACER, Camberwell, Vic) July 2020

Education for Young People (Australian Institute for Disaster Resilience, East Melbourne, Vic) July 2020

From Coronavirus to Climate Literacy: lessons learned or welcome excuse when it comes to battling climate change? (Ahelee Rahman, Vic) *Forum* Vol 62 No 2: 167-171; 2020

Strategic Plan 2020-2024 (VicSRC, Vic) July 2020

Student Agency around Climate Action: a curriculum response (Roger Holdsworth, Vic) *Forum* Vol 62 No 2: 155-164; 2020

Students Researching 'Problems That Matter' in Their Curriculum (Simon Taylor, Lew Zipin & Marie Brennan, Vic) *Forum* Vol 62 No 2: 195-206; 2020

The Daintree Rainforest (Lily Dunn, NSW) *Forum* Vol 62 No 2: 165-166; 2020

The Fitzroy High School Rag (Fitzroy High School, Vic) Edition 1 & 2; June, July 2020

International:

Editorial: Education in a Time of Climate Crisis (Izzy Lewis, UK) *Forum* Vol 62 No 2: 149-153; 2020

Introduction (Sue Cox, UK) *Forum* Vol 62 No 2: 145-148; 2020

Update (UP for Learning, Vermont, USA) May, June, July, August 2020



40 years +
1979 to 2020 ...
www.asprinworld.com/connect

Connect On-Line!

Free subscription
 and materials
 Catalogue:
 see page 48

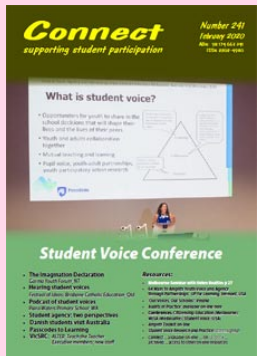
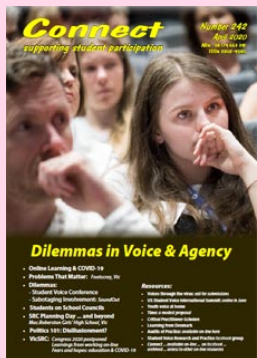
All issues of *Connect* from 1979 to the present (that's over **40 years!**) are freely available on-line! Thanks to the Australian Council for Educational Research (ACER), all the issues of *Connect* have been scanned or uploaded into the ACER's Research Repository: *ACEReSearch*.

You can find these issues of *Connect* at:

<http://research.acer.edu.au/connect>

The left-hand menu provides a pull-down menu for you to select the issue number > **browse**; the front cover of the issue is displayed, and you can simply click on the link in the main body of the page to download a PDF of the issue. Recent issues are also **searchable** by key words.

Connect has a commitment to the sharing of ideas, stories, approaches and resources about active student participation. We are totally supported by donations!



Let us know

There may be some gaps or improvements necessary. As you use this resource, let us know what you find. (If an issue of *Connect* seems to be missing, check the issues either side, as **double issues** show up only as one issue number.) If you have any ideas for improving this resource, please let us know.

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