Australian Journal of Middle Schooling

adolescent
success

Editorial

The *NMC/CoSN Horizon Report: 2016 K-12 Edition* provides interesting reading for those who have a keen interest in the technological trends that are motivating educational change. Charting what is on the horizon for the next five years, the report addresses significant questions that challenge teachers across all year levels. Firstly, what are the key technological trends that will impact education? Secondly, what are the fundamental challenges confronting educators that are considered as either solvable or difficult?

The report identifies two long term trends. The first trend is the continuation of effort that is already occurring in redesigning the built environment of the school. The modification of existing classroom environments or new building projects that aim to accommodate more hands-on experiential activities are evident in many schools. The second long term trend involves fundamentally re-imagining how schools work to ensure that students are afforded the opportunity to acquire the requisite skills for the 21st century. In the short term, the Report identifies coding as a new literacy for students. Many readers will readily identify with this trend! Alongside this is the imperative for teachers to view students as creators rather than passive recipients of knowledge.

Developments in technology that will directly impact schools are also identified. In the near term, which is considered to be one year or less, the Report pinpoints Makerspaces and online learning. In the mid-term (2-3 years), are robotics and virtual reality whilst in the far term (4-5 years), artificial intelligence and wearable technology are identified. It is interesting to consider that 5 years on is now considered 'far-term'?

Challenges that are considered solvable are those related to the provision of authentic learning experiences and rethinking the role of teacher from one of lecturer to guide. The Report introduces the use of the term 'wicked' to identify those challenges that are most problematic. The wicked challenges are identified as reducing the achievement gap and the development of much more personalised learning. I would certainly recommend the Horizon Report to all of our readers as no doubt, the discussion will resonate very strongly with teachers who work with young adolescents. The Report can be accessed from:

https://www.nmc.org/publication/nmc-cosn-horizon-report-2016-k-12-edition/

The theme for this year's Adolescent Success conference (24-26 August) is 'Discover, Design, Drive' and really does offer something for everyone – teachers, school leaders and students. Given the imperatives raised in the Horizon Report, the timing of the conference is apt. I would strongly encourage you to consider making this your 'conference of choice' for 2017 as there will be a wonderful array of presentations and opportunities for networking and learning. Running alongside the conference on Saturday 26 August is the AARE Middle Years of Schooling Research Roundtable which has the theme of 'Connecting Theory with Practice'. If you are currently engaged in research involving the middle years of schooling it would be great if you could attend. The need for an evidence-base to the work teachers do with young adolescents has never been stronger so we hope that the Roundtable will provide an opportunity for researchers at all career stages to engage with each other.

Once again the contributors to this edition of the Journal span a variety of areas including Jakub Niewinski's article from Poland. The refereed article in this edition looks at the issue of young people and social networking – an area that remains of critical importance to all who are involved with adolescents. In the non-refereed section a variety of topics are addressed. Andrew Fuller and Andrew Wicking provide another interesting perspective from their research on the issue of resilience. Other articles address issues as diverse as young people and creativity, service-learning and problem-solving in mathematics. Also of interest is the outline of the award winning transition program at Geelong Lutheran College.

Thank you to all of the contributors to this edition. A further way you can connect with Adolescent Success is through the Thursday evening Twitter Chats #MYEdOz to share your thoughts on a variety of different topics related to early adolescents.

Dr Anne Coffey
Journal Editor
Adolescent Success

AARE Middle Years of Schooling Research Roundtable: Connecting Theory with Practice

CONTENTS

Date	**Saturday 26 August 2017**
Time	**9.00 am – 3.00 pm**
Venue	**Brisbane Convention Centre**
Keynote	**9.00-10.00am – Professor Donna Pendergast**
Morning tea	**10.00-10.40am**
Roundtable Sessions	**10.45am - 12.25pm**
Lunch	**12.25 pm -1.25pm**
Facilitated Discussion	**1.30pm – 3.00pm** Focusing middle years' research in Australia. This is an opportunity for topic discussions in smaller interest groups. Topics drawn from cluster topics as well as mega trends topics will be highlighted. This small group discussion aims to have researchers with similar interests connect and discuss possible links/synergies. The final half hour will be dedicated to sharing ideas for the future direction in middle years' research in Australian education.
Who should attend?	Both novice and experienced researchers are invited to submit proposals to present their research and engage in dialogue with other middle years researchers in attendance.
Registration	To submit an abstract for the roundtable or to register your attendance, please visit the link below: https://adolescentsuccess.wildapricot.org/event-2531862 Registration is $80 for researchers and $60 for Students.

Keynote – Professor Donna Pendergast

Keynote summary: Making great middle years teachers

This presentation will consider the question - what makes great middle years teachers? I will look to global education megatrends as a context for reflecting on the importance of teaching quality in schools. The changing nature of students is highlighted using generational theory as a broad brushstroke lens to characterise the young people in classrooms today. Linking the trends with the changing needs and demands of students and learning, the presentation then unpacks the four intentional practices necessary to create great middle years teachers. The importance of great teachers is highlighted throughout, and a connection made between great teachers, quality teaching and student achievement. Finally, students' opinions of what makes great teachers is shared.

Professor Donna Pendergast is Dean of the School of Education and Professional Studies at Griffith University. She has an international profile in the field of middle years' education, also known as Junior Secondary. Her work focuses on school leadership for middle years' reform, along with developing capabilities to enhance teacher efficacy. Donna has published more than 100 publications in the field.

Social Networking and Young People: Privileging Student Voice

Dr Marie Perry

Abstract

Young adolescents today are growing up in an environment rich in digital technology. They are highly connected with their technology always on and always on them. In this digital culture there are consistent concerns regarding the impact of this new way of being, and adult-generated concerns include perceived diminished childhood, bullying and fear which dominate much of the widely held understanding of the digital culture which these young people inhabit. In this culture of fear and in the context of schools, adult-generated strategies for enhancing the experience of young people engaging with social networking is generally the norm and student voice is repressed.

In contrast, this study set out to explore the experience of young people with respect to their engagement with social networking, through the privileging of student voice rather than assuming that adult knowledge be applied. In summary, this research set out to investigate what young people in a single site school were engaged in online and what they valued about using SNSs. The research sought to determine what it is that young people (as those individuals immersed in a digital culture) report would be helpful to them and what this might mean in terms of recommendations for school program and policy development.

Keywords: social networking sites, student voice, digital culture.

Introduction

The development of resilience in young people as they traverse the middle years of schooling is a crucial aspect of identity development, both offline and online. The privileging of student voice is necessary in the facilitation of supporting young people through these formative years, and thus eliciting genuine student voice rather than simply including students as participants in the data collection process was key to this study. Utilising the three factors necessary to facilitate student voice – authenticity, inclusion, and power – as the primary lenses for the study, provided a focus on genuine student engagement.

This study set out to provide an opportunity for the expression of student voice, particularly the needs of young people in regard to their engagement with social networking use as they negotiate their lives in a technology-rich world. It identified many similarities in thinking between young people and adults, as well as identifying divergence and hence areas that require addressing.

For the purpose of this study, the term "young people" will be used when referring to adolescent students in the middle years, which pertains to students from Years 7 to 9. Along with the literature concerning the phase of young adolescence, there is also a great deal of information available that characterises the nature and needs of the changing generations, and especially how generational location aligns with digital culture (Bennett, 2008; Jenssen, Gray, Harvey, DiClemente, & Klein, 2014). A cultural feature of digital natives is the natural existence of social networking as a part of their social experience.

With the development, refinement and widespread adoption of social networking sites (hereafter referred to as SNSs), the capacity for young people to engage with this specific technology is relatively easy. Even though they now live in a digital world, ironically, young people today experience many of the same challenges and issues as the generations that preceded them. The development of identity, managing strangers and the practices of youth being perceived as puzzling by their parents is not new. However, there is a perception that these concerns are all new and the product of recent times (Livingstone, 2008). It seems that young people are fundamentally the same as previous generations, but with new tools at their disposal. As Thomas (2007) notes, *"[What] children do online is essentially similar to what they do offline: make friends, talk about their interests, engage in hobbies and pursuits that interest them, and have fun"* (p. 180).

The need for identity establishment is a driving factor among young people, as is the need to create a strong sense of self through acceptance within peer groups and within the wider community. During this time of identity generation, it is common for the peer group to assume a greater level of influence, sometimes more so than family, in determining success via acceptance of the new identity or rejection via isolation of the individual from the peer group (Bahr, 2007; Kuem, 2017).

The need for young people to establish their identity is not new. What has changed is the ways in which they can do so. Digital technology provides a constantly changing platform for experimenting with identity

formation. For example, building a profile page on a SNS may be seen as an "initiation rite", part of "coming of age", and affords young people with another platform from which they can learn how to manage their impression (Boyd, 2008; Liu, 2017). Identity formation is an important skill required when moving from the realm of childhood to adulthood.

A key focus for young people is the formation of identity and how they go about constructing their various identities to suit the different aspects of their lives within "various social contexts: social, fantasy, role playing: and for various purposes: leadership, learning, power, rebellion, and romance" (Thomas, 2007, p. 1; Boyd, 2008). These contexts and themes have remained consistent over time. What has changed is that digital culture has now created an alternative vehicle through which these contexts and themes can be enacted. The vehicle is no longer the same as in previous generations, thus creating a divide, otherwise known as a digital divide, due to lack of experience and related understanding by adults. The "selfie" is an example of the way the digital divide might be easily represented, where young people today are prolific takers and sharers of digital images of themselves on SNSs (hence the name selfie), whereas their parents would mostly have had less abundant and more formal photos taken of them at the same age to be shared only amongst close friends and family (Levin, 2014).

As Thomas (2007) notes, our "children's online lives are intimately connected to their sense of self and their developing identities as subjects of the new media age" (p. 2). Online profiles that young people create within

the various SNSs provide a good example of this. Their colourful and animated profile pages are the digital version of the stereotypical teenager's bedroom where young people display their likes and identity. Where in previous times young people would decorate their bedroom walls with posters, photos, and so on, they now also have the ability to display this information digitally (Boyd, 2008). Whilst the need to share this personal information in a public way may be puzzling for adults, it is regarded as essential by young people who want to be seen (Tufeki, 2008).

The greatest difference in identity representation is that when presenting an identity online, the actual physical constructs that describe us in real life, such as appearance, gender, ethnicity, age, fashion sense, tattoos, and so on, can be constructed online to be as we wish they were, not necessarily how they are. Thus the identity is formed more by the text used and this becomes more of an important factor in identity representation (Thomas, 2007). Young people develop their virtual presence by "writing themselves into being" (Boyd, 2008, p. 129). They develop their identities with every word that they write, with every photo, video, blog entry, image, and audio file they add to their profile pages. Whilst this may mean that online profile pages may not always provide a true personal representation, they do allow for risk taking through trial and error.

Online identity representation allows young people a sense of control as they can add, change, and eliminate aspects of their profile that they consider unsuccessful. The negative aspect of online identity representation is that the lack of face-to-

face interaction means that the impression made via this digital body is more open to misinterpretation (Boyd, 2008; Pangrazio, 2013). This study aims to determine which online aspects generate the most concerns for young people and what online assistance they require.

For young people, identity seeking and validation, along with the need to test boundaries through risk taking, is central to their development. Validation and acceptance is sought, not from adults, but rather from peers (Beaumont, 2009). This then perpetuates a lack of understanding by adults regarding the issues that pertain to young people as they develop their identities. This study seeks to privilege student voice in order to understand from the young person's perspective both the positive and negative aspects they perceive influence them as part of their digital culture. A strong sense of identity, online and offline, is a key factor in developing resilience within young people.

Yet, research from the Australian Communications and Media Authority (ACMA) is generally undertaken from the risk management paradigm, focusing on cyber safety, and looking at the dangers of online predators and cyber bullying of students and strategies to assist in keeping children safe (ACMA, 2011a, 2013), rather than the social benefits of digital tools and how the tools form a part of establishing and shaping identity and relationships that young people typically traverse during these formative years. This presents a quandary for educators who are keen to utilise the tools digital technology offers, yet cognisant of the perceived and/or real safety challenges.

Students have access to a vast array of SNSs and can make contact 24 hours a day, 7 days a week via their computers, mobile phones, gaming consoles and other readily available devices. Many maintain a "24/7" vigil. Australia features as having one of the highest mobile phone ownership rates in the world (Australian Government, Department of Foreign Affairs and Trade [DFAT], 2015), resulting in a highly digitally connected society. Internationally, Australians are renowned as early adopters of digital technology, and this effect impacts on all age groups (DFAT, 2015). Of note, 89% of young Australians own a mobile phone and 69% own a smart phone; 72% of young Australians go online more than once per day (ACMA, 2014a).

Current media reports, which are often inflammatory and sensational in terms of the use of SNSs, have generated fear and alarm regarding their use. The focus of research is typically cyber safety and online stranger danger (ACMA, 2009a, 2013; Barrett-Maitland, 2016). Many schools are implementing policies and programs that relate to the cyber bullying and online stranger danger aspects. Eliciting student voice is necessary in order to develop policies and programs that will provide effective guidance and support to young people as they develop their sense of identity and resilience, thus enabling them to navigate successfully the world in which they live. In particular, the pros and cons from their perspective, what they feel they need, and also how parents, teachers and schools can help young people with their virtual and real-life interactions.

Research methods

This research aimed to explore the experiences of young people and to determine their engagement in SNSs, in a unique case study. Specifically, students aged from approximately 12-16 years, in the middle years of schooling (Years 7-9), are the subject of this study as they constitute the years where rapid growth and development, identity formation and establishing practices associated with social networking occur.

A case study approach was employed thereby enabling a rich analysis in a unique context to be undertaken. Mixed methodology was utilised, combining the strengths of both qualitative and quantitative methods. Specifically, a review of seven school-based documents was conducted, along with a survey of the entire cohort of Years 7, 8 and 9 students with 236 student participants. Following the survey, focus groups were conducted with students (n=10), teachers (n=8), and parents (n=4) of students in Years 7 to 9.

The data were analysed using a range of appropriate analytic techniques: the documents were analysed using document analysis; the surveys were analysed via basic descriptive statistics; and the focus group data were analysed using Leximancer to conduct content analysis. In each analytic technique there was a continuous focus on privileging student voice and the analysis of teacher and parent focus groups sought to identify areas of consistency and to highlight areas of contrast with those of student data collected in the surveys and focus groups.

It is acknowledged that the case study approach adopted in this study has limitations; nevertheless, it provides rich insight into one school context, with close-grained mapping and analysis of issues, tensions and priorities that are likely to be of concern to many. Hence, the insight gained from this study may be more widely generalised, and could be applied to a wide range of school sites and settings.

Findings

This study provided insights into the perceptions of young people regarding their online interactions, particularly with SNSs. Ruddock and Fielding (2006) nominate three key elements for genuine student voice: authenticity, inclusion, and power. Merely eliciting student views does not privilege student voice. There needs to be adequate follow up so that student perceptions and recommendations are responded to, in order for student voice to be genuine.

This research study was authentic, as student perceptions from the data in the survey and focus groups were gathered and responded to, and form the basis of the summary and conclusions presented. This research study considered the inclusion of student voice by addressing the silence or absence of student voice as well as including the whole cohort rather than just a select few. This research study also attempted to privilege student voice by recognising the power constructs within the data-collection phase.

In this study, three main data sources were used: document review, survey, and focus groups. The document review highlighted that the documents were written primarily from an authoritative and legalistic frame of reference and as such tended to reinforce the fear-based paradigm held by some adults regarding the use of SNSs. It also highlighted the lack of power, inclusion and authenticity within the documents, in other words, the total lack of inclusion of student voice.

The data utilised in this research have highlighted fourteen key points regarding the use of SNSs by young people, including both positive and negative aspects as well as areas for consideration for future support of young people within the realm of social networking.

Research has detailed concerns about the diminishing childhood of young people growing up in a digital age (McQueen, 2010a). Due to their constant connection to information and thus being more exposed to adult material and concepts, it has been suggested that our young people are suffering from a loss of innocence by having to grow up too quickly. Gadlin (1978) disputes this by noting that our young people are experiencing the opposite by living an extended youth. Young people today are better educated, stay at home longer, and are more protected by their parents than any generation before them.

Data from this study highlighted that 12% of respondents spent more than 3 hours per day on SNSs and a further 23% of respondents reported that they spent between 1-3 hours per day on SNSs. This corresponded with ACMA (2013) research which showed that young people spend approximately 2.9 hours per day accessing the internet. Respondents in this study represented as typical in their time use and site use when compared with the wider research done by ACMA (2009b; 2013), which may support the transference of the recommendations to other similar settings.

Data confirmed that the young people involved in this study are using a wide range of SNSs, including some sites that are not age appropriate. In the vast majority, respondents reported that they were on age-appropriate sites and were using SNS for legitimate purposes, and that the most of their online experiences were positive. Respondents in this study also confirmed their reliance on SNSs to stay connected with their peers during out-of-school hours whilst they were at home, with 69% of respondents stating this as the greatest thing about SNS use, thus reinforcing Gadlin's (1978) perception that young people today are more protected than previous generations as they appear to have less physical freedom than young people of previous generations.

Young people and adults both recognised that privacy was an issue when using SNSs. However, the adults differed from the young people in that they felt that the young people did not have a clear and thorough understanding of what private versus public meant.

"But everyone is so open and they share their private stuff. They put on their age, on their Skype status you can like scroll and there's a part where it says age and like where you live, and some people put up their real age and where they live." (John, Year 7)

Parents and teachers also made comment about the notion of privacy and expressed their concerns regarding this during the focus groups:

"On Facebook there are a billion people out there who look at Facebook every day and if I put a billboard up on the M1 and put all of your private details on the billboard, would you like that?" (Edward, Parent)

Adults were concerned that young people were sharing via SNSs information that they considered to be private. This finding aligns with research of Collin et al. (2011) and Livingstone (2008). Research by Boyd (2008) and Livingstone (2008) proposes that young people describe their SNS profiles as private spaces for themselves and their friends and emphasise the need to keep this private from their parents. Young people in this study expressed their need for privacy on SNSs from their parents but did also acknowledge that friending parents provided a safety mechanism for them.

The majority of young people reported having no problems with their SNS use. The problems that did occur were reported as largely having occurred in the home and not at school. Young people also felt, on the whole, that these problems did not transfer into the school setting.

Problems that were most prevalent included: cyber bullying; fight with friends; technical difficulties (including how to control privacy settings, un-tagging, spam); hacking of accounts and fake identities; inappropriate pictures; as well as stalkers and predators. The reported dangers or problems were consistent between adults and young people. The issue of "unknown friends" was a concern for adults and young people, as was timewasting (adult perception) or distracting (young people perception) or addiction to SNSs.

The high level of connectedness that young people now have has generated other areas of concern for adults. The large number of "friends" that young people now have on the SNSs has been an increasing cause for alarm by many adults *(Bennett, 2008)*. Adults are worried about the safety of young people who share private information with unknown friends, perhaps putting themselves at risk (ACMA, 2009c). Some adults also perceive the need to have an extensive number of friends as narcissistic (Boyd, 2008; Livingstone, 2008). The focus group responses from adults in this study confirmed these findings.

The most important factor regarding SNS use for students was the ability to be connected to their peers. Even though all

groups agreed that time spent on SNSs was a problem, the parents disagreed with the perception of young people regarding the need to have 24/7 contact. Parents thought it was detrimental whilst young people felt it was essential, as identified in parent Ella's comments.

"The biggest thing I would say is a problem with Facebook is time. The time that it soaks up. Once they start to build up a big network of friends on Facebook and everyone's posting things up and putting up different things to look at and that sort of thing, they could spend 24 hours a day literally looking at all of the different things that are getting posted by all these other people, and that to me is the biggest problem, is the amount of time it soaks up without them realising that time is gone."

Ironically, Adam sums up the need for young people to stay connected whilst recognising the time taken and wasted in doing so.

"For me, social networking is not really important because like I think the only important thing that social networking can be used for is to contact friends and tell them about things that you're planning to do or ask them for some, maybe some help sometimes but other than that I don't think it should be used for messaging and stuff because that's just wasting your time." (Adam, Year 9)

Girls used SNSs primarily to talk to friends. Although they had few

concerns, they commented that they were most concerned about paedophiles. Boys also used SNSs primarily to talk to friends and whilst they also had few concerns, they were most concerned about cyber bullying and privacy.

Whilst much of the literature refers to the negative aspects of SNS use (ACMA, 2007, 2011a), there is increasing evidence of the many positive aspects of online interaction, including improved educational outcomes, facilitating supportive relationships, identity formation, promoting a sense of community and wellbeing (Collin et al., 2011).

For the young people in this study, the most important factor regarding SNS use was the ability to be connected to their peers. This online "anytime" access to their peers and friendship groups is a crucial part of their identity development as young people seek validation and acceptance from their peers rather than from adults (Beaumont, 2009). It also provides them with quick and easy access to each other. Data from the focus groups held with young people highlighted their need to be connected to each other at all times as being "essential" to them. They also reported their preference for SNS sites, such as Skype, which allowed for chat facilities that were easy to use and were free or cheap to access.

Overwhelmingly, young people were consistent in their belief that they did not have any problems and/or did not require assistance at home or at school with SNS use. When asked what type of assistance they may require from home and school, support was the most prominent response.

If they were to seek assistance, young people ranked parents, friends, teachers and then no one. Boys aligned with this ranking; however, girls ranked parents, friends, no one, and teachers lastly.

Both adults and young people felt that young people were well informed about the dangers of SNS use. However, young people were more concerned with the immediate dangers or problems whereas the adults were more concerned with long-term issues.

Young people had a positive view of their perception that "they know it all", whereas the adults had a negative perception of young people "knowing it all".

Young people agreed with the adults that the monitoring of their sites by their parents was a good protective factor or safety mechanism for them.

Young people expressed that sharing of stories or scenarios by other young people who had actually experienced difficulties in real life on SNSs would be of the most benefit to them.

Both young people and adults could clearly articulate that there were good points and bad points to SNS use.

Furthermore, issues arising from SNS use was reported as incidents having largely occurred in the home and not at school and included cyber bullying and technical difficulties. The study also revealed the positive aspect of social networking as predominantly the ability for young adolescent people to be connected to their peers. This study also noted minor differences when data were considered through

the lens of gender. Support was requested by young people in the form of case studies or scenarios led by other young people who had experienced actual difficulties when using SNSs.

Summary

The eliciting of student voice has made a valuable contribution to the school referenced in this case study through the implementation of a set of recommendations which have privileged student voice. These recommendations may also be transferable to the wider field. Emerging from the study, the following six recommendations have been framed:

1. The school should continue with the structured cyber safety training and this training should be ongoing and regular for young people both in the primary school setting and the high school setting. The content of this training should also consider topics as requested by the students. There are a plethora of cyber safety training programs that are being implemented nationally and internationally. It is recommended that these programs also be considerate of topics suggested by the young people for whom they are designed.

2. Cyber safety training, for the school and the wider field, should include the safety aspects such as online stranger danger, managing security settings, and cyber bullying strategies, but should also include training in online netiquette in order to develop understanding of appropriate communication and interactions between young people, to understand the

differing purpose of differing SNSs, and to maintain a positive digital footprint.

3. School documentation relevant to use of electronic resources should be reviewed and re-written within a positive and proactive frame of reference rather than a fear-based position. These documents should be re-written in order to make them clear to both young people and adults so that they are more accessible to the young people to whom they refer. Including young people as part of this process would assist in making these documents more relevant to them. All schools should consider reviewing their documentation to determine the inclusion or absence of student voice.

4. All schools should continue to provide training and information to parents to assist them in their knowledge and understanding of strategies they can use in the home regarding the online interactions of their children. These strategies should encourage active supervision and open and positive dialogue between young people and their parents.

5. The school should develop a peer mentoring model as part of its Personal Development Program where young people who have experienced issues relating to online interactions lead discussion sessions with other young people. These sessions would be scenario based, providing young people with real-life situations and practical solutions and strategies for managing similar issues

if they were to arise. These scenarios should include cyber bullying, contact from unknown friends, sharing of inappropriate content, managing positive digital footprints, and possible consequences for breaching state and federal communication laws. The scenarios should be developed in consultation with the young people. All schools should consider determining avenues for relevant scenario-based training within their structures that are driven by the needs and choices of young people in order to ensure that training is applicable to the young people for whom it is intended.

6. The school should develop a peer coaching model as part of its Personal Development Program where young people with technical expertise train other young people. The purpose of this is to develop a higher level of technical proficiency, particularly in the areas of privacy and security settings on the various SNSs young people are utilising, as well as to develop a better understanding of the varying purposes on different SNSs in order to engage in SNSs that are most suitable to them. The areas of training should be developed in consultation with the young people. All education providers of young people should consider providing access to technical training related to SNS use, driven by the needs as directed by young people who are experiencing technical difficulties.

Conclusion

This research has sought to enhance previous research by exploring the experiences of young people and their engagement in SNSs by privileging student voice, specifically to determine the influence electronic communication, in particular social networking, is having on young people.

This research has helped to widen the scope of reference regarding SNS use by establishing both the positive and negative aspects of SNS use as identified by young people and adults, and has acknowledged similarities and differences based upon gender and age. Online communication is not a short-lived phenomenon but rather a popular and legitimate form of communication for young people and adults alike. Learning how to manage oneself in a positive manner, with appropriate netiquette, is a necessary life skill for all people accessing this as a form of communication. This is also true of the need to understand how to create suitable digital artefacts and maintain an appropriate digital footprint.

This research has added to the field as it has helped to establish that young people do want and need assistance in developing appropriate skills and knowledge that will allow them to have positive online experiences. It is important that adults do not assume that young people are experts in this arena simply because they have "grown up digital". It is important that adults do not assume what assistance young people need, but rather ensure that young people have a voice and legitimate say in what that assistance encompasses. It is important for adults to assist

young people in their online lives as they would in their offline lives, since for young people these two are no longer separate. A balance between safety skills and online life skill training is needed to assist young people in their development as safe and productive online citizens.

A change from the fear-based paradigm where the internet is considered to be a bad place, to a balanced view and understanding of both the necessary safety aspects as well as the many positive benefits of online interaction, is needed. This will encourage young people and adults to work together to develop in our young people the skills necessary to be effective and positive digital citizens. Open and supportive dialogue between adults and young people is essential in encouraging young people to seek assistance when they need it without fear of being banned from their technology use.

By eliciting student voice with the aim of privileging it, this research has reinforced that for young people, there is no offline and online living. These two worlds are one for them, and increasingly for adults as well. Continual collaboration, dialogue, support and development, at school and at home, is needed to ensure that young people grow up with developmentally appropriate skills and understandings which allow them to be safe and to manage their interactions in a positive manner.

Dr Marie Perry
MPerry@abpat.qld.edu.au

References

Australian Communications and Media Authority (ACMA). (2009a). *Click and connect: Young Australians' use of online social media 01: Qualitative research report.* ACT: ACMA.

Australian Communications and Media Authority (ACMA). (2011a). *Cybersmart Outreach Program Evaluation.* ACT: ACMA.

Australian Communications and Media Authority (ACMA). (2013). *Like, post, share: Young Australians' experience of social media.* ACT: ACMA.

Australian Communications and Media Authority (ACMA). (2014a). *Aussie teens online.* ACT: ACMA.

Australian Government, Department of Foreign Affairs and Trade (DFAT). (2015). *Media and Communications.* Retrieved from http://www.dfat.gov.au/

Bahr, N. (2007) The historical understanding: an overview. In Bahr, N., & Pendergast. D. (Eds.). (2007). *The millennial adolescent* (pp. 5-22). VIC.: ACER Press,

Barrett-Maitland, N. (2016). Security in Social Networking Services: A Value-Focused Thinking Exploration in Understanding Users' Privacy and Security Concerns. *Information Technology for Development*, 22(3), 464-486.

Beaumont, W. A. (2009). *Adolescents and social networking sites: Implications for the teaching profession.* Brisbane, QLD: Griffith University.

Bennett, W. L. (2008). Changing citizenship in the digital age. In W. L. Bennett (Ed.), *Civic life online: Learning how digital media can engage youth* (pp. 1-24). Cambridge, MA: The MIT Press.

Boyd, D. (2008). Why youth heart social network sites: The role of networked publics in teenage social life. *In D. Buckingham (Ed.), Youth, identity, and digital media* (pp. 119-142). Cambridge, MA: The MIT Press.

Jenssen, B. P., Gray, N. ., Harvey, K., DiClemente, R. J., & Klein, J. D. (2014). Language and love. Generation Y comes of age. *Sage Open*, Jan-Mar, 1-8.

Kuem, J., Ray, S., Siponen, M. & Kim, S. (2017). What Leads to Prosocial Behaviours on Social Networking Services: A Tripartite Model. *Journal of Management Information Systems*, 34(1), 40-70.

Levin, A. (2014). The selfie in the age of digital recursion. *In Visible Culture: An Electronic Journal for Visual Culture*, 20.

Liu, J.S, Ho, M.H-C., & Lu, L.Y.Y. (2017). Recent Themes in Social Networking Service Research. *PLoS ONE*, 12(1), e0170293

Livingstone, S. (2008). *Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression.* London: SAGE.

Pangrazio, L. (2013). Young people and Facebook: What are the challenges to adopting a critical engagement? *Digital Culture & Education*, 5(1), 34-47.

Ruddock, J., & Fielding, M. (2006). Student voice and the perils of popularity. *Educational Review*, 58(2), 219-231.

Thomas, A. (2007). *Youth online. Identity and literacy in the digital age.* New York: Peter Lang Publishing.

Tufeki, Z. (2008). Can you see me now? Audience and disclosure regulation in online social network sites. *Bulletin of Science, Technology and Society*, 28(1), 20-36.

How to Promote Mental Health and Learning

Andrew Fuller & Andrew Wicking

Having worked with over 600 communities and 160,000 young people on increasing resilience, we have worked with areas with high levels of abuse, violence, drug use and despair. We have also worked with areas that have measurably abundant levels of resilience. These are some of the lessons that we have drawn from Resilient Youth's research and our observations of resilient schools and communities.

Compassion and love are our some of our oldest medicines. When we add in hope and connectedness, we have the four most powerful ingredients of healing.

Each ingredient alone may not cure a case of the flu but together they will help you resist disease, lower stress, lower blood pressure, avoid a heart attack, protect against depression, increase your longevity and help you live a happier life.

What creates resilience varies at different stages of our lives. To outline this we need to take you through the main findings of Resilient Youth's research.

Resilient Youth's research

There are 40 key predictors of wellbeing and resilience in young people. The more of these 40 resilience assets a young person has, the more likely they are to:

Achieve academic success

Be motivated to learn

Experience positive relationships

Complete schooling

Be persistent problem solvers

Show constructive leadership

The more of these 40 assets a young person has, the less likely they are to:

Experience alcohol and drug problems,

Be violent

Leave school early

Have behavioural problems

Experience depression and anxiety.

Assessing the levels of resilience assets in schools and communities provides a powerful way to plan how to increase the wellbeing and resilience of young people while also building on their strengths.

How to assess resilience

Resilient Youth has developed and validated a 99 question, online resilience survey incorporating a series of reliable gold standard measures including: The Developmental Assets Profile, The General Health Questionnaire and The Children's Hope Scale.

Creating Lives where People are Connected, Protected & Respected

Building resilience involves creating the three things every parent wants for their children and every teacher wants for their students. This is for our children and teens to be:

Connected

Protected

Respected

Resilient Youth's **CPR** approach helps young people them to create success and positive relationships while also protecting them against mental health problems, substance abuse and involvement in destructive extremist groups. Feeling connected, protected, respected are the pre- conditions for what can be described based on this research, as the "Resilient Mindset".

In Years 3-4, 59% of students (67% of girls and 52% of boys) have good or high levels of resilience. However there is a steady drop from 59% to 27% of students having good or high levels by Years 11-12 (29% for girls and 25% for boys).

Connected

The percentage of girls and boys reporting high or medium levels of positive relationships in their lives is relatively steady across the year levels. The percentage of students reporting that they have two or more groups of friends remains steady with two notable low points- Years 3-4 and Years 7-8 indicating the need for diversifying friendship groups and broadening social connected-ness especially at these times.

Across all year levels, boys exhibit lower levels of social skills than girls. Having social skill powerfully protects against relationship problems and alcohol and drug use.

Students consistently value diversity and are interested in actively helping others. Even young people with very few assets themselves want to help other people.

What possibly prevents young people from connecting with a broader range of people is their low levels of trust and forgiveness. While the feeling of being able to trust others is found in 34% of Years 3-4 students it steadily declines to a low point of 17% in Years 9-10.

A similar trend is found in their preparedness to forgive other people. The overall picture suggested by this research is that young people are good at establishing positive relationships and deriving support from them but when relationships fall into troubled times, they have little idea of how to repair them.

Most students have positive values, are engaged in school, are motivated to learn, are connected to the adults in their lives and feel safe at home and at school. The strength of relationships between students and their teachers frays and lessens in secondary/high

school and with that comes a slowing of momentum.

Protected

To live in a home where at least one parent or caring adult loves you, cares for you and listens to you is a gift that lasts a lifetime. The majority of students feel safe at home and at school.

However there are times of disconnection and disengagement. Feeling encouraged by school sits at around 86% in primary school and then falls to 67% in Years 7-8 before rising to 68% in Years 9-10 and to 73% in Years 11-12. Generally boys feel less encouraged than girls.

Connectedness to adults also varies markedly over the school years with 79% of Year 3-4 students saying they have an adult in their lives who listens to them. This remains steady in Years 5-6 before declining in Years 7-8 to 67% and 63% in Years 9-10 and by Years 11-12 reduces again to 61%.

Belonging – our sense of belonging is the most powerful antidote we have to suicide, violence and to drug abuse.

The sense of belonging at school is strong in the primary years with girls having a stronger sense of belonging than boys (81% and 69% in Years 5-6). Over the secondary/ high school years it drifts so much so that by Years 11-12, 21% of girls and 25% of boys have a low levels of school belonging.

Bullying – The pattern of face-to-face bullying steadily declines with the proportion of students reporting having been bullied in the past year reducing from 26% in Years 3-4, to 22% in Years 5-6,

20% in Years 7-8, 17% in Years 9-10 and 11% in Years 11-12. Conversely, the rate of online or cyber bullying rises from 5% in Years 3-4, 5% in Years 5-6, 8% by Years 7-8, 9% in Years 9-10 and declines in Years 11 -12 to 7%.

Respected

The perception that your family, friends, school and country respect you as a person is a powerful predictor of both the sense that you belong and your resilience.

Obviously, feeling alienated, unvalued and worthless does not lead to good outcomes either for the people who feel that way or for the communities they live in.

In Years 3-4, 69% of young people feel valued and appreciated by others. This steadily and sadly decreases across the high/ secondary school years. Being included in important decisions is related to feeling respected and involved. A similar decline is found with 72% of Years 3-4 feeling included but by Years 9-12 only 65% feel involved in important decisions.

Being given useful roles and responsibilities is a reflection of how much young people are respected and relied upon. It is an indirect measure of the level of trust that is placed in young people. This too declines from 68% of Years 3-4 students being given useful roles and responsibilities to only 53% of Years 11-12 students.

There is also a decrease in reported levels of confidence from 78% of Year 3-4 students feeling confident to 62% of Year 11-12 students.

The Resilient Mindset

The modelling of the Resilient Youth research indicates the

existence of a resilient mindset. This involves taking a positive approach to challenges, mistakes and developing ideas and a preparedness to utilise opportunities to improve and succeed. The resilient mindset can be contrasted with anxious and avoidant mindsets.

A more detailed exploration of the ideas and strategies that teachers and parents can use to help young people shift from either an anxious or avoidant mindset into a resilient mindset will be published later this year.

Establishing a resilient mindset in students increases motivation and engagement in learning as well as academic results. The resilient mindset includes eagerness to achieve, motivation to learn and feeling supported by parents and teachers to succeed at school.

This is combined with hopefulness. If learned helplessness is a key predictor of the likelihood of depression, "learned hopefulness" is an antidote. While most students are hopeful and can anticipate good things and plan ways to get the things they want, about 8% of students have very low levels of hope.

Implications of this research for building resilience

This research points to different strategies and needs at different stages of schooling.

Years 3-4

Two main priorities seem apparent. Firstly, focus on the development of positive relationships. Broadening and deepening friendships increases the sense of being connected to, and respected at, school. By

practising how to create, maintain and repair friendships we can build values, social competencies and emotional intelligence while protecting against violence, drug abuse and bullying. This requires schools to employ relationship-based approaches to behavioural incidents where there is an emphasis on forgiveness and the maintenance of attachment rather than consequences.

Secondly the introduction of Resilient Mindset programs in Years 3-4 to help

students' learn about their brains and how to optimise them. Students' engage when they experience success.

Resilient Mindset programs involve: -teachers, parents, grandparents, carers and students in sessions building concentration, creativity, learning and memory skills.

-actively building creativity and imagination through exploration of intriguing ideas and phenomena in the world.

 -emphasising the essential ingredients of brain power; sleep, healthy eating, movement and exercise.

- reducing the emphasis on homework and replacing it with investigations, math quests, reading for fun and research.

-developing ideas through conversations.

Years 5-6

Years 5-6 are a great time to consolidate resilience. The relative turbulence of Years 3-4 is past and transition is yet to occur. Students are overwhelmingly

positive, engaged and raring to go and we need to capitalise on that momentum. Firstly, implement the Student Transition and Resilience Training **(START)** program and use building resilience curricula http://www.education.vic.gov.au/school/teachers/transitions/Pages/start.aspx

Secondly, build learning engagement through resilient mindset programs to help students and parents learn how their brains work and develop the skills that build academic success. Specifically build skills in:

Memory
Concentration
Note making
Visual representations
Using graphic organisers
Identifying similarities and differences Utilising feedback
How to practice well
Creativity
Decision-making
Problem solving
Persistence.

Thirdly, develop social skills and personal identity through *"students create the future"* projects (where teams of students take on a social issue and create a movement for change in their school, town, community or world for one week). Make sure students at this stage are empowered and that their voices are heard.

Fourth, develop an emphasis on experiential learning especially in Science, Mathematics and English. This requires additional empowerment of teachers to utilise theatre sports and literacy methods, hands-on mathematics, STEAM and entrepreneurialism.

Years 7-8

By Years 7-8 too many students feel unsafe, disrespected and isolated. They have great capabilities but too many of them don't apply them at school. This represents a major opportunity lost. This is a time of maximal neuroplasticity but despite the great surge in cognitive ability, the engagement at school seen in Years 5- 6 slows and lessens, positive connectedness weakens and achievement levels in numeracy and literacy often languish.

Students need to learn about how to capitalise on the increased cognitive capacity of their brains and to develop a resilient mindset.

One of the gateways to engagement for this age group is the strength of positive relationships students form with one another and with their teachers. The resilience survey indicates that the current structure of school does not strengthen connectedness.

To capitalise on the enormous opportunities of this age range, we need to more powerfully implement the research findings on effective middle schooling, essentially fewer subject areas and fewer but more connected relationships.

The central intention of managing behavioural incidents should always be "how can we help this student to be a happy engaged learner". This means that relationships and forgiveness are at the heart of effective student management not rules and consequences.

Successful teachers of adolescents base their work on relationships rather than power.

Teachers need to "own" their own classrooms so they can develop support and routines, implement

guided practice and create visually interesting, engaging and safe learning environments. This is especially true in secondary/ high schools.

Years 9-10

Year 10 is when the lowest levels of resilience occur. It coincides with increased feelings of alienation and disconnection. While the origins of this low point may occur earlier through not establishing close positive relationships or having a sense of success at school, Year 10 is the pinch point. If we can make a difference in Years 9-10, we will substantially improve resilience.

By Years 9-10 we have a group of students who feel disengaged from school and are relatively impervious to classroom-based interventions. This means that while building resilience curricula should still be implemented, it will only go so far.

Increasing the knowledge of Years 9-10 students about creating and maintaining positive respectful relationships should be considered. This should be based on the characteristics of successful relationships- trust, forgiveness, integrity, hope and compassion.

Years 9-10 appears to be the ideal time to incorporate *"students create the future"* projects and the skills of entrepreneurialism

into student-led businesses and initiatives. This helps to build positive identity through living values in action.

This is the time to shift the balance of learning away from classrooms towards real–life, immersive, experiential challenge based learning.

A number of areas can contribute

to this:
Robotics
Coding
 Commerce and entrepreneurial skills Forensics
Drama
Community arts
Analysis of local businesses
Students create the future projects.
Virtual technologies
 E-publications

It is also highly desirable that parents see themselves as powerful participants in their teen's school success and brain development. Assisting parents to learn about study strategies, the teen brain and how to maintain motivation and a resilient mindset would be valuable.

Students Create The Future

Students' brains grow quickly when they are challenged to be curious and creative. Challenges also build dopamine – the foundation of motivation. One of the best ways to accomplish this is to involve young people in projects that make a difference in the world.

Years 11-12

Building resilience in Years 11-12 is about managing:
Organisation and time
Stress
Energy and
Aftercare

Organisation and time-

Compassionate individual mentoring and coaching of students so they achieve milestones and maintain motivation is helpful. The frame that needs to be authoritatively and caringly made,

is that successful completion of Years 11 and 12 is a journey. There is a systematic way of doing it well and as teachers we will help you to follow that system. Parents need to be educated about the process of successfully completing Years 11 and 12.

Stress

Incorporating anxiety reduction methods into these years is essential. 52% of Year 12 students have high levels of anxiety. Mindfulness approaches are useful for some but more active and therapeutic forms of anxiety reduction also need to be practised. We need to manage expectations and catastrophic thinking. As part of the process of Years 11-12, "take care of yourself" times need to be scheduled. Developing a series of video clips of students who have coped well in Years 11-12 would be valuable.

Energy

The results of the resilience survey show that many students are sleep deprived, overly dependent on social media, eating poorly and not exercising or looking after themselves. It is a recipe for fatigue and sadness.

As well as educating parents and students about how to maintain energy, we would like to suggest that each student nominates two "guardian angels" one in school, one out of school who check in with the student and also can contact the student welfare coordinator if they feel concerned.

Aftercare

We know from previous research that students with high levels of school belonging are most at risk in the year after school. The resilience survey indicates that 16% of girls and 8% of boys have high levels of school belonging. Linking these students with post-school mentors, past students or people in local industry should be considered.

What resilient schools, families and communities all have in common

There is one overriding principle that all resilient schools, families and communities have: they all follow the golden rule. Treat other people as you yourself would like to be treated.

One of the factors that can work against this is that humans are very tribal beings. If we are to truly thrive we need to think and act globally.

Building Your Tribe

The places where most of us feel love, compassion, hope and connection is in our families, schools and communities. To increase resilience we need to powerfully connect people with their family, school and community.

Resilient schools and communities enable people to feel protected, respected and connected.

Families treat one another with respect and help children to learn values like trust, forgiveness, integrity, hope and compassion.

Schools aim to cultivate character as well as academic success. The best ones do it by creating an intensely interactive community that applauds success, forgives mistakes and helps people realise their potential.

Communities support positive interactions and help people reduce abusive or destructive acts. They actively reduce loneliness and isolation. No one is on the outer because there is no outer. When people make mistakes they are not rejected or treated harshly but are helped to become an involved member of their group.

Communities can create a sense of belonging that generates the trust that underlies the golden rule.

Maintaining Your Tribe

In schools we initially build tribes in specific classes, then in mentor groups, then year levels or houses and gradually across the entire school.

Applying our knowledge of the process of group identity formation is essential. Almost all groups go through a process of forming, norming, storming and eventually, performing.

An awareness of these four stages is necessary otherwise the risk of becoming reactive and punitive when storming occurs can destroy resilience. The storming phase is the most vital time to show that this is a place where people are protected, respected and connected.

Expanding Your Tribe

An important question to ask yourself and others is, "How big is your tribe?" Is it your family? Your friendship group? Your school? Your sports team? Your country? The world?

Traditionally it has been estimated that people can't form close relationships with more than 150 other people. We overcome this by moving people from basing their tribe on how well they get on with others to basing it on their values and then applying those to all their relationships and encounters. People who embody the values of trust, forgiveness, integrity, hope and compassion can create positive relationships with almost everyone they encounter and therefore, create bigger tribes. They become global citizens and happier people.

When people feel embedded in a family, school or community they feel protected, respected and connected. When people feel protected, respected and connected it generates enormous trust.

When people trust one another they can think about long-term objectives. They can be creative and constructive.

Collaboration moves at the speed of trust. When we trust, we can collaborate and experiment and we can be open to new ideas and new approaches. This is the basis of the resilience mindset.

People who do not trust one another end up complying only under a system of formal rules and regulations that have to be negotiated, agreed to and enforced, sometimes by coercive means.

Trust cannot be commanded. It can only be nurtured and inspired within healthy relationships and communities. Trust is contagious but we have to first give it to receive it.

There is no restraint more powerful than thinking your family or friends will think poorly of you. There is no greater motivation than wanting your family and friends to think well of you.

Being part of a group has great survival value. It is the reason that we are all here.

We can reinforce the character building norms of healthy families, schools and communities by showing people the benefits of joining together. When we move from do unto others to do with others we build powerful tribes who can make a difference. This is why we have young people come together in *"students create the future"* projects. They collaborate and in doing so they become our next- generation leaders.

Resilient schools, families and communities are quite matter of fact about this. There is a sense of "this is the way we do things here".

The best solutions for building resilience aren't programs or major initiatives. The conditions that help people to feel protected, respected and connected aren't download-able. They are uploaded one relationship at a time. Applying the golden rule, developing values and applying them consistently in ever-larger tribal groups enables people to develop the resilient mindset.

Youth's participation and Creativity in the Classroom and Beyond

Jakub Niewiński

Jakub Niewinski an educator and contributor from Poland has written this article about the Study of Creativity and Innovation in Education within a European context.

Introduction

This article presents various aspects of current issues surrounding discourse on the participation of young people and their creativity in the context of school and local communities. Modern school might be likened to a factory in which parents and children play the role of consumers and administrators the role of producers and policy makers. As you read I would like you to reflect on what you need to do to make the school become environmentally friendly in order to build relations and dialogue, in which the creativity of students and teachers will strengthen the process of teaching and learning. I am going to pose some questions: What does creativity mean in the context of young people and their participation in school and beyond? What determines their innovation and creativity? Who is creative and innovative at school? In this paper I would like to consider how the current alternative education approaches (Montessori pedagogy, the idea of Schule im Aufbruch/ awakening school) strengthens (or not) creativity and students' participation. During my reflection I will utilize the ideas of teaching presented by Henry Pestalozzi,

Richard Florida and Jesper Juul. I will share my experience of implementing pedagogical innovation - my interdisciplinary class "Hippolytus" where I try to increase tolerance and empathy for others among students by utilizing creative methods of teaching. Thanks to the common design of the space of the class, youth will develop their perspective of living in a democratic society and other important skills: presenting various views to a wider audience, listening to the opinions of others, discussing, and collaborative research for alternative solutions. The paper presents new instruments and tools for the idea of student participation and its development, the clue of contemporary ideas about child participation, essential factors and strategies for promoting students' social participation and creating an atmosphere of children's citizenship.

3*h + 3*t = ?

Firstly, I would like to explain the meaning for the number 3 and letters "h" and "t". In my opinion these words are a key to innovative and creative pedagogy based on the relationship: 3*h = hands, head, heart (Pestalozzi) and 3*t = talent,

technology, tolerance (Florida). Johann Heinrich Pestalozzi was a Swiss educational reformer who founded several educational institutions both in German- and French-speaking regions of Switzerland and wrote many works explaining his revolutionary modern concept of education. His motto was "Learning by head, hand and heart". Next, is Richard Florida an American scientist and economist from the University of Toronto. He was an ambassador for the European Year of Creativity and Innovation. He states that to prosper in the "creative age", cities must embrace talent, technology and tolerance – a concept he calls the '3T approach'. How do Pestalozzi and Florida's ideas affect modern education?

Reflecting on the present model of today, education may offer us the following hypothesis: school destroys students' passion, creativity, sense of civic responsibility, willingness to act and take initiative, and gives knowledge without helping to build relationships amongst people. Institutional education appears to respond very little to the current cultural and economic needs of the modern world, where

creativity, communication skills and innovative solutions to problems, trust, and development are increasingly more important than diplomas or knowledge.

Where we are going?

Interesting results have emerged from neuroscientists' research in the pedagogical-didactic discourse on the model of modern education. It turns out that we learn only when something interests us. Unfortunately, the reality of the work of many schools in Europe (and perhaps worldwide) contradicts this view. Often teachers become slaves of curricula and they try to force children and young people to accept only one correct vision of the world. Even pedagogical graduates who have encountered, for example, the concepts of Maria Montessori do not use this knowledge in practice. For many years German neurobiologist Professor Gerald Hüther has been involved in the education and implementation of knowledge within the context of the learning processes within the educational system. He is one of the innovators of the idea of Schule im Aufbruch/awakening school. In this model, there is no division into specific age groups. Students with a teacher individually set up a work plan and they also have two additional subjects/lessons: responsibilities and challenges. They alone decide how to work and what actions will be implemented to achieve the goal. Most often they

exit school and work informally, for example cooperating in an immigrant environment or/and with elderly people. They work in groups, developing their own passions and interests. The idea of learning by action is realized in practice. Students of the Evangelical School, in Berlin which employs this philosophy, are among the best in the country based on the results of final exams. Creativity is a source for innovation and the key to developing skills for work and lifelong learning.

The Final Report of the Study on Creativity and Innovation in Education in the EU Member States from 2010

This report was written by several institutions but the leader was the Institute for Prospective Technological Studies from Spain. The prime objectives of the Institute is to monitor and analyse science and technology developments, their cross sectoral impacts, their interrelationship with the socio-economic context and their implications for future European policy development. Creativity through lifelong learning is recognized as both a driver for innovation and a key factor for the development of personal, occupational, entrepreneurial and social competencies, and for the well-being of all individuals in society (European Parliament and the Council, 2008). Research has indicated that creativity and innovation are far more

important than the remainder of key competencies including critical thinking, problem solving, risk assessment, decision taking and constructive management for success in the labour market and society at large. Both teachers and learners must acquire critical thinking skills in the use of technologies to be able to benefit in an effective, innovative and creative way. People must be equipped to express their creative and innovative potential through digital media and technologies. Young people are ICT literate but they often lack the skills to be creative and innovative with new tools. Teachers nowadays do not have to teach information but how to use information to acquire knowledge.

The main findings of the Final Report of the Study on Creativity and Innovation in Education in the EU Member States demonstrate that the term creativity is frequently mentioned in school curricula in many European countries. In comparison, the term innovation hardly is barely mentioned at all. When comparing compulsory school curricula only eleven countries show high frequency of using the term "innovation" (for example: Northern Ireland, Estonia, Latvia, Portugal, Scotland), 17 countries show a medium level of using this term (Finland, Sweden, Germany) and eight countries show low frequency of the terms 'innovation' and 'creativity'

(Poland, Denmark, Romania). This analysis shows that creativity is referred to in school curricula in all countries and is already part of the educational political discourse in most European countries. Almost all the surveyed teachers believed that creativity could be applied to every domain of knowledge (98%) and that creativity could be applied to every school subject (96%). Another barrier for creativity in education is that in most curricula, subjects are still addressed separately and are hardly ever used in a cross-curricular way.

Balance is essential in relation to the amount of content teachers are expected to cover during a school year. Too much content could be detrimental to the development of creative activities in the classroom, as it does not allow space for other activities which results in the development of deep understanding and transversal skills. The expert interviews conducted in the study raised several concrete examples of how creativity is fostered in pedagogical practices at schools. For example, some Finnish schools use methods such as "touch and feel, see images and talk, show your ideas and discuss, use symbols and language so that all children have an equal chance to learn". In Estonia, open air classes are

common in schools. Enabling interaction between teachers and outside experts, such as artists, technicians, and graphic designers could lead to interesting projects through which both teachers and students could use technology to learn in more innovative and creative methods. From my own experiences I know that many teachers and education experts however, feel that the curricula in their countries do not, as yet, sufficiently encourage creativity and innovation, mainly because they are not clear how creativity should be defined and how it should be treated in learning and assessment.

Challenges and good practices "The Jewish traces in Murowana Goslina"

I would like to introduce the activities of my interdisciplinary class of "Hippolytus" where the aim is to increase youth participation in the process of learning, tolerance and empathy for others by utilising creative methods of teaching. The foundation of the interdisciplinary class is the integration of different fields of science, ways of thinking and looking at the world around us. The overarching values are the past and space where we live and build relationships. The basis is the idea of learning by doing, using the

local contexts of a small homeland, respecting the individuality of each student and building in him/her the belief that it is worth being yourself and developing your passions. There are two very important meanings of space in our educational activities. One of them is real space: of town and the history of people who lived there.

In my previous teaching year my students prepared a creative project that involved restoring the memory of the multicultural past of the town "The Jewish traces in Murowana Goslina" as a part of the School of Dialogue implemented by the Forum for Dialogue among Nations. The main action of the project was a game based on the stories of Jewish residents of Murowana Goslina. One of them was Gustaw Magnus. He was born around 1820 and at that time, there were about 400 Jews living in the town. His brother Leopold was born about 1829. Both men were cap makers. Their parents were Jozef and Ferge. Before 1847 Gustav had arrived to London and married Amelia Casper who was born in the town of Rogozno, which is about 20 kilometers to the north of Murowana Goslina. Gustav and Amelia remained in England for several years where Gustav made and sold caps and hats. In 1853 Gustav brought his family to Australia via sailing ship. They settled in the prosperous gold mining town of Stawell in Victoria. Gustav opened a General Store and sold food and also many items which were useful for the miners, such as candles, cooking pots and clothes. Gustav became well known by the people of the town and was mentioned in the newspaper many times. He died in 1910. Gustav's brother Leopold went to England and worked as a cap maker, however around 1861

moved to New York, USA where he had a business designing and making military hardware, which was supplied to the army during the American Civil War (1861 to 1865). In 1882 he married a much younger woman, Augusta Vogel, who was born in Tarnow, Galicia. They had three children and several grandchildren who still live in USA. My students became acquainted with this amazing story thanks to great great daughter of Gustav Magnus - Judith Wimborne who visited our town several years ago. Now she lives with her family in Canberra. Judith is retired but her husband is still employed and is an editor at the Australian National University. They have three children and several grandchildren. She spoke to my students stating: "As the great granddaughter of a Jew who was a resident of Murowana Goslina, I am pleased to tell the story of a Jewish family from that town". The short movie at the following link shows this project:

https://www.youtube.com/watch?v=RyUsSRU12kQ&feature=youtu.be

Our educational activities focused primarily on building the identity of young people living in Murowana Goslina with respect for tolerance and respect for cultural and religious diversity. We were looking for inspiration in the multicultural history of the town where three communities lived together: Poles, Jews and Germans. The connection of multicultural and architectural education through formal and informal activities through the implementation of educational projects, international youth meetings and pedagogical innovations is an opportunity to strengthen the social competences of young people, develop their passion and curiosity of the world.

Cooperation, participation, responsibility

The class is a place where teachers and students spend most of their day and is a place of learning and teaching. It is here that the student makes friends, discusses ideas and, makes decisions. Class is more than a place of the transference of knowledge. The class transformation process requires common decisions, finding consensus and sharing work. It also requires the participation of many people who will help realise the project in which the main goal is participation of young people to strengthen their creativity and to become open-minded citizens in a democratic society. Pupils, teachers and school principals participate in a collaborative process in which commitment and responsibility are critical and germane to the immediate environment. For that reason we invited an architect who taught architecture and drawing. Together with the architect the youth together designed the class, taking into consideration their own needs and dreams.

Steps involved in our work to create a space to learn, teach and live

My students, the guest architect and I first created a project team. The first task of the team was to reflect on what the dream class might look like. By working on the project method, team members discussed what changes were possible to create and which of them should become the focus of the team. It was important to take into account both the needs of the students and the teacher. At the same time, the team reflected on who could get support for making classroom changes and also identify who should be included in the decision-making process. The

next step was to blueprint related activities and implement plans. The entire process of making changes was documented on a regular basis with photos.

The public, private and intimate space of one school

The public space requires specific forms of behavior, clothing and language. There is a hard floor, a teacher's desk in the middle, a blackboard, national emblem, religious symbol, porter leaders, and potted plants as well. The classroom is a strange theatre where the students perform the role of spectators and they are accounted for by the actors (teachers) and sometimes thrown out of the theatre ("go out the door!"). They must sit and be quiet - the best is if they do not ask anything. The traditional arrangement of benches, one behind another, and the desk in the middle of the class does not encourage cooperation and relationship but rather confrontation.

The private space is the only place where we learn and we only learn when we engage our motivation. To transform a public space into private space is a condition of a teacher's didactic effectiveness. Private space creates personal relationships between teachers and students. The teacher-student relationship is the most important axiom of Jesper Juul's approach to pedagogy. Juul is a Danish internationally renowned public speaker, author, family therapist and educator with activities in more than 15 countries around the world. Juul clearly explains how he understands relationships with another person, a student, a teacher, a parent. In his opinion "the competence to build relationships involves the skills

and the will to take seriously the thoughts and feelings of the person facing the opposite." Polish pedagogue Bogusław Śliwierski emphasizes that the personalisation approach in education accepts every student as a person who is involved in the process of socialisation, education and development. In the modern school we have to permit the teacher to follow the needs of the students. Above all, however, we must educate teachers to be the professionals in relationship to the physical building - the space where he or she work with students.

The last type of space of school - intimate space - is the most mobile of all types of space and most subjected to oppression. We know that the each student has to their own intimate space. For this reason it was decided that each of student should have one intimate place in the form of a locker located in the centre of the physical classroom space.

What did we do?

In our class we decided to combine three spaces: public, private and intimate. Firstly, there is soft carpet in the middle of class and wood instead of a hard floor made of stone. We gave "hygee"/coziness into this place. Secondly, we discarded the teacher's desk and re-arranged the tables. Now, we have mobile single tables that can create different configurations. Most often we set them in form of circle so that each person can see everyone else. There is no one central place what promotes equality between students and teachers in the class. This is a good beginning to building a 'partnership relationship' in the space of school.

Depending on the type of work done, students can create a variety of ways of sitting: side by side or facing one another There are many wooden boxes in the middle of the class in which each student has his/her own personal items and can store anything he/she wants. There are also comfortable blue pillows on boxes. Students use them, for example, while watching movies or if they need to rest.

The main wall of the class is painted with a magnetic white paint, so it serves as a big screen and as a board to write using special pens. On another wall is an interactive whiteboard - an important tool in learning and performing creative tasks. There are two multimedia projectors, a printer and five speakers in different parts of the class. The potential of utilizing technologies for creative learning and innovative teaching cannot be ignored. Technological tools are far from being fully exploited for creative learning and innovative teaching in the classroom. It is a pity but the potential of social technologies and media for education remains a relatively untapped resource. Technologies could be used to support interaction or dialogue between teachers, pupils and parents. Online platforms could provide parents access to pupils' learning materials and tasks, which would help them to understand new learning approaches and support their children at home with their schoolwork.

Finally, in the classroom there is a marble sink, refrigerator microwave and coffee maker in the kitchenette. Students have their own mugs and favorite teas. They also prepare cocoa and toast. Our class is the space where we live and create positive relationships.

Instead of the epilogue

Curricula content should be regularly reviewed and updated, taking into account changing learning needs. Current revisions should take into account transversal, cross-curricular, intercultural and digital competencies as key competencies for society in the 21st century. Our schools must be open for change to build the space of freedom and interaction between students and teachers. Creative participation of young people in the essential life of school and beyond will develop their responsibility and cooperation. We need more space for informal interaction between teachers and students, where they can learn from each other without being limited to curriculum content. This is the way of building hope for better a world without borders on earth and without borders in our minds.

Conclusion

We must and should encourage teachers to develop their roles as learning facilitators and promoters of creativity, and help teacher education institutions to respond to the new demands of the teaching profession. Innovative teaching is the process leading to creative learning, and the implementation of new methods, tools and content which will benefit learners and their creative potential. In this process we must use the head to think, the heart to reflect and hands to create something quite new (Pestalozzi). All activities within innovation should be realized in an atmosphere of tolerance in regard to relationships among students, teachers, parents and other institutions and experts (Juul) using new technology and talents of all who act at schools (Florida).

Jakub Niewiński
szamaim@wp.pl

Choose your journey: Using a combination of methods to aid mathematical problem solving

Dr. Lorna Quinnell

Abstract

Problem solving in mathematics allows teachers and learners to make choices, such as choices about which methods and representations to use. The article draws the readers' attention to the diversity of problem solving methods, in particular to visual and traditional algorithmic methods. Mastery of a variety of methods is important for teachers and learners in terms of becoming versatile with varied ways of solving problems and communicating mathematical ideas. For teachers, for instance, increased awareness of a wider range of representations offers benefits by giving them a greater faculty to exercise choices with respect to their explanations, and expanded ability to present mathematical ideas in understandable formats.

You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. And you are the guy who'll decide where to go. (Dr. Seuss)

Choices, choices, choices, oh for the power of choice. The splendour of problem solving methods lies in their variety. Problems can be solved with the use of visual representations or traditional algorithms. Increasingly educators have highlighted the benefits of using a combination of such methods to aid children to master problem solving (see Flores, Koontz, Inan, & Alagic, 2015; Ng & Lee, 2009; Zambo & Zambo, 2004).

The use of visual methods and more traditional methods correspond respectively to two key ideas or proficiencies in The Australian Curriculum, namely understanding and fluency. Understanding and fluency are akin to the ideas of conceptual understanding and procedural fluency discussed by Flores et al. (2015) with fluency relating to mastery of efficient methods to solve given tasks (ACARA, 2016b). A balance of knowledge of these skills is required by learners (Flores et al., 2015). This means that teachers require the ability to successfully implement learning based on a combination of the approaches (Flores et al., 2015), and use of visual representations complementing traditional methods during problem solving.

Because of the importance of diverse representations in terms of interpreting and communicating mathematical ideas to learners, mastery of a selection of representations of mathematical ideas such as concrete representations, verbal descriptions, visuals, and symbolic representations, is a key part of teachers' pedagogical content knowledge (Norton, 2010, 2012). This is consistent with

other educators' views about the importance of representations in mathematics teaching and learning (e.g., Ryan & McCrae, 2005), and others' views that weak knowledge of representations may affect teachers' ability to teach (e.g. Norton, 2010). Suggestive of the key role of communication of mathematical ideas by teachers, the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2012), identify the importance of teachers demonstrating a selection of verbal and non-verbal communication strategies (Standards 3.5). Teachers' faculty to choose suitable representations of mathematical ideas is part of their pedagogical content knowledge (Mishra & Koehler, 2006), making it possible for them to present content in comprehensible formats, so as to meet learners' abilities and needs. As suggested by Ryan and McCrae (2005), "It is the use of representations that may shift procedural behaviour towards conceptual understanding. Indeed representations are the life-blood of teaching and the basis of pedagogical teacher knowledge" (p. 647), a statement that highlights the potential of varied representations to improve learners' understanding and enhance teacher efficacy.

The importance of representations is also highlighted in mathematics curricula in both the USA and Australia. One out of five process standards in the curriculum in the USA includes a Representation Standard, which focuses on the selection, creation, and use of representations (NCTM, 2011), such as manipulatives, diagrams, symbols, and graphs (Van de Walle, Karp, & Bay-Williams, 2010). Although there is no

equivalent standard in Australia, the Australian Curriculum does contain many references to different representations, for instance references to the importance of visuals in many curriculum descriptors (ACARA, 2016a). Referring to problem solving, the Australian Curriculum highlights the importance of students making choices about how best to represent problems, followed by effective communication of the solutions (ACARA, 2016b).

A selection of problem solving methods is well illustrated in a visual in Working Mathematically (2014), examples of some of which will be described in this article. Methods include making use of multiple representations in the form of concrete materials and diagrams, and more traditional methods such as use of tables, algorithms, and graphs, different representations of mathematical ideas.

In addition to exposing learners to a range of text typical of mathematics, scaffolding learners' ability to interpret and generate such texts is important in problem solving and other activities, and an aid for enhancing learning (Ryan & McCrae, 2005; Terwel, van Oers, van Dijk, & van den Eeden, 2009). However, although representations can be useful in problem solving (Burns, 2007) and other areas of mathematics, they should only be used when relevant and helpful. Moreover, they need to be detailed and precise in order to accurately represent problems and solutions (Terwel et al., 2009). As evident in the study by Flores et al. (2015) learners also need to learn to use representations, methods that may not come naturally if they have previously been exposed mainly to traditional methods.

Further, learners need to be aided to make the link between varied representation and conceptual understanding (Zambo & Zambo, 2004) and need to be encouraged to evaluate whether their answers make sense (Flores et al., 2015).

As a way of exemplifying the above ideas, a variety of solutions will be formulated for the problem below (see Figure 1). The solutions are ordered from the least abstract towards increasingly abstract and mathematical methods. Although the later methods are generally used in higher levels, the visual methods can be used in any level to aid learners' understanding and cater for various learning styles. This is by no means an exhaustive list of solutions but simply suggestions of various possible methods, the selection of which can be complemented by students' own unique methods.

Suppose it costs 55c for internal mail and $2.05 to post a letter to Europe. If I spent $10.00 to post 10 letters, how many of each type did I post?
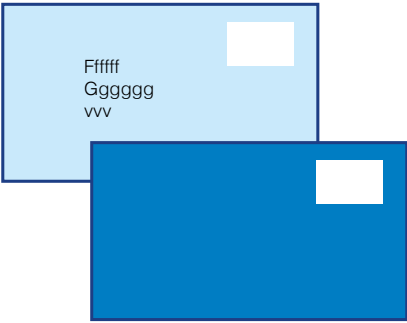

Figure 1. Mathematical word problem.

Scaffolding problem solving with the use of concrete materials and visual methods

A GREAT discovery solves a great problem but there is a grain of discovery in any problem. (George Polya)

Use of concrete materials and diagrams are important in terms of developing learners' conceptual understanding and aiding them to make sense of abstract ideas (Flores et al., 2015, Ng & Lee, 2009; Ruchti & Bennett, 2013). As suggested by Zambo and Zambo (2004), illustration[s] are "necessary to provide a cognitive framework within which to understand" (p. 226). Today many educators acknowledge the importance of methods that provide learners with opportunities to make sense of mathematics.

Concrete materials 1:

The concrete materials required in this method are ten 50 cent pieces, ten 5 cent pieces, and ten 2 dollar coins (real or otherwise), and a 2 x 5 array. With the use of these concrete materials the children are encouraged to solve the given problem by placing coins in groups of 55c and $2.05 into the 10 blocks on the array, aiming for a total of $10. Gradually the children can be encouraged to work systematically and record their working. A good starting point is to place a 50 cent piece and a 5 cent piece in each of the ten squares and calculate the total in the squares. Then gradually replace 50 cent coins with 2 dollar coins until a total of $10 is reached (see Figure 2). Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Figure 2. Using money to solve the problem.

Concrete materials 2:

The materials required in this method are ten letters labelled 55¢ and ten labelled $2.05 (see Figure 3). The aim is to choose any 10 letters that give a total of $10. Once again in a systematic method, children would be encouraged to start with all 55¢ letters and calculate the total, then gradually replace one 55¢ letter with a $2.05 letter until a total of $10.00 is reached.
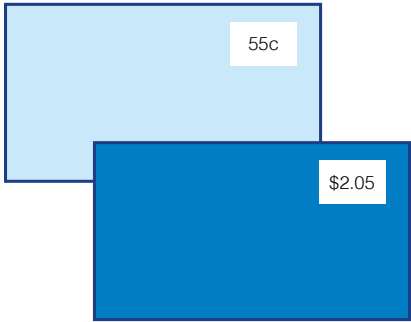
Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Figure 3. Using imitation letters to solve the problem.

Use of diagrams:

A variety of diagrams can be used to represent the problem. For instance in an idea similar to the first method differently coloured circles can be used to represent $2, 50c, and 5c coins (see Figure 4, in which the largest circle represents 50c, the medium circle $2, and the smallest circle 5c). Thereafter the same process is followed as in the first method leading to the given answer.
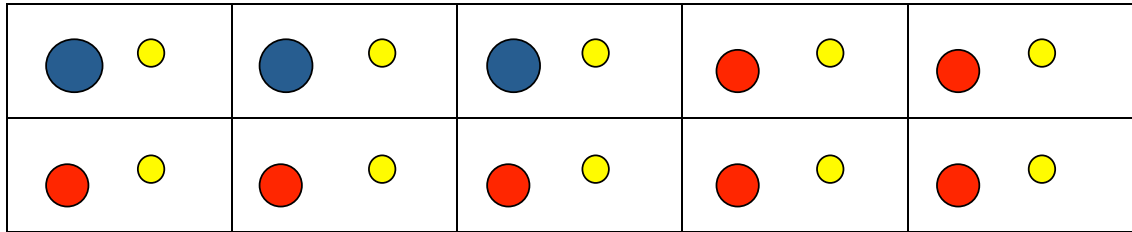

Figure 4. Using diagrams to solve the problem.

More traditional methods

Guess and improve method:

This method begins with an initial guess of the number of $2.05 letters (or 55¢ letters). This is followed by cost calculations, and improvement to the original guess followed by more cost calculations. As an aid to understanding, good communication of the answer in important.

> Guess five $2.05 letters, then there are 10 – 5 which is five 55¢ letters
>
> 55 = 1025 + 275 = 1300 cents or $13, which is incorrect.
>
> Guess three $2.05 letters, then there are 10 – 3 which is seven 55¢ letters
>
> 55 = 615 + 385 = 1000 cents or $10, which is correct.
>
> Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Use of tables

This method relies on depiction of the solution through a one dimensional table (Table 1) or a two dimensional table (Table 2). Good communication of the answers depends on cautious labelling of the tables.

$2.05 letters		55¢ letters		
Number of $2.05 letters	Total cost of $2.05 letters in cents	Number of 55¢ letters	Total cost of 55¢ letters in cents	Total cost of all letters in cents
9	1845	1	55	1900
...				
5	1025	5	275	1300
4	820	6	330	1150
3	615	7	385	1000 Correct

Table 1. Representing the Data in Table Format

Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

$0.55 letters ⟶		1	2	3	4	5	6	7
$2.05 letters ↓	1	2.60	3.15	3.70	4.25	4.80	5.35	5.90
	2	4.65	5.20	5.75	6.30	6.85	7.40	7.95
	3	6.70	7.25	7.80	8.35	8.90	9.45	10.00

Table 2. Another Representation of the Data in Table Format

Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Algebraic solution:

Similar to the steps in many algebraic solutions, the first step consists of choosing a name for one of the variables. In this case the number of 55¢ letters is called x. Then the number of $2.05 letters is expressed in terms of x, and a single equation, with one unknown (x), is formed to represent the problem. Good communication of the symbolic representation is necessary.

> Let x be number of 55c letters. Then there are 10 – x, 205c letters
>
> Cost of 55c letters is 55x and cost of 205c letters is 205(10 - x)
>
> Cost of letters: 55x + 205(10 - x) = 1000
>
> 55x - 205x = 1000 – 2050
>
> -150x = - 1050
>
> x = 7
>
> Number of 55c letters is 7 and number of $2.05 letters is 10 – 7 = 3
>
> If the answer is checked:
>
> 2.05 = $10.00, which is correct.

Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Graphing the situation:

The problem can be represented by the two linear equations shown below.

> To start let x be number of 55c letters and y the number of 205c letters.
>
> The total number of letters is: x + y = 10
>
> The total cost is 55x + 205y = 1000

The two straight lines represented by the two linear equations are plotted on a well labelled graph (see Figure 5). The intersection of the two lines represents the solution to the problem.
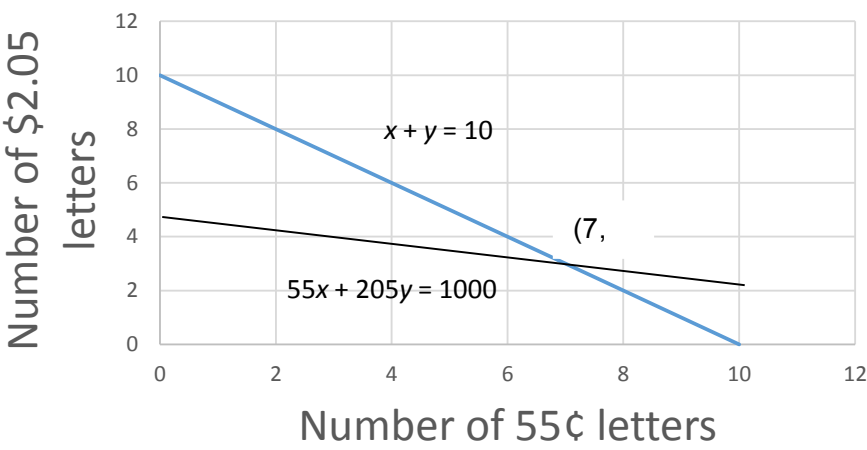

Figure 5. Plotting a graph to solve the problem.

Answer: 7 letters posted within Australia (55¢) and 3 letters posted to Europe ($2.05).

Conclusion

The article presented ways in which the given problem could be solved, based on different representations of mathematical ideas. These included visual and traditional algorithmic methods. A combination of such methods is important in terms of developing problem solving abilities, linked to the key ideas understanding and fluency in the Australian curriculum. As illustrated in the article, during the process learners are exposed to expanded ways of thinking about and presenting mathematical ideas.

In the words of I.N. Herstein:

"The value of a problem is not so much coming up with the answer as in the ideas and attempted ideas it forces on the would be solver".

Dr. Lorna Quinnell

References

Australian Curriculum, Assessment and Reporting Authority. (2016a). Australian Curriculum: Mathematics (version 8.2). Retrieved from http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?layout=1

Australian Curriculum, Assessment and Reporting Authority. (2016b). Australian Curriculum: Mathematics: Key ideas (version 8.2). Retrieved from http://www.australiancurriculum.edu.au/mathematics/key-ideas

Australian Institute for Teaching and School Leadership Limited. (2012). Australian Professional Standards for Teachers. Retrieved from http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

Burns, M. (2007). *About teaching mathematics: A K–8 resource* (3rd ed.). Sausalito, CA: Math Solutions.

Flores, R., Koontz, E., Inan, F.A., & Alagic, M. (2015). Multiple representation instruction first versus traditional algorithmic instruction first: Impact in middle school mathematics classrooms. *Educational Studies in Mathematics,* 89(2), 267-281. doi:10.1007/s10649-015-9597-z

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record,* 108(6), 1017-1054. doi:10.1111/j.1467-9620.2006.00684.x

National Council of Teachers of Mathematics. (2011). Principles and Standards for School Mathematics. Retrieved from http://www.nctm.org/standards/content.aspx?id=322

Ng, S. F. & Lee, K. (2009). The model method: Singapore children's tool for representing and solving algebraic word problems. *Journal for Research in Mathematics Education,* 40(3), 282-313.

Norton, S. (2010). How deeply and how well? How ready to teach mathematics after a one-year program? *Mathematics Teacher Education and Development,* 12(1), 65-84.

Norton, S. (2012). Prior study of mathematics as a predictor of pre-service teachers' success on tests of mathematics and pedagogical content knowledge. *Mathematics Teacher Education and Development,* 14(1), 2-26.

Ruchti, W. P., & Bennett, C. A. (2013). Develop reasoning through pictorial representations. *Mathematics Teaching in the Middle School,* 19(1), 30-36.

Ryan, J., & McCrae, B. (2005). Subject matter knowledge: Mathematical errors and misconceptions of beginning pre-service teachers. In P. Clarkson, A. Downton, D. Gronn, M. Horne, A. McDonough, R. Pierce, & A. Roche (Eds.), *Building connections: Research, theory and practice: Proceedings of the 28th Annual Conference of the Mathematics Education Research Group of Australasia, Melbourne* (pp. 641-648). Sydney, NSW: MERGA. Retrieved from http://www.merga.net.au/documents/RP732005.pdf

Terwel, J., van Oers, B., van Dijk, I., & van den Eeden, P. (2009). Are representations to be provided or generated in primary mathematics education? Effects on transfer. *Educational Research and Evaluation,* 15(1), 25-44. doi:10.1080/13803610802481265

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2010). *Elementary and middle school mathematics* (7th ed.). Boston, MA: Pearson Education.

Working Mathematically (2014). *Mathematician's toolshed.* Retrieved from https://www.atm.org.uk/write/MediaUploads/Journals/MT237/Non-Member/Mathematics_Task_Centre__Working_Mathematically.pdf

Zambo, R., & Zambo, D. (2004, Summer). Contextual images in mathematics problem solving. *Academic Exchange Quarterly,* 8(2), 226-230. Retrieved from http://go.galegroup.com.ezproxy.cdu.edu.au/ps/i.do?p=AONE&sw=w&u=ntu&v=2.1&it=r&id=GALE%7CA121714121&sid=summon&asid=04c96300f64228b38bb58eebfe19a518

Levin, A. (2014). The selfie in the age of digital recursion. *In Visible Culture: An Electronic Journal for Visual Culture,* 20.

Liu, J.S, Ho, M.H-C., & Lu, L.Y.Y. (2017). Recent Themes in Social Networking Service Research. *PLoS ONE,* 12(1), e0170293

Livingstone, S. (2008). *Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression.* London: SAGE.

Pangrazio, L. (2013). Young people and Facebook: What are the challenges to adopting a critical engagement? *Digital Culture & Education,* 5(1), 34-47.

Ruddock, J., & Fielding, M. (2006). Student voice and the perils of popularity. *Educational Review,* 58(2), 219-231.

Thomas, A. (2007). *Youth online. Identity and literacy in the digital age.* New York: Peter Lang Publishing.

Tufeki, Z. (2008). Can you see me now? Audience and disclosure regulation in online social network sites. *Bulletin of Science, Technology and Society,* 28(1), 20-36.

The Causes Project at Pembroke Middle School (SA), 2014 – 2017

Howard MacPherson

The Causes Project (CP) is a catch-all term that encapsulates the work done in the Pembroke Middle School to advance causes (good works that attract charitable actions) to support the least advantaged in our community, whether at a local, national or global level. This project was developed in line with the School Improvement Plan under Student Development with the following aims:

i) Provide clarity about the purpose behind our outreach experiences for students;

ii) Ensure the outreach experiences achieve their aim;

iii) Balance small 'ad hoc' charity work with big, shared community building opportunities'.

The idea of the Causes Project was proposed, discussed and refined in a series of meetings of a committee of eight staff interested in developing the project in late 2014. Since its inception in 2015, the CP has reduced the number of 'ad hoc' charity activities (over 40 in the Middle School in 2013) and provided a coherent program aimed at establishing the use of common language and understandings amongst our students of the concepts of altruism, advocacy, awareness and action, as they relate to efforts to make a difference in the community. The CP aligns with our School Aims which are:

'To create a dynamic learning community which encourages self-management, curiosity … to facilitate development of each student emphasizing resilience, an appreciation of the environment, a sense of social responsibility and care for others … To encourage their power to make ethical decisions … To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally, with an emphasis on seeking justice for all'.

The Causes Project has three tiers:

Tier 1 Causes

These are causes that are proposed and voted on and thus supported by students of the entire sub- School. Tier 1 Causes automatically attract funds raised from a themed casual day in addition to other events in a nominated single school term. Examples include events such as music and dancing performances, speeches and volunteering.

Tier 2 Causes

These are proposed and decided by students within each of the 8 Houses and involve an event conceived by the House members to raise awareness and funds. These causes are also conducted within a nominated school term.

Tier 3 Causes

Causes in Tier 3 comprise emergencies that may arise in a given year and are separate from Tiers 1 and 2. For example, in 2015 the tragedy of the Nepalese

earthquake evoked a response by the whole School Years ELC to Year 12.

The Causes Project was developed around four pillars which are:

Awareness
raising consciousness and providing knowledge

Advocacy
taking a message to the school and wider community, active support

Altruism
practice of unselfish concern for the welfare of others

Action
doing something pragmatic for the benefit of others

Like all schools, ours is an important member of the wider community and is committed to developing people of good character who are not only keen but willing to make a difference to society and to give back. The majority of our very fortunate students know that they enjoy supportive circumstances; both emotionally and materially. They are, for the most part, healthy and secure and well-positioned to help others in need.

Now three years into the Causes Project we are seeing strong evidence of a deeper understanding and ownership of the values inherent in the School Aims through an increasing number of student-led actions connected to the CP. For instance, since 2016 it is students who have come forward with 'Yes if… planner' proposals for approval, as their Heads of House previously used to do. Also, in 2017 only students have spoken at the Causes Assembly to advocate for the causes they want the student body to vote on for Tier 1. In

contrast, in 2015 and 2016 guest speakers and teachers were making these speeches. It is important to reflect on how far we have come.
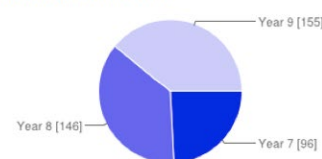
At the end of 2014 the students were invited to learn about four new causes from which two were to be selected to add to the two causes that were already in place (historically) and they were, World Vision 40 Hour Famine and Home of Hope Cambodia. The 4 new causes were - The Birthing Kits Foundation, The Smith Family, Camp Quality and Tanzeed. These causes were put forward for consideration by staff members and students. Short video clips (some commercially produced i.e. World Vision) about these causes were presented for the consideration of all the Years 7, 8

and 9 students. A mix of students and guest speakers (such as a Youth Ambassador for World Vision) were invited to speak about the causes at a specially organised 'Causes Assembly'. The students listened to the speakers then returned to their tutorials to discuss what they had heard and were asked to cast first and second-preference votes for the causes they wanted the whole sub-school to support in the following year. The result was that the Birthing Kits Foundation and Tanzeed were selected as major (Tier 1) causes for 2015, to add to the already established causes, World Vision and the Home of Hope (Cambodia). Results attached below:

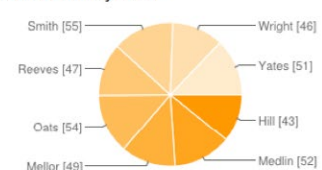Whole of Middle School Causes results for 2015

Summary

What is your Year level?

Year 7	96	24%
Year 8	146	37%
Year 9	155	39%

Year 9 [155], Year 8 [146], Year 7 [96]

What house are you in?

Smith [55], Wright [46], Reeves [47], Yates [51], Oats [54], Hill [43], Mellor [49], Medlin [52]

Hill	43	11%
Medlin	52	13%
Mellor	49	12%
Oats	54	14%
Reeves	47	12%
Smith	55	14%
Wright	46	12%
Yates	51	13%

Select your first preference

Birthing Kits Fou…, Camp Quality, Smith Family, Tanzeed

0 38 76 114 152 190
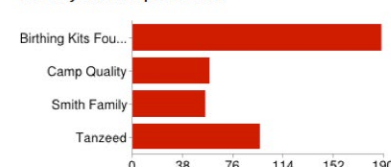
Birthing Kits Foundation Australia	188	47%
Camp Quality	58	15%
Smith Family	55	14%
Tanzeed	96	24%

Select your second preference

Birthing Kits Fou…, Camp Quality, Smith Family, Tanzeed

0 27 54 81 108 135 162
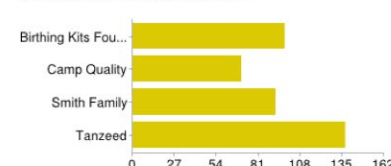
Birthing Kits Foundation Australia	98	25%
Camp Quality	70	18%
Smith Family	92	23%
Tanzeed	137	35%

Charities have been supported by individual Houses for many years, but in 2014 students in the eight Houses were asked to decide which single cause (Tier 2) they wanted to support as a House at some point during the 2015 year. The aim was to focus the efforts of each House to achieve greater levels of awareness of their chosen cause. Once decided, House student leaders were required to confer, complete and then present for approval their 'Yes if … plans' (via their Head of House) to the Head of School. This was part of the process of organising awareness and fundraising activities and ensured that the student leaders had considered how their activity would be brought to life and be effective. The 'Yes if … plan' sets out criteria including how the proposal for action is geared to raise awareness and advocacy, how it is altruistic in its intent, and what actions will be required to support it.

The third Tier in the CP is reserved for an emergency of national or international significance. It happened that in 2015 the whole School decided to support the Nepalese people affected by the devastation of the earthquakes. 'Namaste Day' was thus invoked at the suggestion of many students and a huge collective effort was made by students and staff to raise awareness and gain support in the community; the whole of the School from ELC to Year 12 across all three campuses collaborated on this undertaking and $6000 was raised.

A further and important aspect of the CP is the 'Super Fundraiser'. At this time the fundraising is done via a walk-a-thon of six kilometres called 'The BIG Walk'. The walk-a-thon has become a signature date on the Middle School calendar

and is organised for the last day of Term 3. All students in the Middle School gather sponsorship from family, friends, neighbours and others to walk around the course at a local recreation park. They participate in their House colours (a colourful and very public display) to draw awareness of the local community. In 2015 the $8000 raised was distributed evenly amongst the Tier 1 and 2 Causes, with some cash being held in reserve for a Tier 3 cause. This decision was made by staff at the School.

After the experience in 2015 it was decided that students and staff should speak at the Causes Assembly to advocate for particular causes and then use a preferential voting system to decide the outcome. The eight Houses also decide on their individual causes with students being invited to promote a cause about which they felt strongly at House assemblies. In most cases there is some intimate connection between those who proposed support for a cause and the cause itself; often a family member.

In 2016 the Student Voice Executive leaders were invited to inform and have greater influence on the decision-making processes to effectively and fairly distribute funds. Several alternatives were put forward and discussed by the leaders and the notion of voting for causes was also hotly

debated, as some felt that voting was problematic when all causes were deemed worthy in their own right. It has transpired since 2016 that funds raised are divided equally between the four Tier 1 (Major) Causes and the eight House-based Causes. Preferential voting is still the method by which Causes are ultimately decided.

In 2016 the CP was refined further through developing a more entrepreneurial approach to the considerable work of the students. This proved to be effective in enabling the student body to assume more ownership of the Causes Project. Students were offered dedicated training in project management skills that would empower them to exercise more influence and more direct involvement in raising awareness and funds. A parent who had presented workshops on aspects of leadership to student leaders raised the idea of a possible collaboration between the Project Management Institute (PMI) Adelaide (SA Chapter) and Pembroke School. A conversation ensued about the benefits of the teaching and application of project management skills as a life skill to our students. Our common aim was to provide some dedicated training that would enable our students to learn the necessary skills to take greater

responsibility for the charitable works they frequently undertook in their journey through the Middle School.

It was decided that a pilot scheme utilising the Term 3 Cause – Cycle 4 Sam – would run. This was the first time the PMI (Education Foundation), through Project Outreach, had collaborated with a school in Australia. The PMI (Education Foundation) is the world's leading not-for-profit professional membership association for the project profession. Its members are committed to doing (or facilitating) good works in the community and supporting project management as a life skill.

The PMI method divides every project into phases and attention to each phase ensures that important components are not unintentionally overlooked. The five phase method delivers the language and tools of project management; the initiation or creation phase, planning phase, execution phase, monitoring and control phase and the closing phase. The program delivered to the Year 10 Student Voice Executive and their Year 9 counterparts in two half day workshops run in May and June covered these aspects of project management. Working with PMI staff who had volunteered their time and expertise, the students were guided through a simulation of making a cake and were shown how readily the five

phases are applied. Using the same method, in the subsequent workshop the students had to project manage a hypothetical trip to France. They did so in small groups with increasing levels of confidence and guidance from the PMI volunteer staff. The feedback from all participants was positive (as can be evidenced by viewing the video link below). The final stage in this process was executed in August when one half of the trained group of Year 9s and Year 10s met again and formed a Student Action Team to plan and implement the Cycle 4 Sam campaign on Kings Campus.

At this planning meeting the Student Action Team was reminded of the 4 pillars of the Causes

Project and given the task of developing SMART objectives for each pillar and a timeline for project management for the Cycle 4 Sam campaign. A second meeting clarified what the awareness and fundraising events would be, and a deadline was set to gather information, including costs and risk management factors. The Student Action Team were pro-active and developed an action plan and confirmed the timeline based on the information presented at the last meeting.

All students in the Cycle 4 Sam Action Team divided into smaller groups which took responsibility for aspects of the campaign. The groups arranged promotions, guest speakers, posters, and activities such as the Casual Day, Smoothie Bike riding, Cupcake sales and Virtual Bike races. The Team were generous with their time and resources and also agreed to donate all the baked goods for the Cupcake sale and the bananas for the Smoothie Bikes. They also dedicated their time to manage the various activities.

On the Cycle 4 Sam Casual Day students and staff were encouraged to wear bright colours. All students were issued with a balloon, and despite the drizzle, a "Cycle 4 Sam Balloon photo" involving over 700 students and teachers was taken. It was a colourful sight.

The Art Therapist employed in paediatric palliative care at the Women's and Children's Hospital, also visited Pembroke as part of the Team's awareness raising. Cycle 4 Sam has been funding this position and its programmes for a number of years now. She worked with a number of students on a giant paper mandala, providing our students with a creative opportunity to symbolise the work

of Cycle 4 Sam. The final product was stunning and displayed in the Library foyer for some weeks. The combined efforts of the Cycle 4 Sam Action Team's awareness and fundraising campaign has raised new levels of advocacy as well as $4000.

The pilot continued in Term 4 when the second group of trained students worked to plan and implement the campaign for the Tanzeed Cause. This was also a success and led to the PMI training to be adopted by the Middle School as a key part of the Causes Project.

Subsequently in Term One of 2017, student leaders from all eight Houses were trained in the PMI five Phase method and it is these students who now lead the various campaigns of the Causes Project (Tiers 1 and 2). In a promising development, and for the first time, only student advocates spoke from the rostrum at the most recent Causes Assembly; no staff or adult guests presented proposals. Emphatic speeches were made for 6 different causes, from which three were selected as Tier 1 causes to join the now permanent Home of Hope Cambodia Cause (which currently supports the employment of a full time physiotherapist at the home). The students have embraced the opportunity to be the voices for the causes for which they have a passion. The staff were proud of the well-organised, well-informed and passionate speakers and they were all received respectfully by a supportive student body. Each small group of advocates also produced quite sophisticated short video presentations or dramatisations for the assembly. A short film of their speeches was made to capture the moment. Subsequently, all the students in Years 7 to 10 (over 700) were asked

to access the School portal to give their preferences for which major causes they wished to support in 2017 and teams of students have since formed to plan campaigns.

I invite the reader to control and click or cut and paste the link below into their browser to see the shortened Youtube clip about the workshops our students participated in.

So, we are well on our way now. The Causes Project has achieved some of its intended outcomes; a more targeted approach to our altruistic endeavours, greater awareness raising and advocacy for worthy causes and more student-led action. It is exciting to witness the growth in student capabilities in developing short-term campaigns and really, the sky is the limit. What student leaders are now talking about in this context is more volunteer work being incorporated into the student action and a stronger interface with the wider community and even greater student ownership of all the logistics and processes involved in getting things to happen so they can make a difference by reaching out.

H (Mac) MacPherson
Head of Middle School

HMacPher@pembroke.sa.edu.au

On behalf of all the students and staff who have contributed to the CP.

2016 Adolescent Success Award winner: Exemplary Transition Program For Middle Years Students

Georgia Quirk

Context

Geelong Lutheran College (GLC) was established in 2009 and is located in a regional growth corridor in a new suburb between Geelong and the Surf Coast. It is a P-12 Co-educational College with the Lutheran tradition at its core.

The College is divided into 3 sub-schools:

- Primary School – Foundation to Year 6
- Middle School – Year 7-9 and
- Senior School - Year 10-12.

The sub-school approach promotes a cohesive student community fostering a strong affiliation and pride in their precinct - the Middle School. Furthermore, this approach enables students to utilise the facilities of a large school while maintaining the familiarity and security present in the Middle School. Transition is smooth and seamless from one sub-school to the next as they move precincts but remain on the one familiar campus.

In 2016 there were three Year 7 classes with the majority of students transitioning from the GLC Year 6

cohort as well as our sister school, St John's Lutheran (Primary) School. We also draw from a variety of local primary schools in the Geelong region. The mixed ability class sizes range from 18-22 students. Students are organised into Year Level Homegroups and they remain in these classes for all subjects except Food and Material Technology (to meet OHS standards).

In preparation for the new Year 7 cohort, Year 6 teacher/s meet at length with the Year 7 Homegroup teachers to communicate student learning needs in preparation for transition to Middle School. Formative and summative assessment and work samples are shared, reports are provided and any other pertinent information is communicated and discussed at a Year 7 Transition meeting prior to the start of the following year.

Year 7 Transition:

We utilise our P-12 context to begin our Transition program the year prior to Middle Years entry at Year 7.

o *'The Next Step' program – Part 1* (Term 1) – School visit to St John's Lutheran School and GLC Year 6 students in Term 2. Benefits of the program include:

- Provides activities and discussion for Grade 6's that enhance their awareness and understanding of student life in a secondary school environment;

- Helps students to realise that the uncertainties and fears of secondary school are normal and these are experienced by all Year 7's; and

- Helps students to understand that there will be staff at each school who will be there for them to assist them on their journeys.

o *'The Next Step' program – Part 2* (Term 2) – Visit to GLC Middle School by Year 6 students from GLC and St John's Lutheran School. The aim of Part 2 is to:

- Provide an opportunity for students to follow a Middle School timetable structure;

- Engage students in a one day 'taster' experience to participate in a variety of Year 7 subjects;

- Meet other students who will be in Year 7 at GLC and start to develop relationships with them before middle schooling begins; and

- Meet Year 7 Teachers.

Students reported increased excitement in entering Middle School. They reported growing in confidence knowing they could 'do it!' They met new friends and gained a sense of who their peers were and what their teachers expected of them. They felt 'ready' for Year 7 (Ronan Thompson - Student, Year 6 GLC).

o *'Group Transition extended visit'* - Term 4: This is a 5- week program where small groups of GLC Year 6 students attend Year 7 lessons integrating into the Year 7 classroom. Over the duration each student will have experienced a lesson in each Core subject and attended the Middle School Chapel (formal service) and Devotion (led by students in a designated MS Homegroup). The aim of this is to

- Develop a sense of familiarity with the Middle School precinct;

- Observe Year 7 classes in action gaining a sense of teaching and learning processes and procedures at this level;

- Continue to build relationships with Year 7 Teachers meet Year 7 Teachers;

- Develop confidence in their relationships with existing

Year 7 students - Meet current Year 7 students, learn from them, get to know them or re-connect with them as some would have been in a composite Primary school class in earlier years; and

- Develop an affiliation and sense of belonging to this small community within the broader College community of which they are an existing member.

Students reported the similarity in pedagogy to Primary school practices; 'group work' was a highlight as some students thinking was transformed from 'you have to do everything yourself' to 'we're allowed to work in groups, it's fun'. New Generation Learning spaces are set up in each Middle School classroom in the precinct to facilitate collaborative learning – (Mrs Georgia Quirk Middle School Coordinator).

o *'Q & A' session with the Middle School Coordinator'* – Term 4: After the 'extended visits'. The Middle School Coordinator meets with all GLC Year 6 students and the Primary School Coordinator, to debrief on their experience of the Middle school. Students discuss similarities, differences, observations and changes in thoughts and feelings associated with transition having participated in selected Year 7 lessons over the 5 week period. The aim of this session is to answer any specific questions individual students have. This builds knowledge and confidence as they mentally prepare to enter the Middle School. It alleviates anxiety and stress as they are able to replace their worries with excitement.

Many students remained behind to ask me a lot of questions. They

wanted to get to know me as much as I wanted to get to know who was going to be joining our Middle School. There was a large group all in a circle talking about the fun things that would happen in Year 7 – lockers, laptops, camps and new friends to meet. They were excited and looking forward to the challenge of middle schooling. They were much more confident after the extended visits compared to 'The Next Step' program (Part 1).

o *'Year 7 Orientation Day'* – for all Year 7 students entering the College. Students are organised into their class groups (for the following year). Each class undertakes a GLC Scavenger Hunt, 'Getting to Know' you activities and subject-based sessions with Year 7 Teachers. The aim of the day is for students is to talk to as many different students as possible.

The following year when Year 7 students are ready to enter middle schooling we continue to support their transition with the following events scheduled:

o *2016 'Profile Meetings'* – Meet the Homegroup Teacher/s. Before the school year begins, students and parents schedule an interview with the HG Teacher. The aim is to:

- Have the student/parent/HG teacher meet and set up a supportive network for the student;

- Discuss any learning needs;

- Celebrate success in Year 6 (students bring along piece of work of which they are proud);

- Discuss any concerns from arising from the student or parent;

➢ Discuss expectations of the first day and first weeks, building excitement; and

➢ Encourage positive thoughts and feelings about starting MS.

Decreased anxiety and nervousness towards starting Middle School were reported by students, particularly those new to the College community. Having attended in school uniform students were able to use this interview time as a 'dress rehearsal' for the first day the following week (Lochlan Jarratt - Student, Year 7 2014).

o *'First Day'* of the new school year students are in Homegroup for the entire day. They are introduced to 'Tools for Learning': diary, locker, timetable, IT network connectivity, Flipped Learning* and Notetaking, etc. Peer Support program begins (see below).

Teachers report implementing the Flipped classroom has increased the personalisation of the learning program to meet educational needs of individuals. Average achievement on Assessment Tasks has increased as a result. Additionally teachers reported deeper relationships with students as they have gained time in class to work with the students more closely, rather than time being taken up with instructional learning (Mr Phil O'Donnell - Year 7 Maths/Science/HG Teacher).

o *'Peer Support Program (PSP)'* – Year 7 and 10 Peer Mentoring program begins. Year 7 students are initially supported on the first day with a visit from the Year 10 students to mentor them with practising their padlock combination, discussing equipment they should take

to each class, and organising their lockers. Sessions are then scheduled each fortnight for 70 minutes where the SS Leaders mentor the students on a number of relevant topics: Friendship, Conflict, Bullying, Cyber safety, Team Building, Time Management, Communication, and Problem-solving etc. The sessions are determined by the Year 10 Leaders based on 'Skills for Middle Schooling'. The aim of PSP is to increase cohesion, sense of belonging to the secondary school community, develop relationships within the MS Year cohort and between the newest members of the MS and Senior School and decrease bullying.

Students looked forward to the mentoring, interaction and activities ran by the SS students. The built lasting relationships that transcended the boundaries of the classroom – this was evident when you saw Year 7's and 10's playing downball and basketball together at recesses and lunchtimes. SS students were viewed by the Year 7's as less intimidating, caring and a trusted person to go to for support. One of the current Yr. 10 leaders last year said that he would like to become a 'Peer Support Leader because the program helped me so much, to get to know my peers and helped me settle into Year 7 quickly. I would like to give back to the Year 7's next year' (Brayden Mitchell - Student, Year 9).

o *'Year 7 Parent Information Evening and Picnic'* – Term 1 (Week 3): Parents, Students and Year 7 Teachers attend an Information Evening where the expectations of being a Year 7 student in the GLC community are shared. Families and Staff share in a picnic together

afterwards. Students engage in pop-up games, have fun and deepen their friendships with each other over the course of the evening. All the while invaluable, deliberate and informal conversations occur between parents and Teachers whereby Staff gauge and discuss individual transition needs of students.

Students – boys and girls organised an impromptu AFL game. One student reported that it was good to get to know students from the other classes, through this experience (Emma Quirk - Student, Year 7).

o *'Year 7 Orientation Camp' – Week 5* (Term 1): A three day two night overnight stay camp based around adventure activities which aims to:

➢ Provide an opportunity for Christian fellowship, growth and getting to know each other;

➢ Facilitate shared class experiences and develop sense of group cohesiveness;

➢ Promote self- esteem, resourcefulness, independence, leadership, cooperation and tolerance;

➢ Extend classroom learning about our local area and natural environment; and

➢ Promote interest in lifelong involvement in worthwhile leisure pursuits

Before camp the students were concerned about what their peers would think of them and were reluctant to participate in class discussions. Post camp the students had developed friendships and

positive relationships with each other and were willing to take learning risks in the classroom - 7A (class feedback)

o *Homegroup Structure* – based in Year level class groups. This facilitates transition by creating routine, a predictable and safe environment where both Teachers and Students grow in familiarity with each other. Homegroup Teachers teach the same class for at least 2 subjects in order to develop a deeper relationship with the student and family. One of the HG Teachers

also has a Pastoral Care lesson once a fortnight. This subject is developed around the Social and Personal Capability where the Beyond Blue SenseAbility program is presented. The aim of this is to support students with their mental health and build resiliency and life skills as they transition into middle schooling. In addition, a Study Skills program provides opportunities for students to develop competent work habits to ensure success in their learning program and working life.

Overall, the aim of our Year 7 Transition program is to foster the holistic development of our students in an environment that is nurturing, purposeful and engaging. As the College continues to grow in student numbers and diversity, we remain committed to ensuring this program meets the needs of our youngest members of the Middle School.

Georgia Quirk

Information for Contributors

Adolescent Success welcomes submissions for journal inclusion that reflect the aims of the Association and address issues relevant to the middle years of schooling. Possible topics include: the developmental needs and interests of young adolescents; family and community partnerships; varied approaches to teaching and learning integrated curriculum; authentic assessment; school leadership and organisational structures in the middle years; information and communication technologies and resources in the middle years; research findings and future developments in the middle years.

Contributions may take the form of:

- academic and research papers that make an original contribution of an empirical or theoretical nature
- literature reviews
- papers of a practical or applied nature
- reports
- viewpoints
- book reviews

Contributions

- The journal has two levels of acceptance of papers for publication: refereed and non refereed. Refereed papers will have two referees selected from relevant fields of study by the editor. Papers must clearly indicate if they wish to be considered for refereed status. Refereed articles will be included in a specific section of the journal.
- Contributions shall be submitted electronically via email to the MYSA email address, or on CD, as a Microsoft Word document. Articles must be double-spaced, without the use of styles, 12 point font Times New Roman. The submitted article and CD become the property of MYSA.
- All contributors need to complete an Author's agreement form to be submitted with the article.
- Papers should be between 700 and 5000 words in length.
- Each article should have a separate title page that contains the title, the names of all authors, their contact addresses, email addresses, and telephone and facsimile numbers. The names of the authors should not appear on the rest of the paper.
- An abstract of no more than 200 words must accompany each refereed article.
- All references should be placed at the end of text using APA (6th edition). For example:

Journal article

Rumble, P., & Aspland, T. (2010). The four tributes model of the middle school teacher. *Australian Journal of Middle Schooling, 10*(1), 4–15.

Book

Bandura, A. (1986). *Social foundations of thought and action*. New Jersey: Prentice Hall.

Chapter in edited book

Ajsen, I. (1985). From intentions to actions: a theory of planned behaviour. In J. Kuhl & J. Beckman (Eds), *Action control. From cognition to behaviour* (pp. 11–40). Berlin: Springer-Verlag.

- Footnotes are not to be used.
- Figures and diagrams should be professionally prepared and submitted in a form suitable for reproduction, indicating preferred placement.
- Photographs should be submitted separately (not included within the text). All student photographs, art work, poetry etc must be accompanied by copyright release forms, which are available on the website or from the editor.
- If the material has been published elsewhere, details must be included on the author's agreement form.
- The Middle Years of Schooling Association Inc holds copyright for articles published in the Australian Journal of Middle Schooling, excluding those previously published elsewhere.
- It is the right of the editor to make minor editorial amendments without consultation.
- Upon acceptance of contributions for publication, the contributors will be advised of the likely issue and date of publication. A complimentary copy of the journal in which the article appears will be sent to contributors.

Address for communication:

The Editor
Australian Journal of Middle Schooling
Adolescent Success Inc
PO Box 2175
TOOWONG Q 4066

MADONNA KING

BEING 14

Helping fierce teens become awesome women

You can meet Madonna, hear her speak and purchase your signed copy of her book at our conference, Brisbane Convention Centre 24-26 August 2017