



STARLINK

Issue 47

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Another range of resources for Starlink readers in this issue - and a fairly eclectic list it is too! Again resources are mostly web-based - articles, downloadable tools and reports.

The Dusseldorp Skills Forum report *How Young People Are Faring* (Page 3 of this issue) is of particular interest - if you download no other reports or resources from this issue, do take a look at that!

This issue also has an update from the PACE Clinic - a Melbourne based service that some readers may remember highlighted in Starlink a while ago.

Although Starlink is not primarily a promotional tool, I've also taken the liberty of providing information about a customisable professional development package I offer to schools and community agencies. Please feel free to call or email me if you would like any further information.

Cheers
Sue

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Developing A Sustainable, Resilient Learning Community

This is a professional development package, comprising six modules (see diagram) that may be fully customised to meet client needs and professional development goals. Each module may be delivered on its own, chosen in combination with one or more other modules, or delivered as one component of the complete program.

Modules are:

- Sustainability and the Triple Bottom Line
- Resilience
- Lifelong Learning - as a Learning Organisation or a Community Learning Hub
- Building Partnerships (School, Community and-Business)
- Auditing Progress against Desired Outcomes
- Strategic Planning and Review

All participants will gain:

- An understanding of key concepts;
- Knowledge of practical examples from the field;
- The opportunity to plan strategies for implementation within their own context, organisation and work practice; and
- A sample of articles and resources drawn from a wide range of sources and best-practice research.

For schools, all modules are delivered within the context of key learning areas and closely linked in creative and appropriate ways to the curriculum.

For further information, visit <http://www.suejames.com.au> or contact:

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The PACE Clinic

The PACE Clinic is a specialist mental health service that works with people aged 14-30 who are deemed to be "at risk of psychosis". Our aim is to: treat presenting problems; possibly delay or prevent the onset of a psychotic illness; investigate what characteristics, if any, make people at risk of psychosis; and what is the most effective treatment for people in this very early stage of a possible illness.

We are a free service open to people from all over metropolitan Melbourne, if they can access us. To make this easier for

people PACE has been successful in setting up 2 afternoon clinics at the Boroondara Community Health Service at 378 Burwood Road Hawthorn. Our other clinic, and home base as of Mid November, is Level 4 Highpoint Shopping Centre, Rosamund Road, Maribyrnong.

The PACE Clinic also offer a range of training and education packages for people wanting to know how to identify young people at risk of psychosis. For more information about PACE, our criteria and how to refer to PACE you can view us on line at www.pace-clinic.org or

phone **9483 4556**, ask for The PACE Clinic and we will call you back as soon as possible.

For all those people who have been frustrated having to go through the paging service to reach The PACE Clinic, hold on there is light at the end of the tunnel. When we move our Home Base to Highpoint we will have reception staff and a direct line to call into PACE. So watch this space for more information.

**Lisa O'Dwyer &
Christine Vay**

Arts Programs for At-Risk Youth

<http://www.artsusa.org/education/youth.html>

This website makes for very interesting reading – it contains a number of articles and ideas about how the arts are being used to engage young people in their communities and schools.

Topics include:

- Art Holds A Key
- Real Answers To Tough Problems
- Why The Arts?
- Can The Arts Really Deter Our Youth From Gangs, Drugs, And Violence?
- Bridging The Gap: How Nonschool-Based Programs Boost Education
- Funding For Youth-At-Risk Programs
- How To Establish A Program In Your Community
- It Worked In My City, Marc H. Morial, Mayor
- Creation Not Destruction, Janet Reno, Attorney General
- Resources
- About The Institute For Community Development In The Arts
- Institute Partners And Sponsors

ART HOLDS A KEY

Children today live in a different world than that of their grandparents. In some ways, it is a better world: a higher percentage of children in the U.S. are better fed, better educated and safe from once-menacing diseases than children of times past. On the other hand, youth now face new hazards, most unimaginable even a generation ago.

Consider the statistics:

Every day, 2,833 children drop out of school. Youth account for 18 percent of all violent crime in the U.S. and 33 percent of all serious property crime. Every day 135,000 children carry a gun to school. Justifiably, America's concern about youth at risk is as prevalent as anxiety over jobs and the economy. With hopes of reversing this ominous trend, an increasing number of nation's 17,000 community organizations - such as Boys & Girls Clubs, libraries and parks and recreation sites - are using arts programs to divert youth from gangs, drugs and the juvenile justice system; provide a more cost-effective approach with better results than traditional programs such as Midnight Bas-

ketball or juvenile boot camps; reduce truancy and improve academic performance; and build critical self-discipline, communication and job skills. The future of this country is being shaped by the development of our youth. With \$7 billion spent annually to incarcerate young offenders and school dropouts costing taxpayers another \$71 billion each year, U.S. communities should take a long, hard look at the dramatic and promising results gained by establishing arts programs for at-risk youth.

REAL ANSWERS TO TOUGH PROBLEMS

Youth arts programs are powerful crime prevention tools. They offer safe, engaging and constructive environments for young people who lack adult supervision during nonschool hours, a time when they are most vulnerable to community violence and gang recruitment. An increasing number of communities are realizing that art programs for at-risk youth offer an effective and more affordable alternative to detention and police-centered crime prevention.

Employers' Contribution to Training

Dusseldorp Skills Forum report
<http://www.dsf.org.au>

You value what you pay for: Enhancing employers' contribution to training is a discussion paper issued by the Dusseldorp Skills Forum (DSF). The report throws the spotlight on employers and their contribution, more specifically their financial contribution, to training, and urges us to re-visit the options for enhancing employer contributions in the future.

At the Dusseldorp Skills Forum we believe that good policy and better practices thrive in a robust environment in which research, analysis and policy options are put into the marketplace of ideas. With this in mind the Forum commissioned the Australian Centre for Industrial Relations Research and Training (ACIRRT) to take a closer look at the contribution Australian employers are making to skills development.

Copies of both the Discussion Paper and an overview are available for download free from the DSF web site. Printed copies can be ordered through our office (\$15 including postage and handling) by contacting DSF:

Phone: (02) 9212 5800

Fax: (02) 9212 1533

Email: info@dsf.org.au

Field-Defining Document on Mental Health in Schools



After an extensive period of revision, the Policy Leadership Cadre for Mental Health in Schools is circulating its field-defining resource and reference work entitled: *Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*.

It is designed to address national policy and practice concerns about what mental health (MH) in schools is, is not, and should be. Major topics covered include: definitional concerns, the rationale for mental health in schools, a set of guidelines to clarify the nature and scope of a comprehensive, multi-faceted approach, the ways in which mental health and psychosocial concerns, currently

are addressed in schools, advancing the field, and more. Download/view the complete report or the executive summary at

<http://smhp.psych.ucla.edu/policy.htm>



Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

(Mark Twain)

How Young People Are Faring 2002

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

This is a 2002 update on the learning and work situation of young people in Australia. It makes for fascinating reading, and is downloadable from the Dusseldorp Skills Forum website at <http://www.dsf.org.au>

Introduction:

How Young People are Faring: Key Indicators 2002 continues the Dusseldorp Skills Forum's (DSF) commitment to promoting a heightened public understanding of the contemporary learning and work circumstances of young Australians. This latest report, the fourth in this annual series, updates to 2002 the indicators proposed in *Australia's Youth: Reality and Risk* (DSF, Sydney, 1998).

This series gives particular attention to those young people who are not in education and not in full-time work as a means of identifying those most 'at risk' in contemporary labour markets. We also take a snapshot view of changes over time in young people's labour market participation.

The findings are sobering. There has been a small increase in the number of teenagers not in full-time education or full-time employment (15.4 per cent or 211,000 young people) in May 2002 compared to the same time last year. And still some 25 per cent of young adult women and 19 per cent of young adult men were at considerable labour market risk in that same month. Our research continues to display significant variations across States and Territories.

Clearly, we have not yet turned this corner.

At the Forum, we remain optimistic knowing how much good work of demonstrable value is being done, including in a growing number of individual communities (just visit our website - www.dsf.org.au - to see for yourself).

Yet the challenge remains to provide the necessary systems and resources to ensure such initiatives are the norm rather than the exception. Perhaps then we will convert these disturbing facts into positive trends that represent a real turnaround in the life opportunities of those many thousands of young Australians for whom our education and training systems need to do better.

Jack Dusseldorp
Chair



Highlights of the Report:

- 15.4 per cent or 211,000 teenagers were not in full-time education or full-time employment in May 2002, a small increase over the same period in 2001.
- 25 per cent of young adult women and 19 per cent of young adult men were at considerable labour market risk in May 2002.
- 32 per cent of teenagers in the Northern Territory were not in full-time education or full-time employment.
- Victoria has recorded the lowest level of teenagers in any state in 'at risk' activities over the past four years, while Queensland, Western Australia and South Australia record consistently high levels.
- The national completion rate of Year 12 in schools is 67 per cent, and just 61 per cent for teenage men.
- The proportion of all school leavers in 'at risk' activities five months after leaving school is 26.5 per cent; more than 40 per cent of early leavers were in 'at risk' activities compared to 18 per cent of Year 12 completers.
- An overwhelming majority of teenagers are working part-time as casual workers without the benefit of leave entitlements.
- Young people who have not completed Year 12 make up a disproportionate share of those receiving Centrelink employment related benefits.

Service Learning: Making a Difference for Children & Youth

Learning in Deed: The Power of Service-Learning for American Schools (2002)

<http://learningindeed.org/slcommission/report.html>

We've found that service-learning is a powerful strategy for teaching and learning, which allows young people to deepen and demonstrate their learning and at the same time develop a strong sense of civic responsibility. We firmly believe that it can become a central strategy for teaching and learning in our schools.

John Glenn, Chair, National Commission on Service-Learning

Youth Service: a Win/Win Situation

<http://cfc.state.ky.us/cfconline/Feb2002/YouthService.htm>

This article outlines examples of community

service opportunities and their benefits for young people. The site also contains a number of links to other articles or resources about engaging young people in their communities in meaningful ways.

National Service Learning Partnership
<http://www.learningindeed.org/>

This website focuses on resources and activities to link learning to real world problems:

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Critical to this type of learning is building in time for students to reflect on their service experience. Reflection time helps students make the connection between classroom and community learning, and ensures they understand the extent to which they can

impact positive change.

Service-learning builds stronger academic skills. First, students take an active role in determining how the projects are accomplished, creating interest and excitement for learning. Second, service-learning accommodates many different learning styles.

By teaching students early-on about the role they can play in their community, service-learning also encourages life-long civic participation. Furthermore, by relating activities to real-life experiences, service-learning improves workplace skills and enhances personal development among youth. Finally, service-learning gives students a sense of competency; they see themselves as active contributors rather than passive recipients of adult support.

Request Starlink by Email
and have the links LIVE!

Teacher Well-Being

Battling Teacher Burnout

Unrelenting fatigue, never-ending paperwork and planning, stagnant environments, higher expectations with flat or decreasing support: all these are real for teachers, and they all contribute to burnout. Read tips from teachers who have been successful at battling burnout by rejuvenating, taking care of themselves, and improving their skills and knowledge.

<http://www.publiceducation.org/cgi-bin/downloadmanager/publications/p104.asp>

Total Teacher Wellness

Teachers are a precious resource in this world, and if they are to function at a high level professionally they need to practice high-level wellness. The reality is that teaching is one of the world's best jobs if you like it and one of the worst and most stressful if you don't. This article suggests a number of simple things teachers can do to avoid stress and burnout.

http://www.speakwell.com/well/2000_fall/articles/total_teacher_wellness.html

Reflections on Capacity Building

All organizations must confront change successfully in order to grow and achieve sustainability. Established and experienced organizations are challenged to increase their efficiency and quality while newer, inexperienced organizations often struggle for basic survival. Paradoxically, funders have often failed to recognize and support the strong two-way relationship between program success and organizational strength and sustainability. Nonprofit organizations have always found that it is easier to raise funds for specific projects with tangible outcomes than to find the resources to develop themselves internally. While focused on public health organizations, this report examines lessons learned from five capacity-building and implementation efforts.

http://www.tcfw.org/reflections/2001/april/pages/definition_of_capacity_building.htm



Healing Shattered Lives

Healing Shattered Lives: Assessment of Selected Domestic Violence Programs in Primary Health Care Settings (2002). Health Resources and Services Administration, U. S. Department of Health & Human Services.

Profiles 9 programs including clinical protocols and detailed program information that can be used as templates.

<http://www.bphc.hrsa.gov/omwh>



on Children, Families and Communities

Promising Practices Network

<http://www.promisingpractices.net/>

The Promising Practices Network (PPN) web site highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.

The information offered is organized around three major areas: Proven and Promising Programs, Research in Brief, and Strengthening Service Delivery.

A very large number of program descriptions and research reports from which to choose. Lots of food for thought, and good program ideas—well worth a browse!

Haworth Press

<http://www.haworthpress.com>

This site is an online resource for as *scholarly and professional journals*. Very worth a browse for additions to your professional library!

A huge range of books and journals which can be ordered online – including the capacity to order single journal articles.

University or college lecturers may order a 60-day evaluation copy. If the book is adopted for their course, the invoice is rescinded. (See the instructions for textbook examination)

The Child & Family WebGuide

The Child & Family WebGuide, is online resource for parents, mental health and child-care professionals, educators and students. The site provides a gateway to a wealth of information, and is well worth bookmarking as well as visiting!

“The goal of the WebGuide is to give the public easy access to the best child development information on the Web.”

<http://www.cfw.tufts.edu/>

Bullying Help Line

The National Children's and Youth Law Centre in conjunction with Workcover has established a help line for young people who face bullying and violence at work.

<http://www.kids.nsw.gov.au/exchange/9/bullying.html>

Off Balance: Youth, Race, and Crime in the News

A publication from the Building Blocks for Youth Initiative. This study of media coverage of youth makes for very interesting reading in relation to the bias of media reporting, and also provides some food for thought in its recommendations. (Take the link to Research from the home page.)

<http://www.buildingblocksforyouth.org/>

A Journey of Learnings

Villa Maria's Quality Management System

Wednesday 27 November 2002—6.00 to 10.00 pm

(Please see the flyer enclosed with this issue of Starlink)

