

# STARLINK

Issue 50

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## Quick Link Resources on Parenting

**Adventures in Parenting**  
<http://www.nichd.nih.gov/publications/pubslst.cfm>

**Helping Your Child Series**  
<http://www.ed.gov/pubs/parents/hyc.html>

**A Guide to Promoting Resilience in Children**  
<http://resilnet.uiuc.edu/library/grotb95b.html>

**Winning Ways to Grocery Shop with Young Children**  
<http://www.umext.maine.edu/onlinepubs/htmpubs/4341.htm>

**Fatherwork**  
<http://fatherwork.byu.edu/>

**Head Room—Cubby House**  
<http://www.headroom.net.au/cubby/index.htm>

## Innovation Network Evaluation for Social Change

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

This website is devoted to resources and support for non-profit program planning and evaluation. From their home page, links lead to a huge range of tools and resources freely available on the web. Bookmark this site – you'll find it's an invaluable springboard!

### **Why is Evaluation Important?**

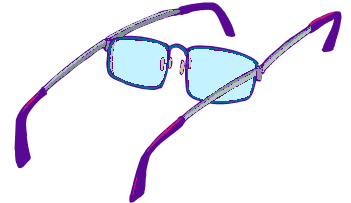
*We believe that ongoing program evaluation is the most powerful and underused tool for enhancing the ability of nonprofits to create lasting change in their communities.*

*Program evaluation helps you to answer questions about a program-whether it is serving*

*the people it's intended to serve, whether it is reaching its desired outcomes, and where improvements can be made.*

*Many nonprofits see evaluation as a punitive process that is "done to" them. Innovation Network seeks to change negative perceptions of evaluation among nonprofits and funders.*

*Our philosophy is that evaluation is an opportunity-it's a chance for nonprofits to identify ways to meet their missions more effectively and the ability to measure a difference in the lives of the people in the communities they serve. All of Innovation Network's services are based on the principle that by making evaluation accessible to all, the nonprofit sector as a whole can improve its effectiveness.*



## Notes and Reflections

<http://www.ncrel.org/info/notes/index.html>

*Notes & Reflections* is a free electronic newsletter that offers practical information — ideas, strategies, tools, and resources — about topics of special interest to professional developers who are working to improve school performance. *Notes & Reflections* is published two or three times a year and is a US based publication.

## Help Your Child Succeed At School - A Guide for Parents

I hope you won't mind me taking the liberty of letting you know that I've just put out a book that may be of interest to you or your colleagues called *Help Your Child Succeed At School - a Guide for Parents*.

The book covers, succinctly in 80 pages:

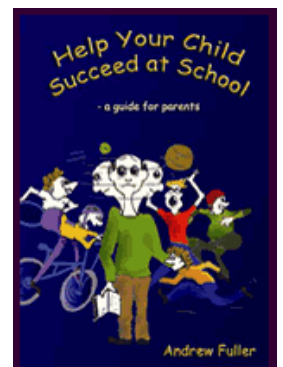
- Children's main learning directions
- Helping boys and girls learn
- Organising a learning space for your child
- Improving Concentration
- Improving Memory Study Skills
- Games parents can play with their children to support learning

The book can be obtained from <http://www.inyahead.com.au>

If there is someone you know who might be interested in this please pass the information along.

Thank you for supporting my work.

Appreciatively,  
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<http://www.inyahead.com.au>



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## WestEd - Resources that Make a Difference (US Site)

WestEd is committed to improving learning at all stages of life — from infancy to adulthood, both in school and out. Our work is far-reaching because our purpose is ambitious: success for every learner. Ambitious as it is, this goal is within reach. As your partner in educational change, WestEd

- helps all children enter school healthy and eager to learn;
- tailors effective assessment strategies for states and districts;
- works with administrators and teams of school and district leaders to help bring about successful schoolwide change;
- enhances teachers' career-long professional development;
- and finds ways for community-based groups to collaborate and solve problems.

Partners make it work. Parents, teachers, administrators, elected officials, child development specialists, members of businesses and communities, and even students, join with us in diverse alliances. Together, we think about education in new ways — to ensure equity, promote excellence, and provide service.

### Islands Of Hope In A Sea Of Dreams

<http://www.wested.org/wested/pubs/online/PDawards/toc.shtml>

When teachers have opportunities to work together, just about anything is possible. Teachers appreciate the exchange of ideas, the shared planning, and the contributions to each other's success. The more they work with one another, the more they want time to plan and share. This report highlights the eight characteristics of schools that have won the National Award for Model Professional Development: collegial relationships; supportive leadership; focused, clear goals; support systems; sufficient time for learning and collaborating; shared governance; appropriate rewards and recognition; and adequate resources.

**If you talk to your children, you can help them to keep their lives together. If you talk to them skillfully, you can help them to build future dreams.**  
(Jim Rohn)

### Teachers Who Learn, Kids Who Achieve

<http://www.wested.org/cs/wew/view/rs/179>

What does it take to translate teacher professional development into impressive learning gains for students? A research study of eight schools that won the U.S. Department of Education's National Award for Model Professional Development has been distilled into this brief and compelling story of successful school reform. A culture of learning — for teachers, students and the entire community — pervades these schools, and this book provides a glimpse of what it looks like. Teacher voices and vignettes give life to the guiding principles that researchers identified across these disparate sites. Annotated lists of resources provide concrete help in putting these principles into practice. And profiles of each school's journey demonstrate that extraordinary results can be achieved from even modest beginnings.

## National Center for Early Development and Learning

<http://www.fpg.unc.edu>

The Frank Porter Graham Child Development Institute is one of America's oldest multidisciplinary institutes for the study of young children and their families. Research and education activities focus on child development and health, especially factors that may put children at risk for developmental problems. Search their database for articles or publications on topics of interest, or leave all search fields blank to browse the complete list.



## Community Connections for Competent Youth

<http://www.uwyo.edu/ces/FAMILY/CYFAR/Cyfar.htm>

Very interesting reading on this site! See in particular in the Resources/Links section:

- Resilient Kids and Adults (under Fact Sheets)
- Resilient Families (under Fact Sheets)
- Arizona Evaluation Collaboration Model (under Assessment and Evaluation)

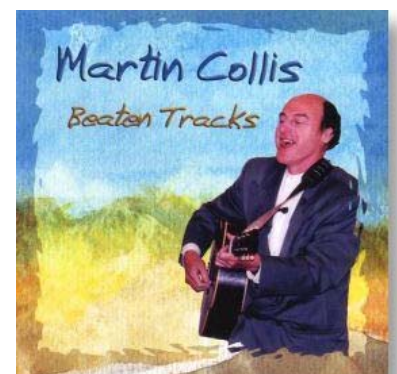
## Total Teacher Wellness (Martin Collis, PhD.)

[http://www.speakwell.com/well/2000\\_fall/articles/total\\_teacher\\_wellness.html](http://www.speakwell.com/well/2000_fall/articles/total_teacher_wellness.html)

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 num-

ber of simple things teachers can do to avoid stress and burnout.

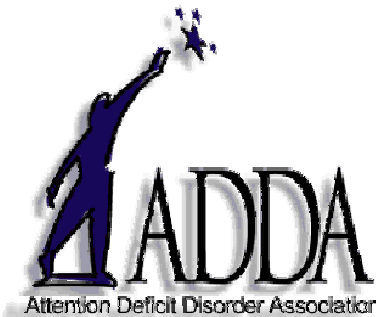
To find out more about Martin Collis, his work and his songs, visit the Speakwell at <http://www.speakwell.com/>. From there his CD *Beaten Tracks* can also be purchased. This features a number of his songs, including the inspiring *Just a Teacher*, the lyrics of which are included in the above article.



## Attention Deficit Disorder Association

*ADDA's mission is to help people with AD/HD lead happier, more successful lives through education, research, and public advocacy. Whether you have AD/HD yourself, someone special in your life does, or you treat, counsel, or teach those who do, ADDA is an organization for you.*

*ADDA focuses especially on the needs of AD/HD adults and young adults with AD/HD. Parents of children with AD/HD are also welcome.*



*Our World Wide Web site is constantly growing and changing. It is packed with articles, personal stories, interviews with AD/HD professionals, book reviews, and links to other AD/HD-related sites that provide useful information which may be helpful to you.*

*We'd like to hear from you about what you find most useful. We'd also love it if you'd like to contribute!*

<http://www.add.org>

*A man who wants to lead the orchestra must turn his back on the crowd. (Author Unknown)*

## Born To Explore! The Other Side of ADD

<http://borntoexplore.org/sitemap.htm>

This site contains a wealth of information and is well worth the visit! Plenty to read and provide food for thought. Teresa Gallagher is owner and author of the site – read her own story at:

<http://borntoexplore.org/addtg.htm>

See right for three brief extracts:

*Attention Deficit Disorder, or ADD/ADHD, is a psychological term applied to anyone who meets the DSM IV diagnostic criteria for impulsivity, hyperactivity and/or inattention. The diagnostic criteria are subjective and include behavior which might be caused by a wide variety of factors, ranging from brain defects to allergies to giftedness. ADD is really more of a description rather than a specific disease. However, there is a tendency for people to oversimplify ADD and view it as a singular defect or disease. Not true!*

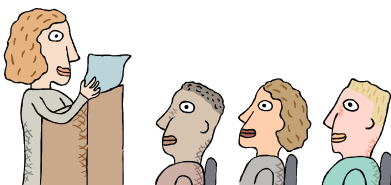
*According to conventional wisdom, the traits of attention deficit disorder (ADD and ADHD) are an error of nature. But was Thomas Edison the world's most famous inventor in spite of his hyperactivity, inattention and impulsiveness or because of it? Why are ADHD traits so similar to traits shared by "highly creative individuals" as well as to the ENTP, or "Inventor," temperament?*

*I strongly encourage readers to write their own positive pages about the phenomena called ADD. There are literally thousands of pages out there with the old negative views. We need a little competition from those of us who don't think being a little different should be grounds for having a "neurological defect." Do it for the millions of kids out there who've been told they have a brain defect!*

## Teachers As Initiators Of Parent Involvement Projects

<http://www.responsiveeducation.org/publications.html>

What happens when you give secondary school teachers small awards of money and freedom to develop their own ways of involving parents or the community in their work in the school? One study suggests that many good things can happen when you give teachers modest financial support and recognition to initiate their own ideas about a goal such as improving the connections between the classroom and the school and the families and communities served. The most important factor in the success of such an approach may be the feelings of professionalism, status, and freedom that teachers so often feel are lacking in the bureaucratic settings in which they work.



## Why Boards Micro-Manage and How to Get them to Stop

[http://www.help4nonprofits.com/NP\\_Bd\\_MicroManage\\_Art.htm](http://www.help4nonprofits.com/NP_Bd_MicroManage_Art.htm)

An interesting article, with food for thought as well as practical tips.

Part of the Resource Library at the Help 4 Non Profits website at

<http://www.help4nonprofits.com/index.htm>

## Creativity Web Resources for Creativity and Innovation

<http://members.ozemail.com.au/~caveman/Creative/index2.html>

*The Creativity Web is a resource center giving you information to help you become more creative. Resources are numerous and include books, software, and techniques. Additional resources are included to stimulate your thinking: quotations, affirmations and humour. ..You, as an individual, can make a difference in this world!*

A wealth of ideas and resources on this site to inspire and develop creativity – for playful or much more serious purposes! Drop in, explore and experiment ..

Ideas are information taking shape. (Jim Rohn)

## @Work Australia - 2002

[http://www.aon.com/about/publications/work/atwork\\_australia2002.jsp](http://www.aon.com/about/publications/work/atwork_australia2002.jsp)

This study is the first employee commitment study of its type. Featuring the benchmark Australian Workforce Commitment Index, the study reports on which organisational practices have the greatest influence on employee needs.

### Summary Of Results

*Business leaders have many challenges ahead of them if they wish to make their organisation the preferred choice of employees.*

*While leaders are doing a good job representing their organisation externally, they are neglecting their most valuable asset – their employees. As a result, most Australian workers are not committed to their employers, and organisations are vulnerable to losing staff to competitors who offer only a slight pay increase.*

*By and large, workers do not feel a strong sense of loyalty to their organisations because they do not see the link between their success and the success of the organisation. The solution is to build a sense of spirit and pride that will rekindle confidence in, and commitment to, the organisation.*

*Workplace benefits are key factors for building employee loyalty. Superannuation is the most important benefit, followed by flexible workplace schedules.*

*Job security, manageable stress levels, and a pay and benefits package that encourages a sense of ownership and loyalty to the organisation are also very important.*

*Equally important is a culture that:*

- Values employees and makes them part of a winning, growing team.
- Demonstrates the importance of retaining current employees.
- Provides the training to support and encourage personal growth.
- Helps balance personal and job needs.



## Comparing Non-Profit and For-Profit Organisations (US)

Nonprofits can be of several types:

1. informal (groups of people cleaning up a neighborhood; the vast majority of nonprofits are of this type)
2. formal (registered as corporations; status of "corporation" or association, etc.; is granted by the state where the nonprofit resides; governed by Boards of Directors)
3. tax-exempt (nonprofit corporations that are exempt from paying federal taxes, and some other taxes, too, depending on the nonprofit's state rules and regulations; status of "tax-exempt" is granted by the Internal Revenue Service)
4. tax-deductible (nonprofit corporations where contributors can deduct contributions during their federal, and sometimes state, tax computations; status of tax-deductible is granted by the IRS)

Notes:

1. Nonprofits are often registered corporations (thus, having Boards). So comparing nonprofits to "corporations" is a misnomer.
2. Nonprofits are nonprofit businesses, that is, they have the ongoing exchange of products/services with clients/customers for a value. They just don't pay the "owners" and/or "stockholders". So comparing nonprofits to "businesses" is a misnomer.
3. Not all nonprofits are tax-exempt.
4. Not all tax-exempt nonprofits are tax-deductible.

For-profits businesses have owners, eg, the founder, stockholders, etc. Nonprofit corporations don't have owners, per se, but are often viewed as being owned by the public.

A small nonprofit is much more like a small for-profit in nature than like a large nonprofit. Similarly, a large nonprofit is much more like a large for-profit in nature than like a small nonprofit.

The nature of activities among nonprofit versus for-profit Boards, leadership and supervision are quite similar. Specific differences tend to be in the areas of establishing performance indicators (client outcomes versus making a profit), fundraising (although this is increasingly similar), volunteer management, and public policy and lobbying (although this is increasingly similar).

Nonprofits are getting more pressure lately to operate as "businesses" (again, a misnomer), that is, with more focus on "the bottom line". A recent trend is called "social entrepreneurship" where nonprofits make a profit, which they put back to serving their clients. Social entrepreneurship can be in the form of a nonprofit having a "for-profit" program, or being entirely for-profit. Or, a for-profit corporation can serve a social entrepreneurship function by putting a great deal of profit back towards serving a community need.

Nonprofits and for-profits can learn a great deal from each other, especially for-profits learning more about triple-bottom lining where they establish performance indicators that are based on achieving outcomes (impacts) on customers. Nonprofits have contributed a great deal to the notion of "performance" by making popular the notion of "outcomes" (impacts) on clients.

### Carter McNamara, MBA, PhD

Nuts-and-bolts Guides to:

- Developing and Operating Your Non-profit Board of Directors
- Facilitating Nonprofit Strategic Planning
- Leadership and Supervision for Non-profit Staff
- Developing and Evaluating Your Non-profit Programs

Website:

<http://www.authenticityconsulting.com/pubs.htm>

**ED:** I have a copy of the *Nuts and Bolts Guide to Nonprofit Program Design Marketing and Evaluation*. Also a great resource for an Australian audience!