

Are We There Yet?

<http://www.yacvic.org.au/conference/index.htm>

This National Youth Affairs Conference will be held from 1 to 3 May, 2007 at the Melbourne Park Function Centre in Victoria.

(<http://www.mopt.com.au>)

The conference “brings together young people, workers with young people, community workers, policy makers, academics and researchers from all over Australia and the far reaches. We will discuss ideas, test theories, have conversations, agree and disagree, make connections, share best practice and, most importantly, be energised and inspired in our work with young people and youth affairs.

We have been overwhelmed with the level of support for and interest in the conference we’ve received since agreeing to take on the organisation of this event. Your interest and support has confirmed our suspicions that opportunities for us to get together are few and far between and the time for us to do so is well overdue.

The conference theme, “Are We There Yet?” poses a question aimed at stimulating your thoughts around the nature of the work we do, why we do it and where we’re going with it. We hope you have the opportunity at the conference to reflect on these ideas, something we seldom have the opportunity to do in our busy working lives.”



Author and lecturer Leo Buscaglia once talked about a contest he was asked to judge. The purpose of the contest was to find the most caring child.

The winner was a four-year-old child whose next-door neighbour was an elderly gentleman who had recently lost his wife.

Upon seeing the man cry, the little boy went into the old gentleman’s yard, climbed onto his lap, and just sat there.

When his Mother asked what he had said to the neighbour, the little boy said, “Nothing, I just helped him cry”

EDNA - Online Network for Australian Educators

<http://www.edna.edu.au>

edna is a large repository referencing thousands of online resources for education, training and research.

You can search, browse and even contribute your own education news, events and resources to the education community.

edna organises these resources for all education sectors: Early Childhood, School, Vocational and Technical, Adult and Community and Higher Education.

There are many resources, tools, templates and community connections for educators.

Among these is **edna Lists**, an email discussion and distribution list service designed to *facilitate communication and collaboration between members of the Australian education and training community. edna Lists are available only to organisations that are part of the Australian education and training community. Your organisation must be not-for-profit and non-commercial.*

Early Childhood

<http://www.education.gov.au/goved/go/pid/15>

This is the Early Childhood section of the Australian Government’s Education Portal. It contains a wide range of resources for early childhood education.

There are also links to “Hot Topics”, which currently are:

- Starting School
- School Holidays /Term and Semester (Dates)
- Disability - Learning
- Towards the Development of a National Agenda for Early Childhood



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The Cost of Volunteering

<http://tinyurl.com/362pko>

A report (by Anglicare in NSW) on a national survey of Emergency Management sector volunteers.

These volunteers assist in times of crisis such as floods, severe storms, bushfires and other natural disasters, as well as providing assistance at accidents, with injuries, and in life threatening situations.

The State Emergency Service (SES), Surf Lifesaving Australia (SLSA) and Australian Red Cross are just some of the organisations in this sector that provide a vital cover in emergencies.

There are more than 500,000 volunteers in the sector who are the backbone of emergency management structures throughout Australia.



Australian Emergency Management Volunteer Forum

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

The Australian Emergency Management Volunteer Forum was formed as a result of a recommendation from the National Volunteer Summit, held in Canberra in October 2001, as part of the International Year of Volunteers.

The purpose of the Forum is: To provide: a national forum representative of the volunteer emergency management sector, to facilitate better communication between the organizations within it, and to provide advocacy for the sector.

The objectives of the Forum are:

- To foster communication between one another and with Government.
- To share information.
- To provide advocacy, particularly on behalf of the non-government organisations.
- To focus on the issues of Recognition, Training, Legal Protection and Funding.

Funding and Awards

<http://www2.communitybuilders.nsw.gov.au/funding/>

Part of the NSW Community Builders website, this module covers available funding sources and how to support your bid by writing a successful submission. Resources also cover alternative means of support and other ways to provide resources for your project or organisation.

You can also sign up for *Funding and Awards Newswire*, a monthly email providing information about a range of State, Federal, corporate and philanthropic programs closing in the next 90 days.

To subscribe to this and other electronic publications, visit:

<http://www.communitybuilders.nsw.gov.au/cgi-bin/eaddress/eaddress.cgi>

Resource Project

<http://policy.ucsf.edu/index.php/resources/>

While the materials on this site are US-based, the content could easily be adapted for Australia.

The RESOURCE Project is a web-based, educational resource aimed at enhancing the adolescent training of U.S. public health students.

This site is intended for use by faculty from a wide variety of both health- and non-health-related disciplines.

A broad range of tools are available here, including a sample syllabus that can be adapted for different disciplines and courses, recommended articles and readings, data sources, suggested assignments, case studies, links to other useful resources, and sample PowerPoint presentations.

While the following units have been put in a specific sequence (i.e., Week 1, Week 2, and so forth), we encourage users of the curriculum to adapt these sections in the way that seems most appropriate.

If you are using the materials of the curriculum, we would greatly appreciate a brief email with information on how you used them to policycenter@ucsf.edu

Of course there is no formula for success except perhaps an unconditional acceptance of life and what it brings.

(Arthur Rubinstein, American pianist)



A to Z Teacher Stuff

<http://www.atozteacherstuff.com/>

One of the largest collections of resources for teachers we have found on the web. As the home page says, there are literally thousands of pages here, so the site is well worth bookmarking!

A to Z Teacher Stuff is a teacher-created site designed to help teachers find online resources more quickly and easily. Find lesson plans, thematic units, teacher tips, discussion forums for teachers, downloadable teaching materials & eBooks, printable worksheets and blacklines, emergent reader books, themes, and more.

Resources are developed both by the teachers who have produced the website and by other teachers who use the site and post their own ideas and resources through the discussion forums and other avenues.

All resources are downloadable. Many are free, and the cost of those available for purchase is very reasonable.

Though this is a US based website, there is plenty here to suite the Australian context as well!



Women with Disabilities Australia (WWDA)

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

Incorporated in 1995 and with a national secretariat located in Tasmania, Women With Disabilities Australia (WWDA) is the peak organisation for women with all types of disabilities in Australia. It is a federated body of individuals and networks in each State and Territory of Australia and is made up of women with disabilities and associated organisations.

WWDA is run by women with disabilities, for women with disabilities. It is the only organisation of its kind in Australia and one of only a very small number internationally.

WWDA is unique, in that it operates as a national disability organisation; a national women's organisation; and a national human rights organisation.

WWDA addresses disability within a social model, which identifies the barriers and restrictions facing women with disabilities as the focus for reform.

WWDA's policy and program areas have included: Preventing Violence Against Women With Disabilities; Sterilisation and Reproductive Health of Women and Girls with Disabilities; Leadership and Mentoring; Information and Communications Technology; Housing; Health and

Well-Being; Ageing; Education, Employment and Income Support; and Human Rights.

WWDA's innovative programs have been critically acclaimed at national and international levels, and the organisation has been rewarded with a number of prestigious awards in recent times. For example: winner of the National Human Rights Award December 2001, winner of the National Violence Prevention Award 1999, nominee for the French Republic's Human Rights Prize 2003 and nominee for the UN Millennium Peace Prize for Women in 2000.

ASG Early Intervention Research Program

<http://www.asg.com.au/asgeirp>

The Australian Scholarships Group (ASG) has committed its support to undertake much-needed research in the area of early childhood learning and literacy. The five-year research project aims to discover why some children experience learning challenges at primary and high school, by studying how children learn at the early childhood level when they are potentially most receptive to learning.

Under the auspices of the University of Melbourne's Faculty of Education, ASG's Early Intervention Research Program, housed at the University's Early Learning Centre, Abbotsford, is expected to provide a framework for teachers and parents in how to intervene with children facing learning challenges and help children reach their full education potential.

With many children experiencing some form of learning challenge, the beginning years of education have been identified as the best stage for effective intervention. ASG's Early Intervention Research Program will provide the opportunity for a longitudinal investigation of early learning and literacy development from a multi-disciplinary perspective.

There is only one pretty child in the world, and every mother has it.
(Chinese Proverb)

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The New Hospital Wing

When a panel of doctors was asked to vote on adding a new wing to their hospital, the *Allergists* voted to scratch it and the *Dermatologists* advised no rash moves.

The *Gastroenterologists* had a gut feeling about it, but the *Neurologists* thought the administration had a lot of nerve, and the *Obstetricians* stated they were all laboring under a misconception.

The *Ophthalmologists* considered the idea short-sighted; the *Pathologists*

yelled, "Over my dead body!", while the *Pediatricians* said, "Grow up!"

The *Psychiatrists* thought the whole idea was madness; the *Surgeons* decided to wash their hands of the whole thing, and the *Radiologists* could see right through it!

The *Internists* thought it was a bitter pill to swallow; the *Plastic Surgeons* said, "This puts a whole new face on the matter".



The *Podiatrists* thought it was a step forward, but the *Urologists* felt the scheme wouldn't hold water.

The *Anesthesiologists* thought the whole idea was a gas, and the *Cardiologists* didn't have the heart to say no.



Reflections
CHRIS BENNETT

Losing Your Marbles?

My favourite game at primary school was marbles. Every day we would play under the big oak tree, which had the only dirt patch in our concreted schoolyard.

We would draw a triangle in the dirt and place our marbles in it. About 4 metres away we would draw a starting line.

Each player in turn had to shoot his marble from behind the starting line and knock out a marble from the triangle.

If you were successful you would keep the marble you knocked out of the triangle.

I would always come to school with only four marbles in my bag. Other kids had a bagful.

Why only four marbles? It made me focused and determined to win, because if I lost all my marbles early on in the game I would be forced to watch others play for the rest of the day. For a young kid this was intolerable.



Because of my four marble policy, I usually won and came home with a bag full of marbles. It also helped that I used my lucky marble, the bloodsucker, which was red and white.

Reflecting back now, it makes me think that often when you have the most to lose you are more likely to be successful.

Maybe if you are serious about achieving your goals, you need to risk losing your marbles!

If you don't risk anything,
you risk even more.
(Erica Jong)