



## **FSP School Partner Process for Australian Schools**

When an Australian FSP School Member has indicated an interest in being linked with a school in Timor-Leste, we ask that the Australian school considers how it will effectively incorporate all aspects of the FSP's aims into its school community, keeping in mind the values of our work.

### **Guiding Values:**

FSP is guided by fundamental values of mutual respect, community service and a practical commitment in Australia and Timor-Leste to:

- Advance the knowledge and welfare of students, schools and their communities
- Defend the right of communities to shape the way in which they pursue educational aspirations
- Advocate the equitable access to educational opportunity for all children and support the means to realise their full potential
- Promote the benefits of learning about the life circumstances and cultures of others
- Respect and acknowledge the contribution made by each participant according to his or capacity
- Build sustainable international community-to-community relations based on informed understanding, empathy and reciprocal learning

### **Please outline:**

- 1. How many teachers are involved in the school's FSP membership?**

Notes We recommend that a minimum of two people are responsible for maintaining momentum and motivation within the school community. One of these people should be a teacher from within the school community. The other could be a parent, or the school's Principal.

- 2. Is a specific Timor-Leste student group run in the school that develops and maintains an interest in Timor-Leste, and how does this group gain support from the teacher community and encourage awareness of the group within the wider school community?**

*Notes* A focus for your activities is needed beyond incorporation of Curriculum into the school and awareness/ fund raising activities. A forum where interested students can meet and discuss how FSP will work in your school is necessary. Some schools incorporate this into an existing Social Justice Group; others create a specific Timor-Leste Group. To ensure the group's ongoing operation, support from the teacher and school community at large will need to be sought.

**3. What administrative support is available for them?**

*Notes* FSP school meetings will need to be supported by room availability. Follow up support such as typing of Minutes may be necessary. Support of the school's Bursar is helpful when paying fees and sending on funds raised.

**4. How is Timor-Leste incorporated into the school curriculum?**

*Notes* Are you familiar with the FSP Timor-Leste Curriculum Units 1-4? Where do they/ could they best fit in your school? Do you use other curricula and in what context?

**5. What extra curricula school-wide activities (i.e.) awareness/ fundraising activities, has your school been involved with?**

*Notes* How has your school responded to the need to raise the profile of FSP and the culture of Timor-Leste, in its wider school community? Fundraising can achieve this, as can awareness days or weeks with themes appropriate to the FSP Program Theme for the year.

**6. What systems are in place for recruitment of new students and teachers within the school community, to replace outgoing personnel?**

*Notes* It is essential that a yearly program of student recruitment occurs, to ensure that knowledge and skills gained by existing students, are passed on to new members who can then continue the work of FSP in your school.

**7. Is the school community aware of the three year (minimum) commitment necessary to engage in a school partner relationship with a school in Timor-Leste?**

Notes A three year commitment is essential to support the growing relationship between schools. In this time, each school community can develop a real understanding of its School Partner. Once School Partner status has been awarded, an invoice for School Partner membership for three years will be issued to the School Bursar.

To assist you in your application to become a School Partner a Case Study of a current School Partner's process within FSP has been outlined below.

### **Catholic Regional College, St Albans joined as FSP School Member in 2004.**

#### **Student Social Justice Group**

A Student Social Justice group already existed, comprising mainly of Year 10 students who had been told about the Alola Foundation and the AET FSP by the teacher who coordinated the group. The students decided that they would add East Timor to their social justice portfolio. Initially they decided that they would like to raise funds for school materials to support the program. In order to raise awareness within our school community a presentation was delivered to the staff about the Alola Foundation, AET FSP and the fundraising project the students were proposing to undertake.

In the following weeks time was allocated during class time for each class to view and discuss the video *Asia Our Neighbour – East Timor*, which proved to be a good catalyst for fundraising. It also seemed to help boost membership of the Student Social Justice group. This group of students then took responsibility for maintaining an interest in Timor-Leste. They organised library displays, regular facts about Timor-Leste in the Student Bulletin, promoting activities and fundraisers.

#### **Recruitment of new members**

In 2005 the group maintained interest in Timor-Leste and was keen to be allocated a partner school but understood the circumstances and that this would take time. Our school is a Year 7 to 10 campus so the Year 10 students who were involved in 2004 were encouraged to pass on their enthusiasm what they had learned to their new campus. However, towards the end of 2004 they actively recruited new members by visiting each class to talk about the projects that they had been involved in and encourage others to consider if they would like to join the group. There has been a steady membership of the group with new students joining each year.

#### **Extra Curricula Activities Undertaken**

While waiting to be allocated a partner school they focussed on fundraising, in 2005 for sport equipment and in 2006 for literacy kits. Some of the fundraising activities they conducted were selling ice creams at lunchtime, dance competitions, out of uniform days, baking products to sell at food stalls and selling hot chocolate during winter months.

## **Partnership**

In 2006 the students were pleased to know that our school had been allocated a partner school and they keenly worked on producing a photo album, which was sent to Timor-Leste in September that year. They continued to raise awareness within the school community through displays, videos, lunchtime presentations and workshops.

## **How is FSP membership supported within the school community?**

### **Teacher time**

One teacher is allocated a 50 minute period each week to coordinate the Student Social Justice group. Other teachers are invited to become involved in supporting student activities. The group meets regularly, generally on a weekly basis.

### **School administration**

While most meetings are held during lunchtimes or after school, the school administration has supported the need to have some meetings during class time. Workshops have been conducted during class time allowing students who are interested to attend if they have prior approval of their class teacher.

The school administration has supported incorporating Timor-Leste into the curriculum. Class time has been allocated in Religious Education and Pastoral Care for viewing videos and discussion to raise student awareness of Timor-Leste and as a catalyst for activities and fundraisers. In 2007 the Humanities department will look at incorporating Timor-Leste into the curriculum.

The school administration has supported fundraising activities that have been conducted at lunchtimes (food stalls, dance competitions), as well as out-of-uniform days. The Food Technology department has supported fundraising activities by ordering ingredients as well as making food to sell at lunchtime food stalls.

Students have had the opportunity to attend a workshop to develop their understanding of Timor-Leste. The workshop was conducted during class time and students who had prior approval of their class teacher were permitted to attend.

All staff members are invited to express interest in the Social Justice Coordinating position and to participate in activities to help facilitate students' developing understanding.

At the beginning of each year and periodically throughout the year, students are invited to join the Student Social Justice Group through the student bulletin. As part of the recruitment process members of the group also visit classes throughout the year to inform students about the activities of the group, answer questions and invite new members.