

Another theme that's emerged from our research on cultural, religious and social justice clubs, has been the role of the teacher advisor. We asked students for their opinions on how teachers could best help these kinds of clubs. Their opinions were really quite interesting as they felt that different kinds of clubs required different kinds of student, or rather teacher, input.

Our student participants felt that, in some cases, they needed strong leadership on the part of the teacher so that they could learn new skills to better participate in the clubs. In other cases, they really valued advocacy on the part of the teacher, so that the teacher would help them; perhaps, get some space in school, website, or perhaps a room to carry out a particular activity related to their club. Finally, what we discovered was that many of the students in cultural or religious associations would have appreciated having a club sponsor from the same background as them. So, for example, in the Tamil Student Association they would have loved to have a teacher from that particular background. But they said that wasn't always possible because in their experience most of the teachers were from the majority white, Anglo-Saxon background.

I'd like to invite you to view the video clip so that you can hear from the students themselves what they value most in the teachers who sponsor and advise them in their clubs.