

SCAN

Vol 21 Number 3 August 2002

Professional Support and Curriculum Directorate



Book raps and raps hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

Planned raps and book raps for 2002-2003

Term 3, 2002

- **Book Week: the Early Childhood Books.** Stage 2 English.
- **Commonwealth Games.** Stage 3 PDHPE.

Term 4, 2002

- **Henry Lawson.** Stage 6 English *Standard* (Telling stories).
- **Only the heart.** Stage 6 English *ESL* (Area of study).
- **Harry Potter.** Stage 3 English and Stage 4 English. (Includes a WebQuest).
- **Matthew Flinders: the ultimate voyage.** Stage 4 Science.

Term 1, 2003

- **Brave new world** and **Blade runner.** Stage 6 English *Advanced* (Comparative study of texts and context).
- **Papunya School book of country and history.** Stage 3 HSIE. Nominated for Picture Book of the Year and Information Book of the Year 2002.

Term 2, 2003

- **Peter Skrzynecki.** Stage 6 English *Standard & Advanced* (Focus: Changing perspective); *ESL* (Area of study: Perspectives).

Please send your suggestions and requests for future raps and book raps to colleen.foley@det.nsw.edu.au or fax (02) 9886 7413.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at:

www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School libraries: empowering learning** at:

www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice).

When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.

The exact dates for the above and any additional raps will be advised in the **News** section of **School libraries: empowering learning**.

Editor: Ian McLean
Assistant Editors: Jackie Hawkes, Sally Rasaiah and Cathy Sly
Graphic Designer: BIAGDESIGN
Subscription enquiries:
Scan
Fax: (02) 9886 7413
Web: www.det.nsw.edu.au/schoollibraries

Published by the Professional Support and Curriculum Directorate, *Scan* is a journal that focuses on the interaction between information and effective student learning. *Scan's* articles and reviews explore the use of curriculum resources within the learning environment. *Scan* is issued four times per year and is available on subscription from The Subscription Clerk, *Scan*, Private Bag 3, Ryde, NSW 2112, Australia. Fax: (02) 9886 7413.

© 2002 NSW Department of Education and Training, Professional Support and Curriculum Directorate.

ISSN 07264127, SCIS 752744.

Views expressed in *Scan* are not necessarily those of the editor or the Department of Education and Training. All covers are reproduced with permission of the relevant publishers. *Scan* accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, DET or *Scan*. Contributions and correspondence are welcomed and should be addressed to: The Editor, *Scan*, Private Bag 3, Ryde, NSW 2112, Australia. Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: editor.scan@det.nsw.edu.au

RESTRICTED WAIVER OF COPYRIGHT

The printed material in *Scan* is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below:

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Scan accepts advertising.
For further information, contact
The Editor on (02) 9886 7501

SCAN

Vol 21 No 3 August 2002

Professional Support and Curriculum Directorate

From the Editor	2
Currents	3

Teaching and learning

Reading the pictures: connecting visual literacy and evidence based practice - Catharina (Teeny) Patterson	4
School library web pages: supporting teaching and learning - Colleen Foley	12
Using the school library web page at Denistone East Public School - Joy Wilkinson	13
Using the school library web page at Griffith High School - Frank Sirianni	15
.....Some school library sites - Jackie Hawkes	17
I am Jack: using literature to teach about bullying - Susanne Gervay & Jenny Foster	18
An interview with Susanne Gervay - Ian McLean	24
Anti-bullying resources - Alison Soutter	26
Integrated and interactive: teaching Outback kids - Maureen Nicol	27
Evidence based practice at Girraween High School: locating, selecting and assessing with Year 7 students - Lisa Gane	31

Research columns

Research columns 2, 2002 -	
Research: the lifeblood of the profession - Dr Ross J Todd	34
Recent research on the impact of the school library resource centre on learning - Dr Dorothy Williams & Caroline Wavell	37
Abstracts of recent research	41

Noticeboard

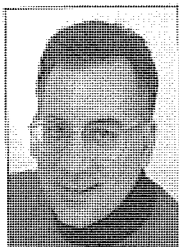
Gifted education: implications or collaborative planning and teaching - Angela Chessman	42
From SCIS: Electronic resources on SCIS - Anne Dowling	46
Briefly...	46

Resources

Reviews of Internet sites	48
Literacy resources	64
Picture books	65
Fiction for younger readers	69
Fiction for older readers	72
Information, poetry and drama	75
Professional reading	85
Who reviews?	86

Indexes	87
---------	----

From the editor



Term 3 is upon us already, with Education Week, Book Week and National Literacy and Numeracy Week fast approaching and ensuring us of a busy time with school community events. Please enjoy what this issue of Scan has to offer, including some additional Book Week possibilities for selected shortlisted picture books.

The feature article from Teeny Patterson builds upon our recent series of articles on the literacy demands of visual texts. Teeny makes some interesting connections between visual literacy and evidence based practice. By focusing on the visual aspects of several picture books on this year's Children's Book Council of Australia shortlist, Teeny suggests some exciting ways of using such books with students in collaborative teaching situations to achieve English outcomes and use an evidence based practice approach to show learning achievements. It also complements activities suggested in the current book rap on the Early Childhood shortlisted books.

Similarly, the section on how some school library Internet sites are used to support teaching and learning, provides an interesting taster and extends previous *Scan* articles, for example about effective use of school intranets (Steve Jones & Birgit Smith, *Scan* vol 21 no 2, pp 14-17).

Maureen Nicol's article provides a fascinating glimpse into the excitement and challenges of distance education, creative approaches to teaching and learning capitalising on technological innovation, and broadens our understanding of the Year of the Outback.

I am also pleased to present Susanne Gervay and Jenny Foster's timely piece on teaching about bullying through literature, along with some helpful anti-bullying resources. The interview with Susanne provides some additional insights.

Angela Chessman offers us important information to enhance our understanding of gifted and talented students. The suggestions for the collaboration between teacher-librarians and teachers to provide optimal opportunities for all students are invaluable.

Other updates in *Noticeboard* include information about the change in general Materials Designation (GMD), forthcoming conferences, the SchoolSystems for School web site, the 2002 Vision Australia Library Awards shortlist, and National Simultaneous Storytime 2002.

It has been a pleasure to bring you another issue of *Scan*; this happens to be my last as *Scan* Editor. I have decided that the time is right for me to return to a school. While I am sad to leave *Scan*, being in a school again will present me with just as many new deadlines and exciting challenges. I look forward to the next stage of my career in education and I thank everyone for the incredible support and encouragement that has been given me through *Scan*. My thanks to Jackie Hawkes, Cathy Sly and Sally Rasaiah for their help in finalising this issue.

Best wishes,
Ian McLean

Currents



Colleen Foley is
Manager, School
Libraries and
Information Literacy
Unit (SCIS/Scan).

Teaching and learning

Teeny Patterson's article in this issue offers some additional possibilities for Book Week activities, and a guided opportunity to try an evidence based practice approach in relation to specific syllabus outcomes. Your feedback on how you go with any of the activities would be most welcome.

We now have two raps live: *Book Week: Early Childhood books*, a book rap for Stage 2 English students; and the Commonwealth Games rap for Stage 3 PDHPE. If you are not participating, feel free to visit the site and see the support material available. The raps are an exciting way to support literacy, the ICT (information and communication technologies) capabilities, and achievement of outcomes across a range of KLAs. To visit the raps and book raps go to <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/> To ensure you are viewing the latest version of these web pages simply hold down your Shift key and click Refresh or Reload on your web browser. Check the inside cover of this issue of Scan for the updated list of forthcoming raps and book raps for Term 4 and into 2003.

The Quality Teacher Project, *Linking Syllabus outcomes and information skills - An online course*, is being offered to NSW government teachers and teacher-librarians during this term. Three courses are now available:

- Teaching for outcomes: information skills in Biology Stage 6
- Teaching for outcomes: information skills in Community and Family Studies Stage 6
- Teaching for outcomes: information skills in PDHPE K-6

The courses are designed for a teacher-librarian and a teacher from a school working together. Each school-based

partnership is able to investigate ways in which some of the outcomes in Stage 6 Biology, Stage 6 Community and Family Studies or PDHPE K-6 can be achieved using an information skills approach. A small grant is available to support participating teachers. If you would like to find out more about this outstanding professional development opportunity, please contact colleen.foley@det.nsw.edu.au or fax (02) 9886 7413.

Opportunity to participate in research

Last issue of *Scan* included a flyer for a survey which is part of a significant research project. This survey forms part of a large scale international study being undertaken by Dr Ross Todd and Dr Carol Kuhlthau of the Center for International Scholarship in School Libraries (CISSL) at Rutgers, The State University of New Jersey, USA. This study, which focuses on evidence based practice, aims to increase our understanding of the difference collaboration between teacher-librarian and teachers makes to student learning.

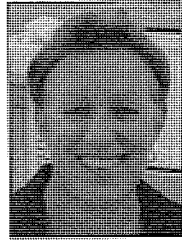
Completing this survey enables you to contribute to and inform valuable research in this area. Your contribution is important even if you haven't yet achieved what you would like to; it is worth making the appropriate comments in the survey. It is not too late to participate. If you would like a copy of the survey contact colleen.foley@det.nsw.edu.au or fax (02) 98867413.

I would like to take this opportunity to thank Ian McLean for his contribution to the ongoing growth and development of *Scan* during his time as Editor. The team will miss him and we wish him well at his new school. ■

In 2002 Scan has continued to highlight the difference teacher-librarians make to teaching and learning as they collaborate with teachers in their schools. We see this reflected in the articles from schools and districts, and in the research being presented in the evidence based practice reports and *Research columns*. This neatly supports the continuous cycle of practice informing research informing practice. It has been inspiring to have the summary of available research presented by Ross Todd in his two-part feature on evidence based practice in the first issues of the year. The research reported by Ross in this issue challenges us to be explicit about the ways we make a difference, to be clear and specific about the learning outcomes we are supporting.

I am constantly inspired by the wonderful contributions teacher-librarians across NSW make as integral members of their school teaching and learning team. I welcome any opportunities to share ideas and experiences at district meetings and am also happy to suggest speakers and ideas for professional development sessions. Please do not hesitate to contact me any time on this or other matters.

Reading the pictures: connecting visual literacy and evidence based practice



Catharina (Teeny) Patterson was one of the project officers engaged in writing

Choosing literacy strategies that work - Stage 2 and was the Linkages Coordinator at Professional Support and Curriculum Directorate for the last three years. Teeny now works as an educational consultant and casual teacher, and has long had a particular interest in collaborative planning between teachers and teacher-librarians. This article provides some examples of activities which support English outcomes. The activities could be used for an evidence based practice approach.

In recent issues of *Scan*, Dr Ross J. Todd (Todd, 2002) wrote a series of articles focusing on the importance of evidence based practice becoming the public voice of the teacher-librarians' profession. His two part article spoke of the need for teacher-librarians to work towards providing school communities with tangible evidence that the school library and its collaboratively planned teaching initiatives are integral to students' achievements of syllabus outcomes. Todd quoted recent research that found test scores in American schools improved when there was close cooperation between classroom teachers and teacher-librarians, when teacher-librarians provided training in ICT (information and communication technology) for other teachers, and when teacher-librarians worked towards curriculum goals or, in Australian terms, syllabus outcomes. Australian research with similar implications was also referenced.

Evidence based practice and syllabus outcomes

According to Todd, teacher-librarians need to be able to prove that what they do on a day to day basis impacts on gains in students' learning. Evidence based practice, he says, not only gathers data about what students already know, it is also a very useful

tool in shaping and planning teaching and learning programs on an ongoing basis. In this way, evidence based practice reflects current NSW syllabuses and the embedded outcomes approach. All syllabuses, since the introduction of the *English K-6 syllabus* (1998), have been written with outcomes. These outcomes

Collaboration between teachers and teacher-librarians provides a rich opportunity for teacher-librarians to ensure that teaching programs make a tangible contribution towards students' achievements of the outcomes of subject syllabuses.

towards students' achievements of the outcomes of subject syllabuses. For all teachers syllabus outcomes are the starting point. Evidence based practice allows teacher-librarians to target time, resources and expertise, and provides them with a basis for not doing things that do not work or do not matter.

Reading the visual in picture books

In addition to Todd's articles, the May 2002 issue of *Scan* also included articles on visual literacy by Bill Spence, Principal Education Officer, Literacy, and by award winning picture book author and illustrator, Matt Ottley. These focused on developing a language for discussing visual texts with our students, in much the

same way as we have a common language for discussing written texts. Matt Ottley also considered the levels on which he felt visual texts could assist students to understand and better appreciate picture books. Picture book illustrations can either mirror the text, convey additional meaning other than that stated in the text, or use illustrations to provide a subtext that have a meaning of their own. Ottley believes that an illustrator's intentions are signposted in three main ways. The illustrator might use a particular medium, such as water-colour, to create a mood or convey feeling. The illustrator might create a texture to reflect a particular character in a picture book, or use objects in the pictures as motifs to signify a deeper meaning beyond the superficial story being told.

This article makes some connections between Todd's research into evidence based practice and Spence and Ottley's articles on visual literacy. This helps teachers and teacher-librarians gain a greater understanding of how an evidence based practice approach can be used to explicate learning achievements in the context of particular syllabus outcomes. In the past, picture books were widely regarded as the realm of very young children. They were used most often by parents, or teachers of Stage 1 students, as a way of introducing young children to the world of reading. They were also often used with older students who needed the additional support pictures often provide in a text.

More recently available is an extensive range of very sophisticated picture books suitable for use with students from Kindergarten to, in some cases, Year 12. The level of complexity in these books comes from the subject matter of the text, the language choices made by the author, and the subtleties of the illustrations. Picture books are now used to teach students about such varied topics as satire, irony and visual arts.

This year's (2002) Children's Book Council of Australia (CBCA) short-listed books are no exception. In this article we present some of the short-listed picture books and provide teachers and teacher-librarians with:

- some ways of assessing students' current level of understanding of various aspects of visual literacy
- a variety of activities to assist in the explicit teaching of visual literacy
- some suggestions for collecting data that provides evidence of students' progress towards syllabus outcomes that deal with visual literacy.

Books included in this article were chosen for a variety of reasons. In some cases, although the books are literary texts, they provide excellent starting points for discussion of issues in other key learning areas. The books explored here are:

- Gleeson, L. & Creder, A. *An ordinary day*. Scholastic Australia, 2001 SCIS 1054716
- Heffernan, J. & McLean, A. *My dog*. Scholastic Australia, 2001 SCIS 1034046
- Hobbs, L. *Horrible Harriet*. Allen & Unwin, 2001 SCIS 1063004
- Papunya School book of country and history*/produced by staff and students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001 SCIS 1058501

HOBBS, Leigh

Horrible Harriet

Allen & Unwin, 2001
ISBN 1865084395

Harriet is not an endearing student. She is a bully who keeps two of her teachers imprisoned in the school's cellar to do her homework. This picture book explores and satirises aspects of more traditional visual texts. Hobbs' unpleasant portrayal of the central character is matched by equally unflattering drawings which depict every mean and nasty, cruel and wicked thought and deed carried out by Harriet. A new boy is impervious to all her efforts to scare him, and Harriet mellowes. Showing that personalities can undergo changes, and that being big and devious need not always equate to power over others, this unusual story has an uncommon ending. The book presents teachers with numerous discussion starters. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
\$24.95

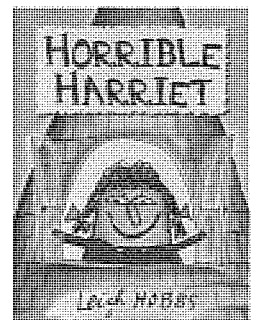
In this respect, all of the reading outcomes also pertain to the development of students' visual literacy.

Critical understandings

The *English K-6 syllabus* (1998) clearly states (p 9) that as well as developing the skills, knowledge and understandings required to read and critically interpret written texts, students need to develop the skills knowledge and understandings required to interpret visual images and make connections between them and the text. In this respect, all of the reading outcomes also pertain to the development of students' visual literacy.

As an example of another key learning area that requires students to interpret visuals, the *Human Society and Its Environment K-6 Syllabus* (1998) refers (pp 11-12) to acquiring skills that assist students to:

- read, view, write, listen to and talk about a range of subject matter
- critically reflect on the purpose and intended audience of texts
- identify and gather information by selecting: relevant sources of information, including ... various types of factual and literary texts



HOBBS, Leigh

Horrible Harriet

Allen & Unwin, 2001
ISBN 1865084395

Harriet is not an endearing student. She is a bully who keeps two of her teachers imprisoned in the school's cellar to do her homework. This picture book explores and satirises aspects of more traditional visual texts. Hobbs' unpleasant portrayal of the central character is matched by equally unflattering drawings which depict every mean and nasty, cruel and wicked thought and deed carried out by Harriet. A new boy is impervious to all her efforts to scare him, and Harriet mellowes. Showing that personalities can undergo changes, and that being big and devious need not always equate to power over others, this unusual story has an uncommon ending. The book presents teachers with numerous discussion starters. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
\$24.95

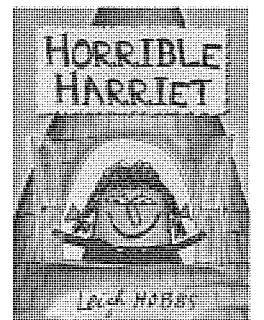
In this respect, all of the reading outcomes also pertain to the development of students' visual literacy.

Critical understandings

The *English K-6 syllabus* (1998) clearly states (p 9) that as well as developing the skills, knowledge and understandings required to read and critically interpret written texts, students need to develop the skills knowledge and understandings required to interpret visual images and make connections between them and the text. In this respect, all of the reading outcomes also pertain to the development of students' visual literacy.

As an example of another key learning area that requires students to interpret visuals, the *Human Society and Its Environment K-6 Syllabus* (1998) refers (pp 11-12) to acquiring skills that assist students to:

- read, view, write, listen to and talk about a range of subject matter
- critically reflect on the purpose and intended audience of texts
- identify and gather information by selecting: relevant sources of information, including ... various types of factual and literary texts



- synthesise and communicate information gained using a range of texts and technologies including recounts, narratives, pictures ...

If we take each book separately, we can see how the explicit teaching of visual literacy skills and understandings will assist students to meet both English and, in some cases, other key learning area outcomes. Some of the following activities will be best carried out if teachers are able to ensure students can clearly see the illustration(s) being discussed.

Undertaking the study of all four books as an entire unit of work would take several weeks. If this is the chosen option, it is suggested that all pre-unit assessment tasks are done at the same time, at the beginning of the unit. If teachers prefer not to touch on any of the books featured below before beginning the teaching and learning cycle, many of the pre-unit assessment tasks can be easily adapted to other

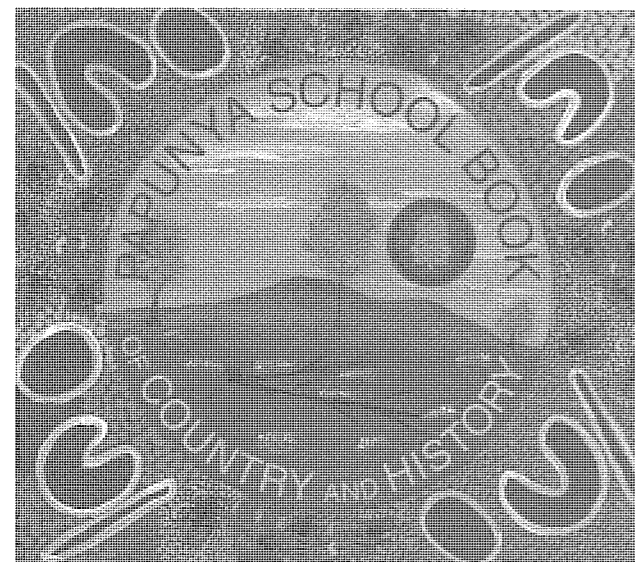
picture books, providing the visual features being assessed are similar. In this case, teachers could include the pre-unit assessment tasks as part of the teaching and learning activities.

After gauging students' current level of understanding, teachers should also consider introducing to students a language for discussing a book's visual features and effects (see Spence in *Scan* 21(2), 2002). This language will become more familiar to students as the unit progresses. More detailed information about reading visual images is available by accessing the references and further reading suggested in the *Scan* article and listed at the conclusion of this article, along with some of the support material available online in book raps such as the 2002 Term 3 Book Week: the Early Childhood books rap, and Mrs Millie's painting book rap. These book raps can be accessed from <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/>

The teaching and learning activities outlined below are not exhaustive and only pertain to the visual features of the books. Italicised responses to these features are suggestions and other interpretations are possible. Teacher-librarians and teachers would also include teaching and learning activities that draw out the many language, literary, factual and structural features of the books, as appropriate.

Sample picture book activities

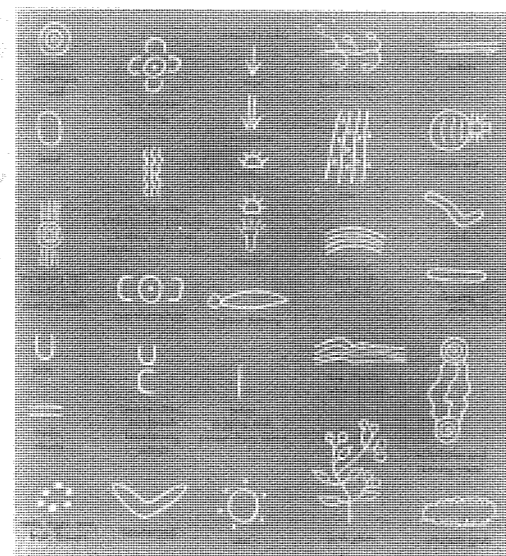
For each book, special visual features are noted, possible pre-unit and post-unit assessment tasks are suggested, as are some potential teaching and learning activities supporting specified outcomes. The pre- and post-unit tasks support teachers and teacher-librarians in showing what has been learned during the unit. In this way they provide examples of evidence based practice.



Papunya School book of country and history/produced by staff and students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001. Cover reproduced with permission.

Symbols of desert art

These are some of the traditional symbols used in desert art. They have many different interpretations; only a few of their meanings are given.



From *Desert dreamings* by D. Stokes p 9 © Reed Educational & Professional Publishing Australia (Heinemann Library), 1997. Reproduced with permission.

Papunya School book of country and history produced by staff and students at Papunya School.

Special visual features:

Maps to scale; hand drawn, unscaled maps with keys; timelines in various forms; Aboriginal artwork representing Dreaming stories; illustrations that support and complement the text; illustrations ranging from black and white and coloured photographs to life-like paintings to children's stylised drawings; page borders that enhance meaning.

Pre-unit assessment tasks to gauge students' current level of understanding

On the first reading of the book, ask students to observe:

- the Aboriginal strip paintings on p 7. Ask students to compare them to the similar border around pp 8-9. What do they notice? Students write their responses and teacher collates (possibly on an overhead) for future reference. (*One possible response is that the first two are before the impact of European settlement has taken effect and the backgrounds are rich in vegetation. The background on the pp 8-9 border is decidedly duller.*)
- the life-like paintings of the scenery they see throughout the book and note any changes. (*At the beginning of the book, these appear as quite rich in vegetation and water. As the book progresses, and the impact of European settlement begins to take effect, the pictures become drier; vegetation sparser.*)

Outcomes

English Stage 3

RS3.5

Reads (and views) independently an extensive range of texts with increasing content demands and responds to themes and issues.

RS3.6

Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

RS3.7

Critically analyses techniques used by writers (and illustrators) to create certain effects ... to position the reader in certain ways and to construct different interpretations of experience.

RS3.8

Identifies the ... structure of a wider range of more complex texts and discusses how the ... features work to influence readers' and viewers' understanding of texts.

Teaching and learning activities

On a second, and possibly subsequent, reading(s) of the book, teachers ask students:

- what they notice about the photographs on the front and back fly leaves. *Predominantly Aboriginal people; active engagement; clothing colours reflective of Aboriginal art work; Aboriginal and non-Aboriginal people working together.*
- what they think the messages are behind the traditional Aboriginal artworks found throughout the book. A key to images nominated by the local Aboriginal community or a chart of traditional symbols such as that shown on p 9 of D. Stokes *Desert Dreamings* (Heinemann, 1997) would support the interpretation of traditional art symbols (see opposite page). Discuss with students whether they reflect or complement the text.
- to study the map on pp 2-3. Discuss the significance of the scale. Scale is important because this map is not just about location of places, but also indicates how far Aboriginal people travelled over their Land and that of neighbouring language groups; note the names of traditional country/language groups in upper case. Compare the map to a mainstream map of the Alice Springs region. Are Aboriginal language groups shown? Compare the map with a map of your local area. How many Aboriginal place names remain? Discuss reasons why the names might have changed over time and under what circumstances they might be changed back. Some students, from backgrounds other than English, might also have experiences from their homeland that relate to places being renamed.
- to compare the first map to those on pp 22, 27 and 29. Why is scale not represented here? What different significance do the keys have? What different information/meaning is conveyed?
- to observe changes in vegetation and water (becoming sparser), colour (*becoming more stylised and less natural in effect*).
- why they think the author and illustrator have used timelines (mauve) and personal accounts (blue) throughout the text.
- to consider the different portrayals of Aboriginal people throughout the book and why they occur. *Clothing becoming more colourful and closer to the colours of Aboriginal artwork in later illustrations and the most recent photographs, because they are once again taking charge of their own lives (p 31, onwards); uniformity in pictures such as that on p 15, because of the expectation that Aboriginal people would conform to the western way of living.*

Post-unit assessment tasks to determine students' progress towards stated syllabus outcomes

Ask students to interpret, orally, one of the traditional Aboriginal artworks in the book based on work with a key or chart as mentioned above.

Ask students to provide a written interpretation of either:

- why the clothing of Aboriginal people changed through the book, or
- the visual portrayal of the landscape throughout the book.

An ordinary day L. Gleeson & A. Creder. Scholastic Australia, 2001

Special visual features:

Use of texture to create mood and speed; use of colour to contrast and create mood changes; use of motifs or signposts throughout to spark the imagination; contrast of full page illustrations and smaller pictures.

Pre-unit assessment tasks to gauge students' current level of understanding

Flick slowly through the pictures in the book. Ask students to observe the type of illustrations used and their tone. Ask students what they notice about the tone of the pictures and how the tone makes them feel. *Sombre; unhappy; rushed; no time to enjoy life.*

Outcomes

English Stage 2

RS2.5

Reads (and views) independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

RS2.6

Uses efficiently an integrated range of skills and strategies when reading and interpreting written (and visual) texts.

RS2.7

Discusses how writers (and illustrators) relate to their readers in different ways, how they create a variety of worlds through language (and images) and how they use language (and images) to achieve a wide range of purposes.

Teaching and learning activities

On a first reading of the book, teachers ask students:

- to observe how the vehicles that Jack sees while he waits for the school change as the story progresses. Why has the illustrator done this? What message are the author and illustrator trying to give. *Jack is bored; would rather be anywhere else but on his way to school; he might be an only child; no one else at home talks to him; everyone is too busy.*

On a second and possibly subsequent reading(s), the teacher asks students:

- to observe when the fish/dolphin/whale image first appears in the book. *The picture above his bed; his breakfast plate; the fish bowl by the front door.*
- to look for other signposts in the early stages of the book that hint at the larger changes coming up, where cars turn into sea mammals.
- why they think Jack picks up on a colour or object and sees it reflected in other things. *Book with red balloon, baby's red balloon; red chewing gum. Golden dog's coat; gold earring; golden motif on t-shirt; gold hair clip. Man carrying a ladder; snake on a carry bag; snakes and ladders on the man's tie.*
- why they think there is a 'no way' or 'no entry' sign after the man with the snakes and ladders tie. *Jack would like to follow his imagination but knows he really has to go to school. It could represent his thoughts saying 'don't go there'.*
- why they think we see Jack's 'fish' things reappearing as the cars change into sea mammals. *These might be his favourite things reminding him of his favourite place to be, beside the seaside.*
- to notice the lighter, warmer tone as Jack imagines himself catching a whale instead of a bus. *Has the effect of lightening the mood of the book.*
- to notice how the appearance of the bus starts to bring Jack back to reality, but also how Jack maintains his sense of imagination and adventure with the last page, where the bus driver turns out to be a walrus.

Post-unit assessment tasks to determine students' progress towards stated syllabus outcomes

Ask students to reflect on the motifs and signposts the illustrator used in this text to signify an imaginative story in Jack's head, underlying the main story of a young boy's mundane preparation for school.

Horrible Harriet L. Hobbs. Allen & Unwin, 2001

Special visual features:

Mixed use of strong colour and water-colour to focus the reader on the main settings and characters; use of size to emphasise, to dominate and to create mood; pictures that indicate the passing of time through the seasons; use of facial characteristics to depict mood or feelings.

Pre-unit assessment tasks to gauge students' current level of understanding

- Show students the inside front cover of the book and ask why they think the fenced building and surrounding grounds are in colour, while the remaining cityscape is in tones of pale grey. *The illustrator uses this technique to focus the reader's attention on main characters or setting.*
- Show students the 'class photo' of Harriet's class, located on the title page. Ask why they think Harriet is bigger and more brightly clothed than her classmates. *As above for the more brightly coloured clothing; the illustrator uses size to indicate dominance, power and bullying.*
- Ask if the students notice anything else about the 'class photo'. *Except for Harriet, only one other student and the teacher are smiling. Why do they think this is the case? The teacher thinks Harriet is wonderful. Perhaps the other student is the new boy.*

Outcomes

English Stage 2

RS2.5

Reads (and views) independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

RS2.6

Uses efficiently an integrated range of skills and strategies when reading and interpreting written (and visual) texts.

RS2.7

Discusses how writers (and illustrators) relate to their readers in different ways, how they create a variety of worlds through language (and images) and how they use language (and images) to achieve a wide range of purposes.

Teaching and learning activities

This book provides opportunities for teachers to discuss with students issues pertinent to the PDHPE K-6 syllabus, such as bullying and intimidation (See 'I am Jack: using literature to teach about bullying' and related articles on pp 18-26 of this issue).

During the first reading, teachers ask students:

- to observe how the illustrator uses colour throughout the book. *Peripheral characters and setting are always in paler watercolours. Harriet is always in hard colours. On pp 12-13, the inside flyleaf illustration is repeated, but Athol's balloon is also highlighted to focus attention.*
- to observe the expressions on the faces of other characters.
- to observe how Harriet is portrayed in relation to other characters. *Larger than life; the centre of attention; coarse, harsh facial features.*

On a second, and possibly subsequent, reading(s) of the book, teachers ask students:

- why they think the illustrator has used these techniques. What effect does it have on them as readers? How do the author and illustrator want them to view Harriet?
- what they notice about the passing of the seasons, as the book progresses.
- what her yellow chicken outfit tells them about Harriet's past antics. *The patches indicate it has been used many times in the past; Harriet's puzzled expression tells us it's probably been to good effect, until now.*
- what effect the use of crimson and yellow have on pp 22-23. *The colours, the expression on Harriet's face and the fact that she appears almost normal in size might be taken as indications that Harriet is mellowing.*

Post-unit assessment tasks to determine students' progress towards stated syllabus outcomes

- Ask students to write a brief explanation of methods illustrators use to indicate a character's dominance.

My dog J. Heffernan. & A. McLean. Scholastic Australia, 2001

Special visual features:

Water colour illustrations that complement the text by providing information not found in the text; effective use of colour to portray mood and feelings; portrayal of seasons that match the mood changes in the story; use of colour to highlight main characters.

Pre-unit assessment tasks to gauge students' current level of understanding

- Show students the front cover. Ask them to predict what they think the story will be about.
- Ask students to suggest, from the front cover, where they think the story is set.
- Flick slowly through the pictures in the book. Ask students to observe the type of illustrations used and their tone. Ask students what they notice about the tone of the pictures as you progress through the book. *Sombre tones when the story is saddest; use of yellow to brighten the tone when the story is happier.* Ask students why they think the illustrator has used different tones.

Outcomes

English Stage 3

RS3.5

Reads (and views) independently an extensive range of texts with increasing content demands and responds to themes and issues.

RS3.6

Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

RS3.7

Critically analyses techniques used by writers (and illustrators) to create certain effects ... to position the reader in certain ways and to construct different interpretations of experience.

RS3.8

Identifies the ... structure of a wider range of more complex texts and discusses how the ... features work to influence readers' and viewers' understanding of texts.

Teaching and learning activities

Almost every illustration in this book provides additional information that is not provided by the written text. Accessing the visual information is therefore very important.

An interesting exercise would be to read the book the first time without showing students the watercolour illustrations. Although students will have seen them briefly in the pre-unit assessment task, they will not recall them in sufficient detail to assist them in gaining meaning from them.

After the first reading, teachers ask students:

- to reassess their opinions from the pre-unit assessment tasks, in which they predicted what they thought the story was about.
- to discuss questions, such as: What kind of oven does Alija's father use to bake his bread? What season of the year is it, at the start of the story? What country is the story set in? What kinds of transport are used by the people travelling through Alija's village? Without the illustrations, most of these questions can only be answered using guesswork and prior knowledge.

On a second, and possibly subsequent, reading(s) of the book, showing the illustrations, teachers ask students:

- to observe the change of seasons throughout the book. *The story moves from autumn through to spring (last 2 double pages). This is the only real timeframe provided.*
- to note and discuss the extra information provided by the illustrations. *Style of housing and interior decorations; village square lifestyle; type of oven used; clothing worn; countryside; transport used; facial expressions of main characters revealing emotions; weather conditions.*
- to look closely at the tone in the pictures. *The illustrator uses grey tones, dull clothing, and eerie light effects in more sombre parts of the story. In these sombre parts of the story, the illustrator uses one bright colour, often red, to highlight the focus on a main character, e.g. Alija's mother being held back by soldiers on the truck on pp 19-20. In parts of the story where there is greater hope, the illustrator used a brighter yellow light.*
- to consider why the illustrator used red on p 9. *The bombing that is an inevitable part of war is never actually mentioned. The illustrator uses the colour red and the fearful expressions on Alija's and his father's faces to hint at the bombing.*
- to observe when the dog is first seen in the illustrations. *The dog appears on every page from p 3 onwards. This provides a much greater emphasis on the role of the dog in Alija's young life than the written text.*
- ask students why they think the dog is so important to Alija.

Post-unit assessment tasks to determine students' progress towards stated syllabus outcomes

- Ask students to record all the things they found out about the story through the pictures that they would not have found out by reading the text alone.
- Ask students how illustrators use colour or tone to convey moods and feelings.

The on-line visual literacy project [website]

<http://www.pomona.edu/academics/courserelated/classprojects/Visual-lit/intro/intro.html>

The result of a university course entitled *The principles of visual literacy*, this site presents information about the significance of visual awareness as a key element to communication. The site opens with an animated graphic requiring *Quicktime*. A succinct, general introduction to visual literacy follows listing basic elements: **Dot; Line; Shape; Direction; Texture; Hue; Saturation; Value; Scale; Dimension; and Motion**. Each is given a detailed description and is well supported by graphics and animated images drawn from art, motion pictures, print advertising and other media. For each page, **References** provides a comprehensive list of text and image sources. Teachers will find this site invaluable in developing an understanding of the various elements of the composition of graphics, and their significance in positioning viewers in a particular way. T. Patterson

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Visual literacy
KEYWORDS: Visual literacy; visual text
PUBLISHER: Pomona College, USA
REVIEW DATE: 3/6/02 [701]

SCIS 1093367

Visual literacy [website]

<http://vicu.utoronto.ca/staff/branton/homep.htm>

This site forms part of a doctoral thesis proposal that visual arts taught in a **Constructivism learning** environment can enhance **Visual literacy** skills necessary to **Critical viewing** in the information age. Defining key terms, such as **Visual communication** and **Visual perception**, the site explores how people use **Visual discrimination** to build a knowledge base so that they can critique what is being visually communicated, thus becoming visually literate. Each link leads to a bibliography related to that element, which teachers may find useful for further exploration. The window on the home page, through which browsers are invited to look, links to a series of visuals. These are not supported by written commentary, limiting their usefulness to teachers in understanding the elements of visual literacy. Through pages of HTML code, the effects of **Colours, Shapes, Lines, and Textures** are briefly demonstrated and compared. Frameworks provides more detailed information about the doctoral thesis and its **Literature review**. T. Patterson

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Visual literacy
KEYWORDS: Visual literacy; visual text
PUBLISHER: University of Toronto, Canada
AUTHOR: Bev Branton
REVIEW DATE: 3/6/02 [701.8]

SCIS 1093375

Picture books offer exciting opportunities for explicitly teaching the skills and understandings students need in order to read the messages contained in visual texts. Sophisticated picture books demand higher level thinking and can be used to teach a range of skills from Kindergarten to Year 12. The activities featured here provide ideas which teachers and teacher-librarians can explore and develop. They present a structure to enhance understandings of teaching to outcomes and model an evidence based practice approach which enables teachers to give clear feedback about learning achievements in a unit. In other words, they illustrate a practical way of providing evidence about the difference made to student learning. ■

References and further reading

Book Week 2002 [website] Reviews of shortlisted books at: <http://www.schools.nsw.edu.au/schoollibraries/teaching/cbca.htm>

Book Week: the Early Childhood books rap support material [website]: accessed from **Raps and book raps** at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/>

Callow, J. 'Reading the future. Looking ahead: the future of visual literacy is here now', *Scan* 19(2), 2000, pp 8-11

Callow, J. 'Reading the future. The literacy demands of visual text: deconstructing a web page', *Scan* 19(3), 2000, pp 15-16.

Children's Book Council of Australis [website] at: <http://www.cbc.org.au/>

English K-6 syllabus. Board of Studies NSW, 1998.

Gleeson, L. & Creder, A. *An ordinary day*. Scholastic Australia, 2001 SCIS 1054716

Heffernan, J. & McLean, A. *My dog*. Scholastic Australia, 2001 SCIS 1034046

Higgins, S. 'Using visual texts to enhance storytelling', *Scan* 21(1), 2002, pp 4-7.

Hobbs, L. *Horrible Harriet*. Allen & Unwin, 2001 SCIS 1063004

Human Society & its Environment K-6 syllabus. Board of Studies NSW, 1998.

Mrs Millie's painting book rap support material [website]: accessed from **Raps and book raps** at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/>

Moline, S. 'Visualising information', *Scan* 19(2), 2000, pp 12-16.

Ottley, M. *Luke's way of looking: illustrator's notes*, 2001 Available at <http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.8/teaching/luke/monotes401.htm>

Ottley, M. 'Picture books: beneath the skin', *Scan* 21(2), 2002, pp 6-13.

Papunya School book of country and history/produced by staff and students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001 SCIS 1058501

Spence, B. 'The literacy demands of visual text: reading the pictures', *Scan* 21(2), 2002, pp 4-5.

Stokes, D. *Desert dreamings*. Reed Educational & Professional Publishing Australia (Heinemann Library), 1997 SCIS 900084

Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.

Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.

Zammit, K. 'Reading the future: The literacy demands of visual text: working with new learning environments', *Scan* 19(3), 2000, pp 10-14..

School library web pages: supporting teaching and learning



Colleen Foley, Manager, School Libraries and Information Skills, introduces this

segment, focusing on the ways some teacher-librarians are choosing to use a school library web presence as an integral support for their school's curriculum.

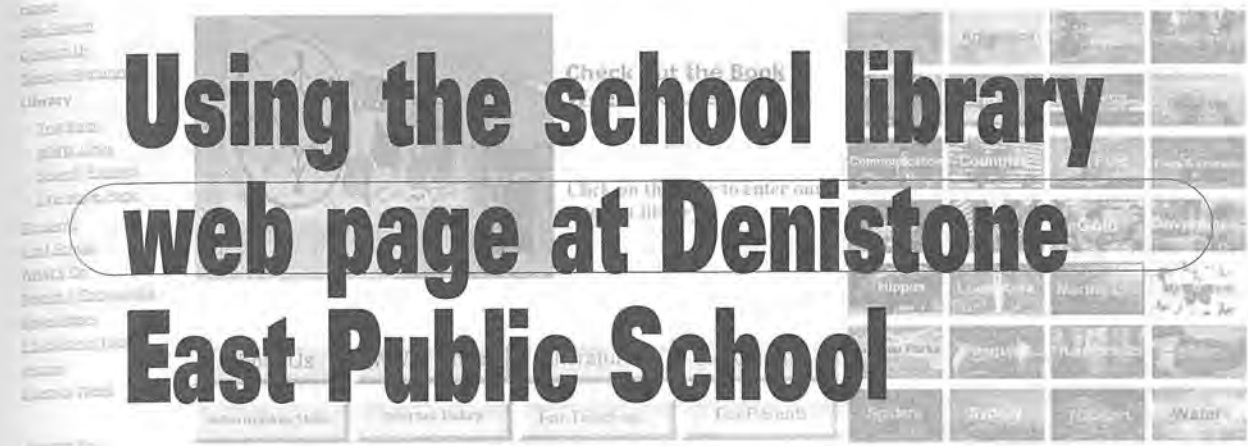
Teacher-librarians, working collaboratively with teachers, have offered leadership, vision, and exciting opportunities in implementing technology in teaching and learning across the curriculum. There are many inspiring examples of the creative ways teacher-librarians are making a difference to teaching and learning in their schools as they work cooperatively with their teaching colleagues. A range of possibilities have been reported in *Scan* since our adventures with *OASIS Library* to explicitly teach a range of skills, and using the information process to support learning across key learning areas. *OASIS Library* remains our major management and teaching tool, offering access to resources in all formats. And we seek ways to enhance and extend the potential.

In this article, we have drawn together just some of the wonderful examples of how school library web pages are being used to support and enrich the teaching and learning program in the school. For six sites we offer brief annotations and invite you to explore further. For two of these, the teacher-librarians involved, provide further detail

of some of the ways their site supports the curriculum in their school. These are just some of the ways teacher-librarians and school libraries are integral, vibrant contributors to the learning culture of their school, harnessing the technology to achieve this and integrating technology into their school's learning program across key learning areas.

As Rosalind Kentwell states, school libraries are indeed "Not a place, but a way of thinking!" (Kentwell, 2001). This is also in keeping with Ross Todd's reminder to us about the 'smart' school as an information age school where knowledge construction and use are the school's primary goals and activity, and where information literacy is not the goal but an embedded part of the process. As Todd says, school libraries are for learning and an essential component in what should be the learning mindset of the school (Todd, 2001). These school library web sites illustrate some of the achievements.

*All screen grabs in this article have been reproduced with kind permission of the authors.



Using the school library web page at Denistone East Public School



Joy Wilkinson is teacher-librarian at Denistone East Public School and coordinates and

maintains the school's Internet site.

Since schools gained access to the Internet the challenge has been to discover effective ways to integrate its use into classroom programs.

A Library web site seemed an excellent way to provide access to a range of suitable and relevant sites for student use, at school and at home. While the starting point for locating information remains *OASIS Library*, the web presence provides an ideal means of building on skills developed using *OASIS Library*, extending the boundaries of the library, supporting syllabuses through the information process, and enhancing ICT (information communications technology) capabilities.

Supporting learning outcomes

The web site aims to assist the achievement of improved learning outcomes by:

- offering easy, time efficient access to sites that are relevant to the curriculum
- providing easily navigated sites with an appropriate reading level for our students
- supporting the development of skills using search engines and related discerning selection of relevant sites

The contents of the *WWW Links*, designed to appeal to students, are the most heavily used and are regularly updated. The topics are curriculum driven and most are directly linked to information skills, which is cooperatively planned and taught in Year 3 to Year 6. This enables explicit teaching and reteaching of these skills in the context of syllabus outcomes. Some of the topics have been developed particularly for students in Kindergarten to Year 2. A number of topics link to

pages that are not my creation, but those of Sue Lacey, who allows others to link to her site.

The *Literature* page supports literacy and a balanced reading program. It has been designed to promote Book Week by focussing on visiting authors and illustrators and the shortlisted books; it contains an extensive collection of web sites about authors and is well used by our senior students.

To support one Stage 1 unit and provide resources for research required, a collection of sites was included on the school library web site. To further support this unit, I devised a clickable worksheet containing simple questions for students to answer, to guide their location of information needed in the unit and structure appropriate use of some web sites in a way suited to Year 2 students. Students were able to successfully complete the worksheet, gaining skills and experience in using the Internet and some related web sites.

The worksheet provided focus, and a simple structure for students to follow. Access to the worksheet and sites

appropriate to the age and reading level of the students, enabled teachers to feel confident integrating the use of technology in this unit. Other strategies are shown in the following examples.

Examples of how the school library site is used to support teaching and learning

Example 1

KLA: Science and Technology
Level: Year 5/6 Composite (Stage 3)
Unit: *Food for the tuckerbox*

IC S3.2

Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues

- selects web sites and other reference material and checks their accuracy through identifying sources, currency of information, purpose and bias

PS S3.5

Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues

- observes, documents, analyses and reports on some types of food preparation and preservation systems used over time and by different cultures.

In this unit students researched, designed and made packaging for food products. To supplement the unit, explore the issues and gain relevant information, students were required to select and use web sites to research aspects such as the different food groups and their purpose, and the stages of food production. A related activity was to create a time line of the stages of food production from farm to table.

After considerable searching, checking site reviews in *Scan*, and input from other teacher-librarians through professional listservs such as OZ_TL NET, I was able to assemble an impressive collection of site resources to support teaching the unit and for students to select for use. Students

were able to begin their research in the library, supported by teacher and teacher-librarian in the stages of *defining* and *locating relevant* information, and continue using the same sites in the classroom or computer lab, or at home if required, which encouraged student confidence and independence.

Example 2

KLA: HSIE
Level: Year 5 (Stage 3)
Unit: *The discovery of gold in Australia*

In the context of the HSIE unit on Gold and related Change and continuity outcomes, the resource material assembled here supports the development of skills objectives in *Acquiring information* and *Using an inquiry process*. A structured approach to comparing the strengths and weaknesses of different types of resources is provided.

By the time students reach Stage 3 at Denistone East Public School they have usually become quite comfortable with using the Internet, and sometimes they believe it is the only place to look for information. The purpose of this exercise is to develop in students an awareness of the strengths and weaknesses of various print and electronic resources.

With Gold the overarching area of inquiry, students complete three worksheets with identical topics: one each for the Internet, encyclopaedias, and print resources. They are asked to

locate and record sources of information for each topic. An extra sheet is completed which assesses the relative usefulness of the three types of resources for each topic.

Sites from the library web site are used for this task, and the process of examining and making judgements about web sites are important skills students develop in these activities.

Example 3

KLA: English
Level: Year 6 (Stage 3)
Unit: *A detailed study of an author and his/her books*

This unit of study uses the Literature page of the library site, which contains links to many web sites by or about authors. Year 6 classes have a major reading/literature task with several components, one of which is the compilation of an author profile. Students are expected to use these sites as a starting point for writing an author biography. Although the library holds several print resources about authors, they don't usually have the currency of a web site.

Having located information about the author, students are explicitly taught the skills required to compile an interesting author profile. The use of the school library web site links has made the process more efficient, decreasing time taken locate information which is current, authoritative, and often more detailed than other resources. ■

Library (Denistone East Public School - Library)

<http://www.denistoneeast.nsw.edu.au/site/library>

A photograph of the open door of the school's library provides an inviting entry to an Internet library containing many web site links to support the school's learning program. 35 topics, many with brief annotations, are presented. Some link to extra information for teachers or more advanced students. Logos of specific Search engines provide easy access for further searches. The Literature page provides links to Authors and illustrators and to various Book Week details that will support interest in reading and literacy development through author studies. Graphics and layout throughout the site make navigation quick and easy. Listings of sites recommended For teachers and For parents are worthwhile additions. Information skills and Internet policy sections are under development. J. Hawkes

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Community Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Library; literature; search engines
PUBLISHER: Denistone East Public School, NSW
AUTHOR: Joy Wilkinson
REVIEW DATE: 5/7/02 [027.8]

SCIS 1097800



Frank Sirianni is teacher-librarian at Griffith High School, and a composer and coordinator of material on the school's Internet site.

Griffith High School's school library web site is used by teachers and students as a vital educational tool in the teaching and learning process. It is a significant component in how we ensure the integration of ICT (information and communication technologies) across the key learning areas.

Since use of the Internet has become such an essential element in the research process, the Griffith High School Library webfront.net.au was developed with the view that it had to be:

- a complementary extension to OASIS Library
- a valuable tool to assist students to explore the Internet effectively for educational purposes
- as helpful as possible for the wider school community.

The home page provides staff, students and parents with access to a range of essential hyperlinks at the click of a mouse: the school's Internet acceptable use policy (AUP); school generated study notes; web sites for the NSW Department of Education and Training, Board of Studies NSW and HSC Online; online magazine, newspaper and quotation sites; some of the best available search engines; and a variety of recommended web sites grouped into subject areas.

A great advantage in setting up and using the school library web pages to complement OASIS Library has been that these pages are readily accessible to support students, for example, when they search the Internet, or compile bibliographies for assignments, at home or other locations.

Collaborative planning and teaching

Teachers across all key learning areas are encouraged to collaboratively plan and teach with the teacher-librarian. When a class has been booked into the library for research purposes, the teacher-librarian usually leads a brief session to *define* the topic and brainstorm where students might *locate* information, highlighting the appropriateness of books, periodicals, audio visual media and the Internet to their specific task.

As students *locate* and *select* information from the vast amount of knowledge that exists, they are supported to use OASIS Library, the reference section and Guidelines effectively at point of need. Often, the class is split up into rotating groups, some to work with encyclopedias and books etc, and others to access the computer network, where the Internet is accessible through a desktop icon.

The Internet browsers have been set up to open with Griffith High School Library as the home page. Students

are introduced to the layout of the web page, and how this tool can benefit them, in particular the Student notes, Subjects and Search hyperlinks.

Student notes was developed to support our students' study and research needs. In the context of their research, they can be guided to enter this page and click on Footnotes and bibliography. This page is an interactive visual aid to support the explicit teaching of referencing sources, and how our school expects material used from the Internet to be cited in a bibliography.

Subjects can also be used as a starting point for research, as many of the selected web sites have been organised under headings, and are sites that are appropriate to supporting the achievement of syllabus outcomes. They may have proven to be particularly useful sites to other students with similar information needs.

For example, a Year 7 Music assignment was set where students had to research the music and musical instruments of two countries. Before the students visited the library, some web sites containing relevant information for this assignment were identified as being resources that would give students some preliminary success and build their confidence. The URLs of these sites were added to Subjects under the main heading Music.

This section was further divided into categories, including: General; Classical; Aust. music; Blues & jazz; and Pop music. This organisation assisted the students to see the range of sites available under each subheading. Once students were guided through a selected site they felt more confident about using Internet sites to find relevant information to supplement what they gathered from print and other sources.

Our students are supported to realise that good Search techniques can be a key to successful use of the Internet. A carefully considered search strategy, planned before going online, can save them time and enhance their results.

Often this is done by brainstorming to develop a concept map. The focus is on key search terms and optional words that will assist students to locate the most relevant information.

For students unfamiliar with search engines, we encourage them to scroll down the Griffith High School Library home page and click Search, instead of using the links that come with the Internet browser. On this web page, I have sorted a variety of useful search engines into categories: Australian and international search engines, plus a number of excellent meta search engines.

The Search page briefly reminds them that the World Wide Web can be searched different ways to find information. Some engines search the titles and descriptions, some search the whole text content, while others

group sites into thematic categories. We also ensure that our students understand two key points: that the use of keywords is common to all search engines; and that the Internet is fluid, meaning that one may receive different results on the same search at a later time.

At Griffith High School, the emphasis in teaching and learning has moved markedly away from conveying to students a fixed body of knowledge, to using a discovery model of student centred, inquiry based learning approaches. Tools such as the school library web pages are designed to aid teachers and students in their learning quest, supporting the information process and helping students to learn how to learn with ever increasing independence. ■

Griffith High School Library home page

<http://www.ghslibrary.webfront.net.au/>

Vibrant graphics characterise this site and help to convey the library's stated aims of providing a dynamic environment for learners, collaboratively supporting the school's teaching and learning processes, and a wide range of useful links and information for staff and students. AUP policy gives a comprehensive guide to appropriate and responsible use of the Internet. Brief explanations of various study hints, many with links to further sites, are located in Student notes. This section offers access to, for example, Reading strategies, How to use the Internet and Writing scientific reports. Students are supported by concise language. Extensive listings of Internet support sites for 20 different Subjects are current and targeted for high school students. Search offers a guide for secondary students and teachers. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Acceptable use policy; education; library; search
PUBLISHER: Griffith High School, NSW
AUTHOR: Frank Sirianni
REVIEW DATE: 5/7/02 [027.8] SCIS 1097790

References and further reading

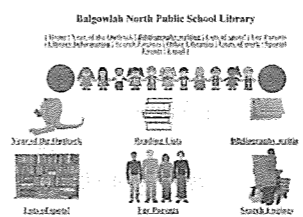
- Information skills in the school.* NSW Department of Education, [1989].
 Kentwell, R. 'Not a place but a way of thinking'. **ASLA XVII: Forging future directions** conference, 2001.
 Todd, R. J. 'The Smart School: knowledge management working for your future'. Keynote address (SCIS Oration), **ASLA XVII: Forging future directions** conference, 2001.
 Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
 Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.
 TODD, R. 'Transitions for preferred futures of school libraries: Knowledge space, not information place Connections, not collections Actions, not positions Evidence, not advocacy'. Keynote address: International Association of School Libraries. (IASL) Conference, Auckland, New Zealand, 2001. Keynote paper, **IASL conference 2001 virtual session: paper from Ross Todd**, available online at **IASL: school libraries online [website]:** <http://www.iasl-slo.org/virtualpaper2001.html>

.....Some school library sites

Balgowlah North Public School Library

<http://teacherweb.com/AU/BalgowlahNorth/SallyRasaiah/index.html>

Using the *TeacherWeb* templates has provided this site with student friendly design, and clear graphics and headings that link to relevant information and Internet sites. Key aims include: encouraging students to use this site at school and at home as an extension of their classroom; supporting the development of capabilities in Internet usage, while complementing and developing proficiency in using *OASIS Library*; facilitating independent library use by teachers; and enhancing ownership and understanding of the library by the whole school community. User friendly language and possible books linked through Reading lists offers support for a balanced reading program as part of the schools literacy strategy. Information and links in Units of work and Other libraries would be useful for teachers, and for families working together on homework. For parents helps keep parents in the school's community up to date. J. Hawkes

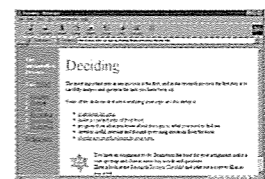


USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
 Community Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Bibliography; library; parents; reading; units
PUBLISHER: Balgowlah North Public School, NSW
AUTHOR: Sally Rasaiah
REVIEW DATE: 5/7/02 [027.8] SCIS 1097788

Melbourne High School Library

<http://www.mhs.vic.edu.au/home/library/>

Research reflects the aim of providing support for learning. Its Interactive guide to the research process includes all the basics of the information skills process, highlights relevant computer access skills, and gives an explanation of various learning styles.



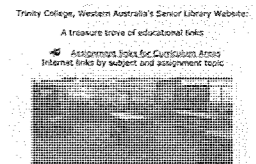
Checklists of questions and skills for each step encourage skills development and integrated emphasis on use of technology. The referencing guidelines cover citing information for all media forms. Useful links about books and poetry are found in Reading. Subjects lists and annotates web sites under specific aspects of several subjects including Economics, English, and Politics in the context of Victorian curriculum. Exhibitions supports related VCE units of work with access to rare books with illustrations held in the library and available for use online. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Library; reading; research; search
PUBLISHER: Melbourne High School, VIC
AUTHOR: Rosalind Kentwell
REVIEW DATE: 5/7/02 [027.8] SCIS 1097806

P.L. Duffy Resource Centre

<http://library.trinity.wa.edu.au/>

In addition to providing access to a full range of links through Assignment links for curriculum areas, there are valuable extra components to support and promote learning. The topics in Study skills and research help promote reflection about a range of learning issues and hints by both teachers and students. A broader view of learning is also catered for in Learning styles which includes learning difficulties and multiple intelligences, while Gifted and talented resources complements the additional information covered in Creative thinking. Broader Contemporary issues links are relevant to increasing awareness and understanding of current events, social concerns and personal responsibilities as they relate to the school curriculum. While providing support for core curriculum topics, this site encourages and supports users to think creatively and independently. J. Hawkes

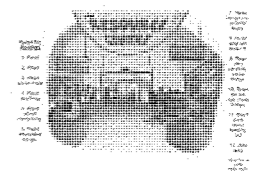


USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Assignment, curriculum, learning
PUBLISHER: P.L. Duffy Resource Centre, Trinity College, WA
AUTHOR: Rosemary Horton
REVIEW DATE: 5/7/02 [027.8] SCIS 1098717

The resource centre (Palmerston Resource Centre info page)

http://www.palmdps.act.edu.au/library/resource_centremain.htm

A wealth of information about this school library, its policies and resources, and how it supports the school learning program can be accessed by clicking parts of the bright graphics, or more easily through the menu's text links.

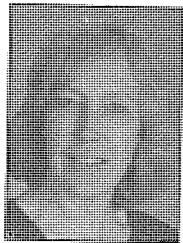


Management issues are addressed in Mission statement, the ASLA Bill of Rights, Staff and student services and Copyright guidelines. Useful links to specific Internet sites are found in Ready reference resources and Hot lists for hot topics. Development of effective ICT (information communications technology) capabilities supported by the information process is aided, for example, through Information literacy, Search engines, and Fun on the net, which includes hints for Safe surfing. This is a detailed and comprehensive site. It is useful for its range of information and as a model of how to set out dynamic, useful web sites to support teaching and learning. J. Hawkes

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
 Community Professional
SCIS SUBJECTS: School libraries
KEYWORDS: Information literacy; online learning; resources; search engines
PUBLISHER: Palmerston District Primary School, ACT
AUTHOR: Barbara Braxton & Peter Rugendyke
REVIEW DATE: 5/7/02 [027.8] SCIS 1097810

I am Jack:

using literature to teach about bullying



Susanne Gervay's book, *I am Jack*, examines the theme of bullying. It was used as a

novel study with **Jenny Foster's** Year 5/6 reading group at Winmalee Public School. Extensive use of the school library and computer network for student research involved the classroom teacher and the teacher-librarian in the collaborative teaching of this unit. Jenny values the significance of using children's literature in teaching and learning to support student achievement of outcomes. A teacher-librarian and classroom teacher, Jenny is also President of the Blue Mountains Nepean Sub-Branch of the Children's Book Council.

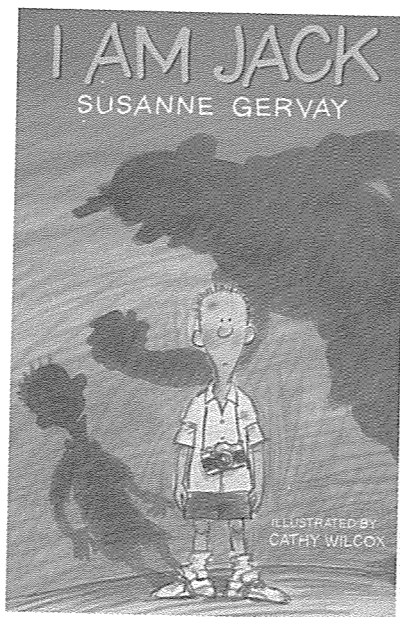
"I wrote *I am Jack* because my son was being bullied and I wanted to offer my hand to him and to other kids" (Susanne Gervay, 2000).

Using literature in teaching is a way of connecting across the curriculum and creating powerful learning experiences. A successful cross curriculum experience was conducted with a Year 5/6 reading group at Winmalee Public School. The class teacher, working with the teacher-librarian, created a unit of work to allow students to work towards Stage 3 PDHPE and English outcomes. The result was an effective unit that generated much discussion, made extensive use of the school library and computer network as tools in student learning, and had numerous beneficial spin offs. To the students' delight, author Susanne Gervay visited the school, and spent a very productive session discussing with them the reality of the book and her writing.

Background

Like many schools, Winmalee Public has responded to the research evidence that has drawn attention to the high level of bullying in schools, launching a whole school and community approach to bullying to ensure that our school is a happy and safe environment for students. Surveys designed by Dr Ken Rigby, an acknowledged expert on bullying in schools, were completed by students, parents and staff. The results challenged commonly held beliefs that "bullying wasn't really an issue at our school", and became the focus for the School Welfare Team in developing an anti-bullying policy for the school.

Bullying is a crucial issue. Rigby (1997) maintains that that it is primary school students, boys and girls, who are generally bullied more than secondary students. Libby Petersen, School Counsellor at Jamison High School, studied anti-bullying and peer support on a Churchill Fellowship. Her presentation to the staff showed evidence that every school can make a difference. Teachers need to encourage students to report bullying, and to provide them with strategies to counter incidents of bullying. The strategies presented by Susanne Gervay through *I am Jack* provided some ideal models for discussion with the Year 5/6 students.



Cover reprinted with kind permission of Angus & Robertson

Why use *I am Jack*?

Readers of novels can become fellow travellers in a story journey. If students relate to a story, thus becoming "emotionally engaged", it can facilitate learning. Linning, Phillips & Turton, in *A literature based approach to bullying* (1997), rationalises that stories can:

- allow readers to empathise with situations that they may not have experienced
- provide readers with reassurance that other people experience the same problems they do themselves

- provide situations where topics can be explored through a third party, ie. the characters in the book.

Susanne Gervay writes from personal experience. Her son, who provided inspiration for the character of Jack in the novel, was a victim of bullying. Jack is a real kid. His story, and eventual support from his family and friends, reinforces for students reading the book that they don't have to face bullying alone. They should always 'tell' about incidents of bullying.

Many students can easily relate to *I am Jack*, as it is set in a primary school. The author takes students on a journey with Jack. The attitudes, feelings and strategies about bullying presented in the book can be explored and discussed in the classroom, and within the school community, in a non threatening way.

Organisation

The students in Years 5 and 6 move to reading groups daily after recess. The novel, *I am Jack*, was read by one of the groups in a collaborative teaching program involving the class teacher and the teacher-librarian.

The class teacher:

- programmed daily reading group lessons focused on specific outcomes and content
- collected background information about the author and the novel
- adopted and adapted teaching ideas from *I am Jack teaching notes* (Thistleton-Martin)
- liaised with the teacher-librarian for team teaching sessions in the library on Fridays
- organised the author visit, successfully applying for an Aloud West grant to help fund it
- coordinated displays of work
- evaluated the unit in consultation with the teacher-librarian.

The teacher-librarian:

- team taught with class teacher
- supported the class program with an author study using Internet sites

- provided copies of Susanne Gervay's novels for individual borrowing
- led some class discussions that followed progress of reading in the classroom
- provided an alternate working space and support for group work activities
- organised and prepared for other classes to meet Susanne Gervay on her school visit.

Teaching and learning: predictions and expectations

The individual copies of *I am Jack* were booked out through OASIS Library to the reading group members. Before the unit commenced, the students were encouraged to write down what they thought the story would be about, and what they expected they might learn from it. After examining the cover, blurb and chapter headings, students made the following predictions:

- "It looks and sounds like it will be about bullying and having a hard life at school. It might tell how to stop being bullied", Ashlea, Year 6
- "Teasing is not fun", Andrew, Year 6
- "It's about Jack. He gets teased and he gets into trouble. I might learn ways to avoid being teased", Kara, Year 5
- "I think it might be about school getting dangerous", Emily, Year 5
- "It is about a kid getting bullied at school. I don't think that I'll learn anything new", Jamie, Year 5
- "It's about Jack. I might learn how to handle bullying. You're not the boss if you bully", Andrew, Year 5

In light of such responses, and those of the school community survey results, the targeted PDHPE outcomes were revisited, and some activities to address what constitutes bullying, how bullying affects people, and some possible class and school strategies to combat bullying, were formulated.

Kids Book Review

St Ives Shopping Village
(02) 9144 7837

Offers schools & Libraries

Discounts of 15% and a further rebate of 10% on annual purchases*

Books can be taken on approval and we can arrange to collect book not suitable.

We assist with functions to raise monies for the purchase of books for libraries.

School textbooks for 2003

Parents are offered 8% *Tax rebate on School Lists handed in before 16/12/2002.

*Conditions apply

For personal service please speak to Hedley Gordon

Starting the unit

Feelings, and how feelings influence our lives, were discussed with the class. The class were asked to reflect upon times when they had experienced different feelings (based on material developed by Judy Thistleton-Martin, 2000). If the students preferred to keep these feelings private, they were able to seal their work, to be opened and reflected upon at the end of the unit. Others were prepared to share their feelings with the class. This activity (see Figure 1) also provided the referral point for later discussions in the study.

Feelings

Write briefly about a time when you felt...

- very unhappy:
- very happy:
- that no one liked you:
- that you had good friends:
- picked on by others:
- that you were praised by others:
- that no one cared about you:
- valued for yourself:
- like not going to school:
- brave:
- excited about coming to school:

Figure 1:

Working with the novel

Some activities were completed individually and some were group productions completed in the library.

Chapter 1

Start *Character profile* pages. Character studies are updated continually as the novel is read, to understand characters, their reaction and changes in behaviour.

Chapter 2

Jack's illness is discussed. Its reality and symptoms are debated.

Activities:

- Why is Jack sick? Is he faking it? Justify your answer with evidence from the text.
- Create your own illness and describe the symptoms.
- Add new characters.

Chapter 3

Jack's problem and possible solutions are discussed.

Activities:

- Why is Jack afraid? What should he do?
- Think of some creative excuses for not going to school.
- Add new characters.

Chapter 4

Jack has worked out how to avoid George Hamel. Avoidance versus solution is discussed.

Activities:

- What clever tactics does Jack use to avoid George Hamel?
- Suggest other tactics Jack might use.

Chapters 5 & 6

The ability of students to influence the behaviour of others is discussed.

Group activities:

- Write down why you think other children have started to ignore Jack and call him names.
- List the things that Jack is good at.

Note: At this point in the unit, the class decided to try and influence the whole school with a benign activity, so that they could monitor if other students in the school copied their lead. The wearing of bandanas as a 'cool look' was agreed upon, and a session making bandanas was conducted.

- See if one group can get others in the school to follow their lead. Monitor effect.

Chapter 7

Questions are used to reflect on how the 'bullying situation' has escalated, and to encourage the children to offer opinions on solutions.

Group activities:

- The following questions are to be answered, recorded and presented:
 - What has been happening to Jack at school?
 - Does he deserve to be treated this way? Give reasons.
 - What advice would you give Jack and why?

- What should Mr Angelou do?
- What should Jack's mother do?
- Do you think Anna did the right thing? Why?

- The 'reaction and copy' behaviour (ie. bandana wearing) is discussed.

Chapters 8 & 9

Groups are given sides in the dilemma whether Jack should change schools or not. The groups prepare cases to support their point of view. The cases for and against changing schools are presented to the class and then a class vote taken to select the best case.

Activities:

- Individually, write down how you think Jack feels.
- Should Jack change schools? List two reasons for and two reasons against.

Group activity:

- Work with your group to argue for or against Jack changing schools, and present your side in the class debate.

Chapters 10 & 11

Looking at a situation through the eyes of one of the characters is explored.

Activities:

- Choose one of the characters in the book and write a journal entry for that character's point of view about what is happening to Jack.
- What do you think bullies do to feel good about themselves?
- What did Mr Angelou think made the other children stop liking Jack?

Chapter 12 & 13

Bullying is discussed in class after the students are asked to consider bullying by answering some questions based on the novel.

Activity:

- Answer these questions in your book and be ready to discuss the answers in class:
 - Why is George Hamel a bully?
 - Do the reasons make his bullying OK? Why or why not?

- In what way does bullying by girls sometimes differ to bullying by boys?

Chapter 14

Jack explores his hobby of photography.

Discussion topic:

- Why is taking photographs so important to Jack?

Student response to the book as a whole

Activities:

- Consider the ending
 - What did you think about it?
 - In a sequel, what would you like to know more about?
- Bullying
 - Would you feel stronger now if you had to deal with a bully?
 - What do you think you might do?
- Feelings
 - Look back at the feelings that you recorded at the start of the unit. Do you think that you could now deal with some situations that you were unhappy about before?
- Discuss the effect of influencing others, both good and bad
 - How effective was the group's bandana wearing in influencing school behaviour?
- What could our group do about bullying in the school?
 - Display of student's work
 - Producing anti-bullying posters
- Discussion with author
 - What do you want to ask Susanne Gervay?

The author visit: questions for Susanne Gervay

Team teaching with the teacher-librarian occurred each Friday. One of these sessions was used to develop some questions that the students would ask Susanne Gervay when she visited, and this strategy promoted effective use of the author visit and provided a scaffold for discussion. In this way, the

students were not overawed or tongue-tied. In fact, the discussions were immediate and animated.

Class consensus selected the questions that would be asked, avoiding repetition and giving different students the role of interviewer. They wanted to know more detail about the 'reality' of the story. Susanne answered all the questions openly, telling the children how much she loved her son, and how she felt when she learnt of the bullying that was occurring:

- Why did you write the book?
- How did you feel when you found out that "Jack" (ie. your son) was being bullied?
- Does he like school now?
- Is "Anna" still his friend?
- Did you really wear a flower in your hair when you went to see the Principal?
- Is Mr Angelou based on a real teacher?
- Did the real "Mr Angelou" also say that he was sorry?
- Why didn't your son just change schools?
- Do you think Paul and Christopher were good friends?
- Why didn't you tell us in the book what happened to George Hamel? What really happened to him?
- Does your son like your boyfriend now?
- Is the real "Nanna" also a good "specials buyer"?
- Did your "Jack" really make a plant called a "ponto"?

The author often extended these questions, and skillfully reinforced behaviours to counter bullying. Note that Susanne Gervay uses the approved approach of "third person removed", by setting up a group agreement that issues will be discussed, not particular situations involving people we know. This is done by gently and tactfully cutting off *specific discussion* and returning to *general discussion*. For example, "Let's discuss general situations without using any specific names", or "Let's focus on

behaviours rather than individual people". When using this strategy, if you have to interrupt a student, it is important to show respect for the experiences the student wants to share. It is also important for the teacher to follow up on any disclosures of bullying that need to be acted upon. (Alford & Southall, *Child protection education*, p 9.)

Culminating the unit

The group also produced a drama presentation as an item for a whole school assembly:

"Let us tell you about our friend Jack. He was a victim of bullying. Jack doesn't go to our school, but this could have happened in any school..."

Several students then related Jack's story in a matter of fact way, and posed two questions: Does our story have a happy ending?; and What had happened to Jack? Other students then took over to tell how, in the novel, Anna, Mum and Mr Angelou stepped in. The presentation ended with the questions: How can we stop that happening in our school?; and What can each of us do? Several students displayed and read their 'bully busting' posters and read them out to the assembly, ending with "We are going to put these around our school as a reminder that bullying is not wanted here".

Evaluation and reflections

Here are some quotes from the reading group after they met Susanne Gervay:

- "Susanne is kind, caring and excited", Daniel
- "Susanne bases her writing around her life and her children", Erin
- "She is funny and an interesting person to learn from", Sean
- "She told us how to write better", Mark
- "I can't wait to read her new book to learn more about Jack", Ashley
- "Susanne is very nice and she has inspired me to write my own books", Emma

I am Jack was an ideal novel with which to work with students towards cross curriculum outcomes. The discussion that was generated and the enthusiasm that permeated Susanne's visit indicated that the reading had been enjoyed. The reality of the novel, confirmed by the author as being based on actual experiences, gave the topic of bullying a 'real' take off point to consider the wider subject area.

The students also used the library to seek out other commendable Australian novels about bullying, which were suitable for Stage 3 readers, such as: *Sticks and stones* (1998) by Pina Grieco-Tiso; *Buzzard Breath & Brains* (1998) by James Moloney; and *Captain Mack* (1997) by James Roy.

Influencing others

One demonstrated strategy in the novel *I am Jack* suggests very strongly that a group of students can have influence over others as to how bullies continue to behave. An interesting spin off from our unit of work was the experiment to see if one Year 5/6 reading group, who are among the senior students at Winmalee Public School, could influence others. The question was posed: Does a group of students have the power to change the way other students think or behave?

After much debate, it was decided to make bandanas, to wear them every day, and to monitor how many other students copied this practice. Bandanas were chosen by the students as something easy to make and thought to be 'cool'. A session was set aside for the making of the bandanas and the setting of ground rules. The experiment was not to be explained or discussed with other students, and the standard responses to questions were practised. For example, if asked why a student was wearing a bandana, the responses included: "I'm wearing a bandana because...":

- "... I think they are cool";
- "... everybody is"; and
- "... it's fashionable".



The students were amazed at the collective response from the rest of the student population! Some younger students were following the Year 5/6 reading group's lead within a day. Peers in the students' home classes followed more slowly, but it was noticeable that

bandanas were becoming a significant fashion item in the school.

Thus, the students became very aware that their behaviour as a group could influence others. This power could then be used by the students to counter bullying in the school.

Diary of Chris

"Kids are calling Jack 'Bumhead'. 'Bumhead'. I think me and Paul will get teased if we are friends or near him. I think me and Paul should not play with Jack for a while."

Cameron Year 5

Class discussion at the end of the unit also showed that the students empathised with Jack, and were concerned to set up safe practices and systems in our school that could support other students to combat bullying. Suggestions were made to ask the

school's Student Council to make the school a Bully Free Zone, and to take on roles and responsibilities to organise the display of 'bully busting' posters. The students' posters had slogans such as:

Bullies are bad – no bull!
This is a bully free zone!
Bullies are cowards
Are you being bullied? Tell someone NOW
 and
Don't let bullies win.
Fight them. Join the bully brigade!

Aloud West is a program run by the Children's Book Council to promote children's writers and illustrators and their work.

The grant pays for speaker's fees, and New South Wales schools can apply for funding on the grounds of economic, cultural or geographic hardship. The contact for further information is:

The Development Officer, Aloud West Program

Children's Book Council of NSW
 PO Box 765
 Rozelle NSW 2039

References and further reading

- Alford, W. & Southall, E. *Child protection education. Stage 2: curriculum materials to support teaching and learning in personal development, health and physical education.* NSW Department of Education and Training, 1997. (Contains information on **Bullying**.)
- Alford, W. & Southall, E. *Child protection education. Stage 3: curriculum materials to support teaching and learning in personal development, health and physical education.* NSW Department of Education and Training, 1998. (Contains information on **Coercion** and **Harassment**.)
- Authors G (Susanne Gervay)** at *Home is where the frogs are* [website]: <http://www1.octa4.net.au/jocol/Authors/authorsG.html>
- 'Big issue: living in fear', *Dolly*, 2001.
- Bully B'ware Productions – take action against bullying** [website] at: <http://www.bullybeware.com>
- Bullying: information for parents.* Department of Education, Training and Youth Affairs, 2000.
- Butz, T. 'Pro-active defence', *Certified Male*, December, 2000.
- Effective anti-bullying programs in NSW schools** at: *NSW Department of Education and Training* [website]: <http://www.det.nsw.edu.au/antibullying/>
- English K-6 syllabus.* Board of Studies NSW, revised 1998.
- Field, E. M. 'Dealing with victims of bullying', *Classroom 3*, 2000.
- Gervay, S. *I am Jack.* Angus & Robertson, 2000.
- Gervay, S. *I am Jack: educator's notes.* Available online at http://www.harpercollins.com.au/books/book_notes.cfm?ISBN=0207199051&Author=GERVAY__SUSANNE
- Grieco-Tiso, P. *Sticks and stones* (A Mark Macleod book). Random House, 1998.
- Kids help line** [website] at: <http://www.kidshelp.com.au>
- Linning, L., Phillips, M. & Turton, R. 'A literature based approach to bullying', *The Literature Base*, 1997.
- Moloney, J. *Buzzard Breath & Brains* (UQP storybridge). University of Queensland Press, 1998.
- Personal development, health and physical education K-6 syllabus.* Board of Studies NSW, 1999.
- Petersen, L. 'Take action against bullying', presentation made to Winmalee Public School staff, 2001.
- Rigby, K. 'Bullying now centrestage: what can schools do?', *The Professional Reading Guide for Educational Administrators*, vol 22 no 2, 2001.
- Rigby, K. 'What children tell us about bullying in schools', *Children Australia*, vol 22, no 2, 1997.
- Roy, J. *Captain Mack* (UQP storybridge). University of Queensland Press, 1997.
- Sticks and stones* (theatre in education performance dealing with bullying and aggressive behaviour), Brainstorm Productions, phone 1800 676 224.
- Susanne Gervay** at: *HarperCollins Publishers Australia – Authors* [website]: http://www.harpercollins.com.au/authors/author_profile.cfm?Author=GERVAY__SUSANNE
- Susanne Gervay** at: *Lateral Learning Speakers' Agency* [website]: <http://www.laterallearning.com/authors/gervay.html>
- Susanne Gervay (author)** [website] at: <http://www.users.bigpond.com/gervays/>
- Thistleton-Martin, J. *Teaching notes for I am Jack*, 2000.
- Tucker, E. 'Literary insights: books on bullies', *News and views: the newsletter of the New South Wales Children's Book Council*, vol 4, 2001.
- White, K., Linning, L & Turton, R. *The source: a guide by subject to children's fiction, poetry and short stories from around the world with an emphasis on Australian books.* Available online via subscription at: *Magpies: talking about books for children* [website]: <http://www.magpies.net.au>



Susanne Gervay has been a teacher, a specialist in child growth and development, and an author. **Scan** editor Ian McLean recently caught up with Susanne to discover the deeply personal family stories that inspired the writing of her novel, *I am Jack*.



An interview with Susanne Gervay

Scan: For a time, over recent years, it seemed that most novels written for children had to be about issues to be seen as worthwhile. All of your books do contain serious issues, but they are also populated by richly drawn characters who share warmth and humour. For example, Jack and Nanna send each other up, but they are overwhelmingly loyal to each other.

Susanne: When children send me emails, they often speak directly to the characters because, to them, they are real. *I am Jack* is based on my own son's experiences with being bullied, but it's also about all of us and our concerns in life. It's about aging, fighting with your sister, adjustment. All our kids are funny, so it's also full of humour.

When I was invited to Winmalee Public School, the students were so excited. I was there to talk for an hour, but they had so many questions, varying from Nanna's purple underpants to is George Hamel (the bully) now Jack's friend? They were desperate to find the life of the characters. It was rewarding and very interesting that the book linked into their lives. It wasn't just the bullying. They were interested in: the stepfather position; the sole parent aspects and what difficulties were faced; and Nanna visiting the grave of her husband. I was amazed that, although the bullying theme was so important, the book was relevant to the students because it slotted into real life. Jack's was a life that they could all understand. I'm working on a sequel, but it isn't about bullying. Like *I am Jack*, it'll

be about love, about supporting your child, about schools supporting kids, and about friendships.

Scan: Just about every character in *I am Jack* has a foible, but every character has strengths that are brought out.

Susanne: Having well rounded characters with different qualities means that I can show that good human beings have weaknesses. Initially, I wanted to vilify George Hamel and show him as merciless, because he'd bullied Jack, but as I wrote it I found myself asking why George felt the need to be so aggressive and power obsessed. We need to try and look at the whole person and find out what is causing the aggressive behaviour.

I believe there is no reason for any child to be a victim. One of the things I wanted to show in *I am Jack* was that there was nothing wrong with the child who was victimised. He was just a normal kid - any kid - who becomes isolated. When that happens, another kid who is obsessed with power can start to victimise them

There's always a power struggle in life. There's always someone who's more powerful, who wants to dominate someone who is less powerful. You can't prevent bullying, but you can put into practice systems to minimise it and correct it. The school has to be an institution for justice. In schools, bullies usually wait until there are no teachers or parents about. The real people who can stop bullying are the "sheep", the good kids. There is an old saying,

"Evil is done while good people do nothing". These good children can take responsibility for what's happening, stand next to Jack, or whoever is being bullied, and say "Hi". They don't have to be his best friend, but the victim is no longer alone. If the bully continues shows aggression they can all walk away. Kids can't do this when they're young without programs that teach them moral responsibilities, and how to stand up for their fellow students. A lot of students, who are neither victims nor bullies, read the incidents in *I am Jack* and they cry. They'll say, "I've seen that happen and I've walked away".

Scan: The book demonstrates a range of strategies which the characters use to improve Jack's situation. Many characters in Jack's support network speak out about bullying and state that they won't tolerate it happening.

Susanne: Yes. How does a normal kid not lose only his self esteem, but also become so afraid? Everyone is against bullying, but teasing is not bullying. Jack teases his Nanna, but that isn't bullying. It's when, for no particular reason, you are isolated. So it's not teasing or hitting, but it can start from it. It's to do with isolation, and dehumanisation. When you're a victim, when you're powerless, you need someone to say, "Hey you're brave!"

I chose to make the main character a boy because he is based on my son, but also because I think that boys have less permission to tell. They are told, "Stand up for yourself! What's wrong with you?" Some fathers tell me they remember being told, "I was bullied at school and it made a man of me!" No, it doesn't. And when you're being approached by a bully and they have a whole gang behind them, you can't just laugh at them.

The answer is to tell. Victims of bullies sometimes say, "We have told - and no one listened". But my message there is that you can't tell about bullying when the class teacher or the parent is embroiled in chaos. The student needs to do it when the adult has time to be quiet: before school; or in the staff room; or while Mum or Dad is having a coffee. When a child tells at the wrong time, and nothing happens, it just supports the view that there is no one to protect them. Support was available to Jack in the book. Nanna says to him, "You forgot! We were here to support you." But also in the book, when the bullying is discovered, that's not the end. It takes months and months to resolve the situation. There's no quick fix. ■

Athena and Spectrum, two world class library systems which are known for their quality.



Enjoy library services of the highest standard.

Proven software from the leader in school library automation.

Sagebrush Corporation is the leader in education automation and supports 40,000 libraries in over 70 countries.

Check out the site – www.Sagebrushcorp.com

For more information please call
Skaha Pty Ltd
ACN 071 518 422
Suite 65 Level 12
88 Pitt Street
Sydney NSW 2000
Fax 02 9221 7570 Tel 02 9232 1277

Skaha

Skaha's innovation combined with Sagebrush Corporation's international presence: a powerful combination.

Anti-bullying resources

Alison Soutter is Senior Education Officer, Behaviour Management Initiatives.

The booklets, *The playground: best practice in primary schools* (SCIS 975212) and *Anti-bullying: best practice in schools* (SCIS 966311) were distributed to all New South Wales schools in 1999. These booklets provide practical suggestions for schools to implement successful anti-bullying programs. They are complemented by the web site, *Effective anti-bullying programs in NSW schools* at: www.det.nsw.edu.au/directorates/studequi/antibully

Staff development in minimising bullying can be found in *Strategies for safer schools. Phase two: K-12 behaviour management program* (SCIS 853947). This folder also contains a bullying survey for schools to use. Further staff development activities can be found in the kit, *Resources for teaching against violence (revised)* (SCIS 820150), which contains modules on bullying, homophobia, and sex based harassment.



The Department has worked with the NSW Police Service to develop the Crime Prevention Workshop program for high school students. The program includes modules on bullying and harassment (see the kit, *Crime prevention workshop for young people: teachers and police working together to reduce crime*, SCIS 859589).

For younger students there are anti-bullying lessons in the K-2 social skills program, *APEEL: a partnership encouraging effective learning* (SCIS 988623). ■

RIGBY, Ken

New perspectives on bullying

Jessica Kingsley, 2002
ISBN 185302872X

[371.5]

Staff in schools who are developing or updating anti-bullying procedures would benefit from reading this book. It describes the differing ways bullying can be understood, explores what researchers and teachers are saying about why so much bullying takes place, and examines different solutions. There is a wealth of information in this book, ranging from family, gender and cultural influences, peer pressure to research findings. Chapters address issues such as: definitions; broader perspectives; bullying and health; bullies and victims; situations; and attitudes. Sections addressing the question of a continuum of bullying from preschool to the work place, and elder abuse, help deepen the reader's understanding. This is worthwhile professional reading and resource material for a staff development. A. Soutter

USER LEVEL: Professional
Paper \$46.95

SCIS 1098860

Bullying. No way! [website]

<http://www.bullyingnoway.com.au/>

ABSTRACT

The purpose of this site is to provide information for school communities and help them find effective ways of preventing bullying in schools. All states contributed to the development of this Australian web site. There are six sections: **Who are we?**; **The issues**; **Talk out**; **Resources**; **Chill out space**; and **Ideas box**, which together provide a comprehensive coverage of the topic. Related information on areas such as racism, violence and discrimination is included. The most useful pages are found in **Things that work** which provides whole school and classroom strategies for preventing bullying. The **Chill out space** has been designed to engage students. Parents will find the **FAQs** and **Forums** helpful. The **issues** pages provide basic information about bullying behaviour for teachers, parents and students. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Bullying; School discipline; Victims of crimes
KEYWORDS: Bullying; harassment
PUBLISHER: Australian Education Authorities
REVIEW DATE: 9/7/02 [371.58]

SCIS 1096974

Kids Help Line [website]

<http://www.kidshelp.com.au/>

A telephone counselling service (1800 551800) specifically for Australian children and young people, this help line devotes much of its web site to **Bullying**. Many other issues are also covered, and the 27 **Infosheets** in PDF include topics such as family relationships and loneliness. **Infosheet 7** is a brief guide to dealing with bullying. Another page on the site provides details of effective **Strategies to use** to stop bullying. There are well chosen links for students, parents, and schools to anti-bullying sites from many countries. These include **Lawstuff**, which discusses the legal aspects of bullying, **Easing the teasing** and the **Scottish Council for Research in Education**. This is a comprehensive anti-bullying web site which could support planning and implementing anti-bullying strategies in Australian schools. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Adolescents in Australia; Child welfare; Counseling; Kids Help Line
KEYWORDS: Anti-bullying; bullying; counseling; telephone
PUBLISHER: Kids Help Line, Red Hill, QLD
REVIEW DATE: 8/7/02 [362.7]

SCIS 980162

Integrated and interactive: teaching Outback kids



Maureen Nicol has been the teacher-librarian at Dubbo School of Distance

Education since the school opened in 1991. Over the past year, she has attended technology workshops as part of the Interactivity project being run across the NSW Distance Education and Access network.

The *Year of the Outback* provides a focus on a way of life that is commonplace for

many students in New South Wales. By using fiction and imagination as a stimulus and technology as an essential link for student involvement, it was possible to build

on our students' life experiences to create some unique approaches to learning, to develop higher order thinking and critical analysis, and to meet syllabus outcomes equitably.

Three activities described here explored Outback characteristics and successfully engaged students in meaningful learning. They included a competition, a literature unit and a *WebQuest*. Each approach highlights the importance of making learning personally relevant to students.

Distance education

Dubbo School of Distance Education (DSODE) is the only NSW Distance Education centre providing pre school, primary and secondary schooling to many students who are geographically isolated and live in conditions that are synonymous with life in the Outback.

Recently, a Year 8 DSODE student sent her teacher a week's journal in response to the study of John Marsden's *So much to tell you*. Her five

day diary presented a fantastic image of her daily life in the western NSW town of Wanaaring as she described

...it was possible to build on our students' life experiences to create some unique approaches to learning...

going goating, jumping off trees into the river, camping expeditions with her friends, riding her horse around town, playing cricket on the roads, helping a

blind kangaroo caught in a fence, and checking her pig traps.

With student attitudes and interests such as these, teaching and learning activities with a *Year of the Outback* focus that draw on students' own experiences, are bound to be popular, and make learning meaningful and transferable.

Although regular face to face contact with our students is not possible, each term we conduct a one week camp for those students who can get to Dubbo. During these precious weeks each year, the teachers conduct practical work and any special testing, as well as deliver programs that could best be

Her five day diary presented a fantastic image of her daily life...

taught in a face to face, full class, situation.

With each student working on individualised learning programs,

teacher-librarians working in Distance Education Centres face particular challenges when planning and teaching technology and information skills across the curriculum. When the opportunity arose for the library to

participate in a cross curriculum project being designed for the junior secondary camp, I was delighted.

Year of the Outback

The *Year of the Outback* focuses attention on "our future as a nation; the freeing of the... Spirit of the Outback so it touches every Australian... gifting to them a genuine understanding of the uniqueness and potential of the Australian Outback." (2002 *Year of the Outback* web site at <http://www.outback2002.com>) This emphasis reflects our students' way of life.

The Connellan Airways Trust sponsored a major competition to celebrate 2002 - Australia's Year of the Outback and invited all Australian primary and secondary Distance Education students to depict, in poetry, short story or art works, their interpretation of *What does Outback mean to you?* This offered a great opportunity to engage student interest in the context of a range of syllabus outcomes in different learning areas.

We decided that this competition would be the camp's major focus. I was to support the students in developing skills needed to decide on the format and content for their entries.

Supporting literacy

It was no coincidence that the competition was coordinated by Terry Underwood, the former nurse who left Sydney to marry and live on a cattle station in the Northern Territory. Her autobiography, *In the middle of nowhere*, is one of the most popular books on our library shelves. Similarly, Sarah Henderson's *From strength to strength: an autobiography*, and Troy Dann's *outback* are popular with staff and students alike. While some schools boast resources featuring coastal recreations, our range features rodeos, working dogs and life in rural communities. Holding such titles to meet the needs and interests of our students helps ensure a vibrant reading program to support related skills development.

Integrating technology

To provide integrated learning experiences, the library and distance education have been planning how to develop a more interactive delivery of curriculum. I decided to introduce the *Inspiration* software program to our students to facilitate concept learning and conduct a whole class brainstorm on what the *Outback* meant to the students. It provided a useful framework that laid the foundation for work in this unit which targeted some aspects of the English K-6 Stage 3 Reading and Writing outcomes, supported by the information process.

This activity was very productive and was approached enthusiastically by all students. The results are shown in *Diagram 1*. From this brainstorm, the terms were grouped as shown in *Diagram 2*. Depending on their interests, students worked in pairs to research one of the seven identified categories: Places; Occupations; Transport; People; Geography; Animals; Way of life.

We used some of the terms identified in the brainstorm to model a search of *Macquarie Net* and *Mapgies Online*, both available to our remote users through our library web site. The impressive picture of a road train that

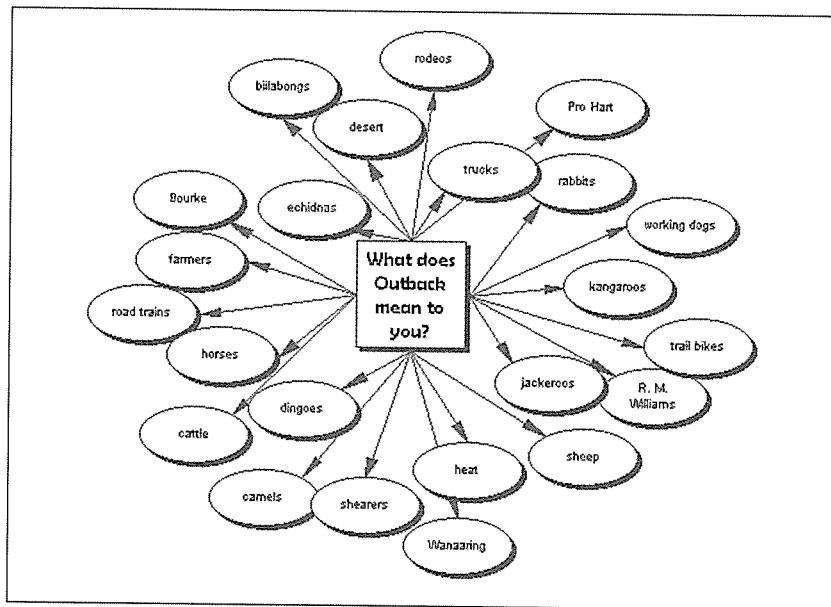


Diagram 1

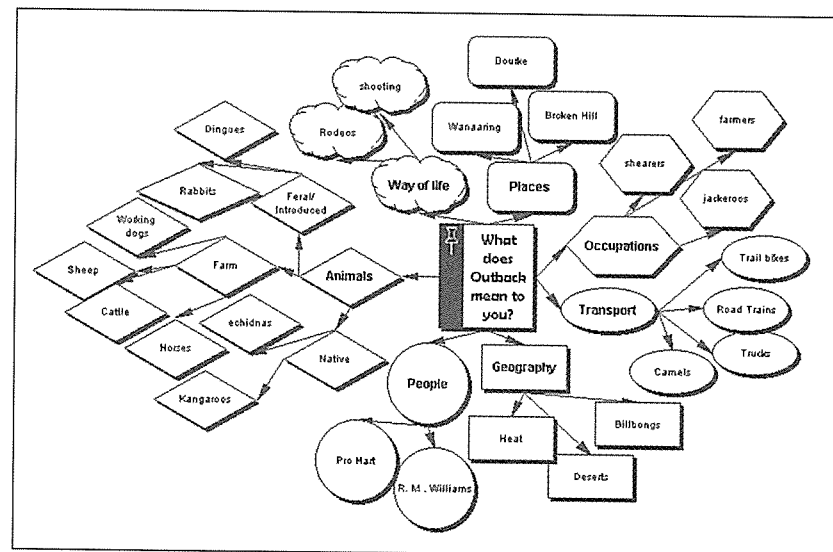
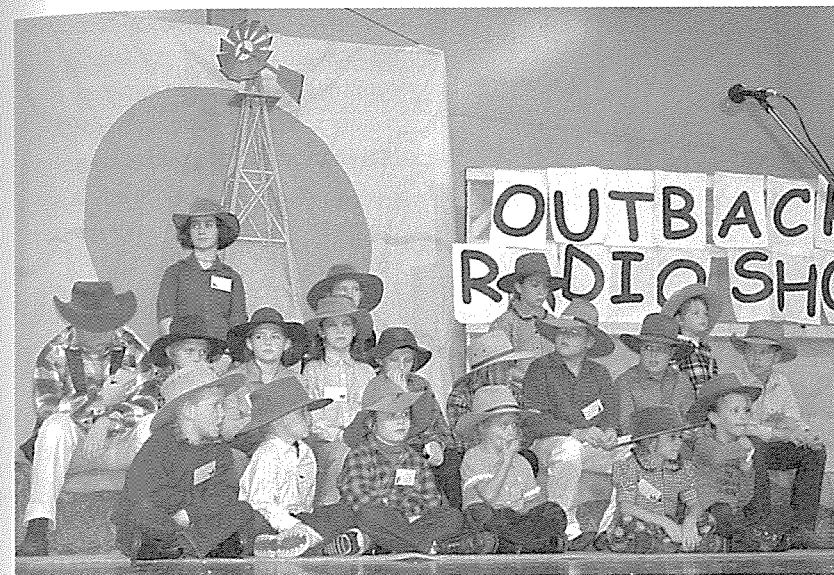


Diagram 2



Performance at the Term 1 camp at Dubbo.

one student located from *Macquarie Net* sent all his previously reluctant mates to access the same database. That student became the instant expert and the others, converts to the process.

Brainstorming was an initial *defining* exercise. The remainder of the week, saw students follow up interests and utilise their talents to develop their competition entries. To support further research, I produced a pathfinder for our library web site with links to stages of the information process, suggestions for Outback terms to support the identified categories, and a relevant selection *Year of the Outback* web sites.

This set the scene for further units of study with an Outback theme to meet specified syllabus outcomes.

Literature focus for learning

Angie's ankles, a novel by Garry Hurlle, highlights Outback life and became the focus of my Year 5/6 library air lesson program for 2002. It has great potential to support research activities, real life enquiry and discussion and was the basis for work to meet the English K-6 Stage 3 Learning about reading outcomes.

The main character, Angie, is an independent horse riding, whip

cracking, sharp shooting, twelve year old living, with her family, her dog and her horse, on a huge property near the Snowy River. The fact that Angie was also a Distance Education student was an even greater recommendation.

The Outback setting and suspenseful plot line made it an ideal focus for my air lesson program. DSOE readers were hooked from the outset when they read that Angie studied by correspondence, rode horses, loved exploring bush land, carried a single shot .202 rifle and knew when and how to use it and can

crack a stockwhip as well as any jackeroo, and chose a bush buggy as her best option for escape in the story. Our students share many of these experiences.

The story was told by Angie, who had broken both her ankles. Temporarily wheelchair bound, she decides to seek penfriends from other countries. In writing to them and describing her life style, she suggested that they could write back and guess how she broke both ankles.

This prompted a class on air discussion about the importance of mail in their lives compared to counterparts in city schools and about the uses of email in preference to traditional mail. The students emailed me with guesses about Angie's injuries which all reflected their own lifestyles, such as she fell off her horse, was trampled by stock or had a motorbike accident.

In the book the guesses reflected the cultural and geographical differences between Outback Australia and the pen pal's country. Hence, Myuki from Japan felt that Angie may have fallen off the railway station, but could not understand why she lived on one!

The humour in these guesses was the result of misunderstanding based on national differences. To help my students appreciate this fact they carried out some basic research about Angie's penfriends' countries.

To explore cultural understandings, students used an information retrieval chart to record responses, They located facts about population, land area, geographical features and way of life by using *Encarta*, of which they

all had copies, and through various web sites accessible through our library web site. Our students could then analyse the reasons for some of the guesses and

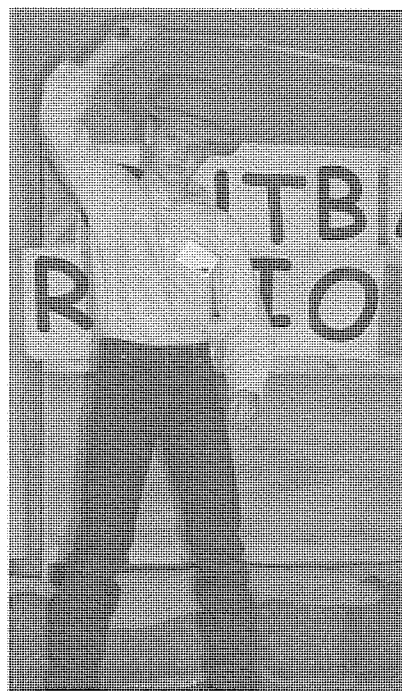
discovered the cultural and geographical differences that led to them.

The book also stimulated discussion on other issues highly relevant to students making choices in their lives. When Angie had to decide whether or not to shoot the feral dog, Helljaw, who has been killing their stock, and give away her location to her two pursuers, all students agreed that her choice to shoot was correct: stock have to be protected at all costs. This led to a debate on the pros and cons of carrying and using guns.

The book also stimulated discussion on other issues highly relevant to students making choices in their lives.

WebQuests and 'reel' involvement

The visual aspects of the story provided an opportunity to talk about: the language of film; the creation of suspense; and the concept of serials with the episode cliffhangers. One chapter ends with Angie caught on a cliff ledge and about to be captured. There was much discussion about the filmic qualities of the scene: camera angles to best create tension; the music to heighten suspense; and the director's options when it came to filming. Angie, rather than waiting to be pushed, jumped off the cliff to escape. This led to a discussion of films in which death defying feats appear to be accomplished, when in fact the image is a combination of the work of stunt men or women and film editors.



Whipcracking performance at the Term 1 camp.

Angie's ankles were about to be made into a blockbuster feature film. As publicity for this film, the director wants to make a documentary with Angie beginning on a tour of the countries her penfriends come from and then touring her beloved Australian Outback. It was also revealed that Angie was intending to capitalise on all this publicity and experience, and start up her own business specialising in Outback adventure holidays.

The learning tasks required students to: help her plan her overseas itinerary; design her Outback tours; and provide her with advertising brochures and PowerPoint productions for the travel agents to display. An activity to suggest current movie stars who could be cast as Angie and her enemies, the two "murderous maniacs" was optional.

As with any WebQuest, Internet links and scaffolds were provided for each of the specified roles and activity requirements to meet the specified syllabus

outcomes. Charts for noting tourist information about the penfriends' countries; Outback destinations; casting recommendations; evaluation of transport and off road touring equipment, are all hyperlinked as are templates for designing brochures and compiling a bibliography.

The learning that took place through the competition, the literature unit, and the WebQuest reinforced curriculum outcomes, helped develop student expertise in the use of technology, and engaged them in activities that were personally relevant. Until recently, interactive technology in distance education generally meant radio (primary); teleconference (secondary); telephone and the traditional leaflet. The availability of software such as *Inspiration* and *NetObjects Fusion* has helped the library to develop and deliver interactive cross curriculum programs. Using the *Year of the Outback* as a stimulus provided us with the real world focus to share the "potential of the Outback" through exciting and meaningful learning. ■

References and further reading

Dann, T. *Troy Dann's outback: wild adventures for the whole family*. Random, 2000.
 English K-6 syllabus. Board of Studies NSW, 1998.
 Henderson, S. *From strength to strength: an autobiography*. Pan Macmillan, 2002.
 Human Society and Its Environment K-6 syllabus. Board of Studies NSW, 1998.
 Hurle, G. *Angie's ankles*. Dmnibus, 1991.
 Information skills in the school. NSW Department of Education, [1989].
 Inspiration 6.0. Inspiration Software, 1991.
 Marsden, J. *So much to tell you*. Lothian, 1997.
 NetObjects fusion 4.0. NetObjects, 1998
 Science and Technology K-6: outcomes and indicators. Board of Studies NSW, 2000.
 Science and Technology K-6 syllabus and support document. Board of Studies NSW, 1991.
 Underwood, T., *In the middle of nowhere*. Bantam, 1999.

To capitalise on students' enjoyment of Angie's ankles...I worked with three Year 5 and 6 teachers to design a WebQuest...

To capitalise on the students' enjoyment of *Angie's ankles*, and to address Stage 3 outcomes in English, HSIE and Science and Technology; the ICT (information communication technology) capabilities, higher order thinking and information skills, I worked with the three Year 5 and 6 teachers to design a WebQuest. called *Amazing Angie*. This WebQuest was been produced on CD-ROM using the *NetObjects Fusion* program and featured a 22 year old Angie Atkinson. In the orientation, students learned that Angie was about to become famous. Her amazing adventures in

This issue, *Scan* presents an additional snapshot of current evidence based practice in New South Wales schools. Focusing on the collaborative learning culture of schools, and the related successful implementation of an outcomes approach, the broad aim is to share explicit examples of teacher-librarians working with teachers to make a difference to student learning.

These reports offer simple and practical examples of evidence based practice. They demonstrate how powerful such an approach can be in articulating explicit learning gains in relation to specific outcomes, illustrating collaborative pedagogy in teaching and learning, and modelling evidence based practice in action.

Evidence based practice at Girraween High School: Locating, selecting and assessing with Year 7 students



Lisa Gane is teacher-librarian at Girraween High School.

We have begun to gather evidence as to which collaborative strategies are better able to help students to be more actively engaged in teaching and learning activities and to experience positive approaches to research supporting related syllabus outcomes.

Background

Girraween (Selective) High has a student population of 748, approximately 66% of whom are from non English speaking backgrounds (NESB). With such a diverse group, drawn from a wide area, it was assumed that the students' attitudes to the information skills process would be varied. Most of our students are already highly motivated to learn when they arrive in Year 7.

A survey of students' home computer use yielded some surprising results. 99% of our Year 7 students have computer access at home, and the remaining 1% have access via a parent's workplace. 98% have ready access to the Internet away from the school environment. The survey also revealed that there was a great need for explicit teaching to assist students to refine their Internet search strategies in a variety of ways, for use within and beyond the classroom.

It had been observed by a number of staff across the key learning areas that

correct bibliographic techniques needed strengthening, to support research assignments and improve understandings of copyright issues and ethics of information use. With the variety of information sources available to students, and recognising the demands of the new HSC syllabuses, this became a priority area for us to monitor and address with incoming Year 7 students.

During the first semester of 2002, two Year 7 classes were timetabled to participate through English classes in lessons concentrating on the explicit teaching of specified information skills in the context of the English syllabus. These classes were held in the school library and built on previous lessons also taught collaboratively with the English staff. Some of the skills specifically targeted in this micro research helped address the Talking and listening requirements in the *English 7-10 syllabus* and were collaboratively planned.

The remaining two classes could not be fitted into the timetable until the second half of the year. This restriction granted us with a unique opportunity to measure the two groups' achievements and compare the results. The second group was, effectively, a control group for our study. At the writing of

At Girraween High School we seek to equip students with lifelong learning skills in order to perform at their best in an ever more competitive environment. It is expected that, through explicit and systematic teaching, our students will be encouraged and supported to work confidently, independently and efficiently to achieve maximum outcomes for time spent. Adjusting to a day divided into 40 minute periods that our Year 7 students encounter in their first term of secondary education often crystallises for them the importance of such needs.

Collaborative planning has helped our teachers to:

- have clearer expectations
- address outcomes
- devise scaffolds and timelines for assignments
- make learning more meaningful to students.

this report, we have reached the mid point of the evaluation process.

Information skills across the curriculum

The Year 7 lessons in the library began with a general review of how the research process works. Initially, students were asked to plot out how they would go about doing an assignment, and how they would document any bibliographic information to accompany that work.

Simple point form answers were collected. Students knew that later they would report back in a group oral presentation and would design a poster to support their delivery. Posters would communicate information to other students and would illustrate their understanding of aspects of the information process.

Next, a more detailed brainstorm and discussion of the steps in the information skills process was undertaken. Comparing initial student comments about the research process with those

from later sessions, it was discovered that for most students, the steps of *locating*, *selecting*, and *assessing*, and compiling bibliographies, were not clearly understood by the students.

The research process: locating

Students need to be able to effectively locate relevant information when researching a topic. During one early lesson, the students were surveyed, via a simple verbal quiz, about what they thought libraries had to offer, in terms of types of resources available. Questions included, for example: Where would you find current information? Where would you find specifically Australian information?

To increase confidence and familiarise students with the school library, activities explicitly teaching effective use of *OASIS Library enquiry* were provided. A related handout guided the location of a range of resource types. Students were also encouraged to investigate

their local regional libraries, physically and online, and report back to the class with their findings about available resources to supplement those accessed in the school library.

The research process: selecting

Developing critical awareness of the quality and reliability of the information found was a key teaching and learning point. During the oral presentations, students had to defend why certain resources had been selected or rejected. All resources selected and used to compile information for the posters had to be recorded in a bibliography, using correct Harvard style, in keeping with the school's requirements.

The research process: evaluating

The poster was assessed by the student themselves, their peers, and the teacher-librarian. These evaluations reinforced the steps in the information process and illustrated how well related outcomes had been achieved. They gave opportunities for students to explore the criteria and language of assessment, and reinforced the value of assessing as a tool in the process. Posters were displayed in the library.

The Year 7 students stated that their posters were extremely useful when completing assignments in other KLAs, demonstrating that they were able to meaningfully translate and apply the skills learned. Additional activities in the library consolidated this learning. This included: further work with bibliographies; comparing two novels being studied in English; and compiling author profiles.

Evaluating the results

Comparing the results of the targeted students, who have now participated in this sequence of explicit teaching about the information process related to English outcomes, with those of the control group was possible through:

- observation of individual students from both groups when using the library's resources, such as *OASIS Library enquiry*, and the Internet
- observation of performance and confidence levels of both groups in other subjects
- survey results of both groups before and after the first semester unit activities in the library
- staff feedback on observable changes in student research skills in other KLAs.

Summary of results

We have noted that, for the targeted group, results indicate a considerable improvement in the students' information skills in English and other syllabus areas. In general, there was a significant shift from students going first to the Internet to attempt to gather information, to a more balanced approach of defining their topic and locating and selecting resources from a wider range of media.

Staff observed growth in student confidence in using *OASIS Library enquiry* and the full range of the library collection to locate information. This was also indicated in the variety of sources cited in the students' bibliographies for their initial task. 92% of assignments used at least three or more different information formats.

Ongoing use of accurate bibliographies in assignments by the targeted group has been reported by appreciative staff across the KLAs. Initially, only 28% of these students thought that bibliographies were important in research, with only 8% being able to correctly record a fiction book using Harvard style. On completion of the explicit teaching of writing bibliographies, success rates for correct citation are now as follows:

- fictions books 97%
- non fiction books 89%
- web sites 92%
- journal articles 94%
- newspaper articles 96%.

When students in the control group were given the bibliography exercise

their success rates for correct referencing were:

- fictions books 48%
- non fiction books 33%
- web sites 18%
- journal articles 12%
- newspaper articles 8%.

Many control students were very close to being correct, and were logical about their approach, but were not accurate in keeping with required Harvard style.

Implications for teaching and learning

The control group, had no explicit teaching of the information skills process, apart from specific subject requirements. Posters of the Harvard style of writing bibliographies are displayed prominently in the library, and the information was available to both groups of students. It is clear that explicit teaching positively impacts skills development in a way that simply having information available does not.

The skills of locating, selecting and evaluating of the targeted group were further evaluated during English classes, through two assignments: a 1000 word novel comparison; and an author profile poster.

The students were asked to demonstrate their ability to locate specific pieces of information, to critically select what was necessary, and to read the work of classmates before presentation, so that self evaluation could take place. The final body of work was of a high order, with 96% of the targeted students completing the assignments successfully. They demonstrated a dramatic improvement in their understanding and use of the information process.

The skills targeted in this micro research were drawn from the requirements of the English 7-10 syllabus and were collaboratively planned. The evaluations showed that, for the targeted group, explicit teaching of information skills at point of need was

easily transposed across the curriculum. By working with staff and students, further skills related to syllabus outcomes have been identified for explicit teaching.

Teacher feedback of the control group's achievements in two similar assignments in English indicate that their students' work was more varied in demonstrating their abilities to locate, select, and evaluate. Looking at these three areas, the English teachers reported a wide variance, ranging from students who were "quite capable" to those "not demonstrating an acceptable capability". These teachers are now looking forward to their students coming to the library in the second half of the year. It will be interesting to observe how the control group responds to the explicit teaching of targeted information skills, and to compare how these students' achievements transpose to other key learning areas. The evidence so far suggests that explicit teaching will also positively effect students' ability to use resources. This, and the positive reaction of teachers to the evidence, lays the groundwork for future collaborative skills development in curriculum areas. ■

References and further reading

- English: years 7-10 syllabus*. Board of Studies NSW, 1997.
- Information skills in the school*. NSW Department of Education, [1989].
- Kuhlthau, C. C. 'Inquiry based learning and school reform', *Scan* 20(3), 2001, pp 27-33.
- Schutz, H. 'Information literacy in action: improving student learning outcomes', *Scan* 19(3) 2001, pp 27-32.
- Subject outcomes English years 7-12*. Board of Studies NSW, 1992.
- Thackray, S. 'Evidence based practice at Cherrybrook Technology High School: Year 7 information skills: a work in progress', *Scan* 21(2), 2002, pp 31-33.
- Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
- Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.
- Vine, P. 'Research assignments and staff development: an action research approach', *Scan* 20(1), 2001, pp 25-31.

Shearer's Children's Bookshop



Our School and Libraries Representative would be happy to discuss the Shearer's school bus visiting your school, at your convenience.

Have the latest releases brought to you!

Speak to Shearer's about your next **Bookfair** and be amazed by what Shearer's can do to help your school achieve more! Book Week is just around the corner.



Shearer's Children's Bookshop
790 Pacific Highway, Gordon NSW 2072.
email: childrens@shearersbookshop.com.au
Fax: 9498 8109

Phone: 9498 3433

Shearer's Readers Are Tomorrow's Leaders!

three 2002

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems.



Dr Ross J. Todd is Associate Professor, School of Communication, Information and Library

Studies at Rutgers University, New Brunswick, New Jersey, USA.

Research: the lifeblood of the profession

It is hard to believe that *Scan's* Research columns is in its seventh year. It began as a vision to provide teacher-librarians across Australia with access to research focusing on the systematic and explicit development of information literacy, and including with it a range of grassroots ideas on how this research could be integrated into the day by day instructional role of teacher-librarians. It was hoped that this research would come primarily from Australia, and as well, draw on an international group of scholars whose work was seen as very relevant to the Australian context. Underpinning the establishment of the column was a strong belief that research informing practice, and practice informing research, is a fundamental cycle in any sustainable profession. Seven years on, and some 25 formal research reports later, *Scan's* Research columns is still underpinned by a strong and simple belief that research nourishes a profession.

... research informing practice,
and practice informing research,
is a fundamental cycle in any
sustainable profession.

It is a profession's lifeblood, for it keeps the profession in touch with the ebb and flow of ideas, the shaping of principles, generalisations, and sound guidelines for practice. This Column is somewhat of a reminiscence of the past and a musing of the future, and in particular, a celebration of the insight, wisdom, creativity and energy of many teacher-librarians and school library researchers who have contributed much to sustaining our profession.

There are five types of research that can inform the profession, and over the years, these have been represented in *Scan*. These include:

Scan is interested in publishing additional **Evidence based practice reports** (see this and previous issues for models). These brief reports are approximately 800-1000 words in length. Please contact the **Scan** editor, by email, editor.scan@det.nsw.edu.au to discuss your ideas.

Suggestions about research you would like to see included in *Scan* are also welcome.

Conceptual research

This research focuses on the discovery of new knowledge for the sake of advancement of knowledge. Here, researchers endeavour to uncover new principles, new relationships, and systematically explore hunches and beliefs. *Scan's* early **Research columns**, for example, have helped us to understand some of the fundamental dynamics of information literacy. Over the years the research reported here has clearly established that a process approach to the development of information scaffolds, focusing on the systematic and explicit development of students' abilities to connect with, interact with, and utilise information to construct personal understanding, results in improved performance of skills, as well as the development of a range of personal and affective attributes.

Applied research

This focuses on professional workplace applications, particularly linking theoretical knowledge to practice. *Scan's* **Research columns** have provided insights into a range of instructional approaches to the development of information and critical literacies, and how these might, or might not, be implemented in the local school context.

Strategic research

This research is responsive to practical information problems, technological imperatives, and government and/or policy issues. It particularly capitalises on significant educational developments. For example, some of *Scan's* **Research columns** have sought to understand students' use of information technology, and to identify how the development of a range of technical, evaluative and process skills shapes students' use of digital information for their learning. The focus on outcomes education across many countries has given emphasis to research specifying learning outcomes, establishing measurable indicators for these outcomes, and providing feedback to the learning community of the achievement of these indicators.

Meta-research and methodology

The primary focuses here are literature reviews and papers that develop an understanding of methodological approaches, data collection, data analysis; and which foster the development of research tools and data gathering guides for the practitioner. Many of the methodological procedures identified in *Scan's* **Research columns** provide a wealth of ideas that can be adapted and simplified for teacher-librarians to use in developing their evidence based practice portfolios, and for charting in their local schools the tangible impacts of their collaborative initiatives on student learning outcomes.

Action research

Action research is an iterative, cyclic process of investigating real problems that are happening in school settings, and providing solutions to these problems in a systematic, investigative and reflective way. It is a structured process of intervention and change, action and critical reflection, collaboration and participation that focuses on the fundamental question: How can I best help my students improve the quality of their learning? It provides teacher-librarians with evidence to guide them in developing the best teaching and learning experiences for their students. Many teacher-librarians have reported action research in *Scan*, practitioners who have provided distinguished leadership and action in relation to student learning. Unquestioningly, such research plays a vital role in clearly establishing the library's real contribution to improving student learning.

A reflective, informed profession

Undertaking and reporting research comes with its dilemmas. There is research evidence to suggest that librarians' use of research is low (McClure & Bishop, 1989; Turner, 2002). Often the argument is raised that busy teacher-librarians do not have time to read the research literature, sometimes on the pretext that research comes from ivory towers in a world removed from practical reality. Such an attitude devalues the profession as a thinking and informed profession, and cuts off the profession from advances in knowledge which shape sound practice. A profession without reflective practitioners willing to learn about the advances in research in the field is a blinkered profession, disconnected from best practice and best thinking, and a profession which, by default, often resorts to advocacy and position as a bid for survival.

It is important that teacher-librarians continue to engage with research. It provides ongoing professional development, and a rich understanding not just of the dynamics of the learning process when students engage with information sources, but also practical insights into how local evidence might be gathered, analysed, and utilised to position the school library as central to the learning process. In addition, one of the challenges that exist is the disparate spread of this research, and the need to analyse and synthesise this research into meaningful generalisations with practical utility. Teacher-librarians, with their critical insights, and information literacy competencies centring on the ability to analyse, organise, synthesise and evaluate information, especially the information of their discipline, can surely play a central role here, bringing insights as the reflective practitioners to the research and its outcomes for practice.

As I look back over the *Scan* Research columns, teacher-librarians have much to celebrate! The energy and commitment of practicing teacher-librarians to build the scholarship of the profession is timely. I believe that the profession

As I look back over the *Scan* Research columns, teacher-librarians have much to celebrate!

is at a critical time in its history and future. Evan St Lifer, editor of *School Library Journal* (circulation c.40 000) in the USA, speaks of this in his June editorial: "Librarians still need a mechanism that enables them to dispassionately report to their administrators how they are making a difference with students in their own schools". St Lifer

This comes back to the critical role of evidence-based practice.

was commenting on a conference to be held at the White House, hosted by First

Lady Laura Bush, in which research evidence was to be presented to 175 school principals and district superintendents on the impact of school libraries on student learning. (This editorial is available at <http://slj.reviewsnews.com/index.asp?layout=article&articleid=CA218583&display=EditorialNews&industry=Editorial&industryid=2000&verticalid=152>)

A full report of the papers presented at this conference is available at: <http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm>

St Lifer acknowledges the importance of the body of research available to inform stakeholders of the value of school libraries. He also sees that teacher-librarians more than ever have a fundamental responsibility to show

how their school library initiatives positively influence learning on a local level, in their own educational milieu. This comes back to the critical role of evidence based practice. As reported in previous issues of *Scan* (Todd, 2002a,

2002b) evidence based practice focuses first on the conscientious, explicit and carefully chosen use of current best research evidence in making decisions about the performance of the day-by-day role. Secondly, it focuses on where day-by-day professional work is directed towards demonstrating the tangible impact and

outcomes of sound decision making and implementation of organizational goals and

objectives in the local setting. It is about focusing on the delivery of services based on stated goals and objectives, and systematically demonstrating outcomes and endpoints in tangible ways, and critically reflecting on inputs and processes. It plays an important role in user centered services to show that the rhetoric about those services is real, that expectations are met, and promised outcomes are actually delivered. This remains an open challenge, and one I believe that researchers and practitioners, together, can meet.

The Research columns in this issue comes from Dr. Dorothy Williams of the School of Information and Media, Robert Gordon University, Aberdeen, Scotland, and Caroline Wavell, Research Assistant in this research

project. I had the privilege of meeting Caroline recently when I conducted a training program for teacher-librarians in Glasgow, Scotland, on behalf of the School Library Association in the UK, and learned of this research. The research report was originally published in *School Librarian* (UK), 49(3), Autumn 2001, pp 123-127. This is a landmark study, significant in its contribution to documenting the impact of school libraries on learning in Scotland, and rich in ideas for teacher-librarians to measure and chart the impact of their own local initiatives on student learning outcomes. ■

References and further reading

McLure, C. & Bishop, A. 'The status of research in Library and Information Science', *College and Research Libraries* 50(2), 1989, pp 127-143.

St. Lifer, Evan. 'Letter to the First Lady', *School Library Journal*, 2002, at <http://slj.reviewsnews.com/index.asp?layout=article&articleid=CA218583&display=EditorialNews&industry=Editorial&industryid=2000&verticalid=152>

Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002a, pp 30-37.

Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002b, pp 34-41.

Turner, K. 2002 'Do information professionals use research published in LIS journals?', 68th IFLA General Conference Council, August 18-24, 2002. Available online at: <http://www.ifla.org/IV/ifla68/papers/009-118e.pdf> (enter from <http://www.ifla.org/IV/ifla68/index.htm>)

White House Conference on School Libraries [website], at <http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm> (Cited July 2002)

Recent research on the impact of the school library resource centre on learning

Dr Dorothy Williams & Caroline Wavell, Robert Gordon University, Scotland.

Introduction

This article is intended to give a brief account of a recently completed project, carried out by researchers at The Robert Gordon University, investigating the *Impact of the School Library Resource Centre (SLRC) on Learning*. The research was conducted in secondary schools in Scotland between August 1999 and February 2001. The study was funded by the Library and Information Commission, which was incorporated into Resource, The Council for Museums, Archives and Libraries, in April 2000. The full research report was originally published in *School Librarian* (UK), 49(3), Autumn 2001, pp 123-127.

The research was undertaken in the context of a growing awareness of the need to measure and ensure effective learning both within the school environment and in the wider educational environment, where library and information services (ILS) have a role to play. Traditionally, evaluation of services in the ILS sector has concentrated on outputs in terms of expenditure, resource provision and levels of library use but there is increasing pressure to ensure that the service is not only *efficient* but also *effective*. This is becoming increasingly important as schools have the task of ensuring limited finances are put to maximum use for the benefit of student achievement and the implementation of information and communications technology (ICT) networks has heightened this awareness. It has also highlighted many aspects of information handling and how this relates to the learning process. This study looked

at learning in its broadest sense, whereas the complementary Colorado and related studies (Lance, Welborn & Hamilton-Pennell 1993; Lance, Hamilton-Pennell & Rodney, 1999, 2000, forthcoming) examined academic achievement in relation to the SLRC. Other impact studies in the financial, health and business ILS sectors have examined professional decision-making as a result of using an information service (Marshall 1993a, 1993b).

About the study

The aim of this study was to investigate the impact of the SLRC on learning in its broadest sense and was devised in two phases:

1. Focus group discussions with teachers and pupils and semi-structured interviews with librarians identified teachers', pupils' and librarians' perceptions of how the SLRC can contribute to learning. Ten schools were involved in this phase; they had been invited to take part through brief questionnaires sent out via School Library Services. The main requirements for participation were that the SLRC was valued by the staff and the SLRC satisfied the minimum requirements of the recent CoSLA (Convention of Scottish Local Authorities) standards (CoSLA, 1999).
2. Case study investigations involved six schools with the selection of case units covering a broad spectrum of activities involving the SLRC and most year groups. The perceived contributions to learning identified during the first phase were used as the basis of the case

study phase, and resulted in identification of many of the potential impacts on learning experiences within the SLRC context; possible indicators to be used as evidence of learning; and an examination of the process of monitoring the impact on learning.

Perceptions of learning

A cross-section of subject teachers was represented in the focus groups, as well as members of senior management. Their accumulated perceptions of the impact of the SLRC on learning covered a broad range of potential learning experiences but it was clear that their views were based on broad expectations of what the impact *might* be rather than any in-depth analysis of *actual* learning impact.

The pupils participating in the focus groups found the concept of how the SLRC might contribute to learning more difficult to grasp but were able to identify a range of potential learning impacts.

The librarians interviewed were aware of what they were trying to achieve in terms of support for learning but were not sure whether their objectives were being met.

The collective perceptions of possible areas of impact were expressed as:

- The acquisition of information and wider general knowledge;
- Skills development in the areas of finding and using information, ICT and reading skills and their cross-curricular nature and the potential for equal opportunities;
- Higher achievement in school work;

- Developing a study and reading habit encouraging independent working;
- Motivation to learn and enjoyment of learning;
- The ability to use these skills confidently and independently and the ability to transfer the skills across the curriculum and beyond school;
- The development of interpersonal and social skills, including the ability to work collaboratively.

All the participating groups shared similar perceptions of how the SLRC might contribute to learning and during the discussions a variety of factors were mentioned that were thought to influence the learning impact. These factors tended to concentrate on areas of finance, environmental conditions, social background or personalities, which are not necessarily within the control of individual teachers or librarians.

The outcome of the first phase of the project was a list of perceived learning experiences which might be influenced by the SLRC. This covered a wide spectrum of aspects of learning related to the affective, psychomotor, lower and higher cognitive learning objectives as categorised in Bloom's Taxonomy of Educational Objectives (Bloom, 1956). The learning experiences were examined against learning categories described in other educational documents, including curriculum (SCCC 1999a, 1999b) and quality assurance guidelines (HMI Audit Unit, 1996). Thus, the learning experience identified by teachers, pupils and librarians could be categorised under the headings of motivation, progression, independence and interaction demonstrating the potential breadth of impact of the SLRC. This provided a useful starting point for the second phase of the project. However, it was recognised that this classification tool was a simplification of a very complex process and while using the categories of learning experiences in the case studies, they were found to be interrelated and interdependent.

Case study phase

The learning situations examined in the case studies were:

- S1* English functional writing exercise using the SLRC to research an unusual animal and then the pupils produced a poster or leaflet describing the animal. Some pupils also used the information to write a poem about their animal.
- S1 French cultural project when pupils used the SLRC to research specific aspects of French culture or geography in a cooperative learning environment. The pupils reported their findings in a variety of formats and regrouped to pool their knowledge and report again.
- S2 Geography project investigated natural disasters and the pupils were given a booklet to guide them through the research process to produce an individual project booklet.
- S3 Study skills course gave pupils the opportunity to have a library refresher and put into practice some of the time management and organisational skills introduced in PSE (Personal and Social Education) by carrying out research into an aspect of healthy living.
- S6 Biology pupils worked independently on background information to be written up as the introduction to their investigation.
- S1 Reading for pleasure involved the librarian trying to stimulate an interest in a variety of genres and authors by introducing a database of fiction titles with the option for pupils to read a variety of books for an award; another class were given individualised recommended reading lists, based upon a brief questionnaire on interests and reading habits.
- The learning experiences of pupil librarians were investigated in one school where pupils ranging from S2 to S5 formed a team of pupil librarians who were given a great deal of freedom to develop ideas and carry out duties as they saw fit.

- Special events and ad hoc use were recognised as a major part of many SLRCs and worth investigating, although in the end this did not amount to a full case unit.

*S1 to S6 are the Scottish secondary year groups, equivalent to Year 7 onwards in the English educational system.

The original plan was to have a discussion with the teacher and librarian involved in each case study to establish the aims for using the SLRC for each activity and for them to be involved in decisions on indicators they might look for as evidence of impact on learning from use of the SLRC. However, although the teachers and librarians were very willing to discuss the curriculum activities, it became apparent that they were not in a position to engage in the process of suggesting indicators but instead identified broad aims such as "to develop research skills". The research team adapted the case study methodology to reflect this and decided on an open observational approach to examining the impact of the SLRC on learning. A variety of different instruments were used to obtain qualitative evidence for both the tangible learning outcomes associated with skills, knowledge and understanding and the less tangible affective, independent and interpersonal learning outcomes. The instruments were adapted for each local context to gather as much information as possible from the pupils, teachers and librarians. The practicality of using these various methods was also considered in order to provide information on which methods might be appropriate for everyday use in a busy SLRC.

Case study findings

As suggested by the focus group and interview discussions, there was evidence from the case studies that the SLRC has the potential to impact on a broad range of learning. However, effective learning was not always found to be happening in the areas where the teacher and librarian expect it to happen and this is due, in part, to a number of factors that were

observed to limit or enhance that impact. Examples of indicators that might be used to look for evidence of impact were identified and the various methods of monitoring impact and the value of these methods in particular circumstances was examined.

Evidence of motivation

Evidence of motivation was seen across all the case units by pupil enjoyment, participation and absorption in the tasks set, whether that was a project, looking for reading material or in the commitment of the pupil librarians. The indicators were identified as:

- Verbal and written expression of enthusiasm by pupils;
- Pupil willingness to participate in the activity set;
- Pupil application and absorption in the task;
- Willingness of pupils to continue their work either by returning to the SLRC or at home;
- A change in attitude towards work over a period of time.

Evidence of progression

Evidence of progression was most easily identified as awareness of or ability to use a specific skill associated with the finding of information and sometimes the use and presentation of information. It was also possible to identify examples of the application of skills in new contexts. The indicators were identified as:

- Awareness of, or the ability to use, specific skills associated with finding, using and presenting information;
- The use of new information or knowledge in work or discussion of new information or knowledge;
- Personal achievement or the quality of work;
- The ability to apply skills or knowledge in a new situation.

Evidence of independence

Evidence of independence was identified in individual pupils who appeared to have mastered a skill and were seen

to have the confidence and competence to proceed and progress unaided, either in the class session or in their own time. The pupil librarians were able to use their initiative by instigating their own activities and tasks. The indicators were identified as:

- The ability and confidence to continue and progress with a task unaided;
- Awareness of the need for help and confidence to seek it;
- Ability to apply organisation and time management skills in work;
- Use of initiative;
- Increased self-esteem.

Evidence of interaction

Evidence of interaction was particularly relevant in the junior curriculum related activities and with the pupil librarians, where discussion and interaction were encouraged. Interaction was seen as a learning experience in itself, as a means of enhancing the learning in other themes and as a means of establishing the learning that individuals were engaged in. The indicators were identified as:

- Discussion with others about the task;
- Peer cooperation;
- Ability to mix with other groups;
- Use of appropriate behaviour.

Influencing factors

The factors that were seen to influence effective learning were varied and were often seen to be associated with the immediate context. An examination of the influencing factors may help teachers and librarians to make decisions about their aims, objectives and activities to optimise the learning potential. A common understanding by the teacher and librarian of the individual tasks and responsibilities within the course is reflected in these influencing factors highlighting the need for joint planning to ensure maximum support for each other and the pupils. The influencing factors identified during the case units included:

- Interest, enthusiasm and appreciation shown by others;

- Appropriate intervention to ensure progression could proceed;
- Familiarity with surroundings;
- Foundation of necessary skills to proceed;
- Understanding of task;
- Opportunity to try again and build on understanding;
- New stimuli, for instance the use of computers;
- Frustration caused by problems;
- Tensions within groups;
- Time factors, too much or too little and inappropriate use;
- Lack of focus, skills, and background theory.

Monitoring impact

The methods used for monitoring impact on learning in the SLRC were varied and some were relatively easy to use within the class situation while others required discussion or questioning beyond the immediate environment. The methods identified as potentially useful tools for practitioners in schools were:

- Observation of pupils at work in the SLRC and connecting their learning both to the immediate context and to previous experiences. This gives an indication of what the pupils are doing and how and where difficulties arise.
- Discussion with and questioning (verbal or written) of pupils about their work both during and at the end of the activities. This gives an indication of what the pupils are learning and where their problems lie.
- Examination of work in progress and, if available and when appropriate, submitted written work. This highlights processes that have been used or not used and can give an indication of whether the course or activity is successful in achieving its aims.
- Discussion with other members of teaching staff about work, attitudes and related incidences. This helps to understand the picture of learning beyond the SLRC, sometimes highlighting

aspects of learning that might otherwise go unrecognised.

- Examination of reader records gives an indication of how the resources are used in relation to particular courses or activities within the SLRC.

These findings provide a summary of potential learning experiences and examples of indicators that could provide the starting point for teachers, librarians and schools to begin evaluating learning in the SLRC context.

Key findings

The full research report (Williams & Wavell, forthcoming) highlights a number of key issues that need to be resolved if the SLRC is to make an effective impact on learning:

- The need for local and collaborative planning and decision-making. The research provides an understanding of how the learning experiences interact and interrelate with each other and within the curriculum and school context. There is evidence of learning beyond the immediate goals set by the individual teacher using the SLRC. Although this is not necessarily readily visible, it is part of the overall learning experience within the school environment and plays a vital role in the development of the cross-curricular, core skills needed to fulfil the educational aims of the current political and social climate. The findings could be used within the overall planning and evaluation processes at school, subject department, SLRC and course level to help identify appropriate roles for the SLRC. An understanding of the influencing factors identified in the case units may help teachers, librarians and senior management to prioritise conflicting and competing agendas when using the SLRC.
- The need for more understanding or use of the skills involved in information handling and a mutual understanding of how the library and teaching professions can support each other and collaborate together in order to encourage effective use of the SLRC.

- The need to look beyond the immediate SLRC for impact. The evidence of the impact on learning is not always easily visible but, if it is thought to be valuable, measures need to be put in place to identify impact across learning contexts, beyond the immediate situation and over appropriate timescales. This requires some form of evaluation of courses or activities undertaken in the SLRC to ensure effective teaching and learning. There is also a need to assess individuals to ensure progression of skills and progress over time. It is not suggested that every use of the SLRC requires formal evaluation or assessment but that the stakeholders in the local context will be in a position to decide their own priorities.

Conclusion

The research report suggests that the SLRC does have an impact on a broad range of learning. However, if the learning potential is to be fully

maximised there is a need for greater dialogue between the teachers and librarian to explore the implications of learning in the SLRC context and to examine in detail the intentions and expectations for using the SLRC. This requires a shared understanding of how the SLRC contributes to the whole learning picture and more specifically an in-depth understanding of the information handling process and how it relates to curriculum goals. The research sought qualitative evidence of impact from the case studies and the findings provide a starting point for schools to begin to examine both tangible learning outcomes and the less tangible learning outcomes in relation to their own SLRC.

Work has already begun to identify ways in which the findings can be refined and developed into a more practical package, to ensure the learning experiences are easily understood, and to establish greater guidance in the use and appropriateness of the indicators of impact and methods of data collection. ■

Bibliography

- Bloom, B.S. *Taxonomy of educational objectives*.S (Vols 1 & 2) Longmans, Green, 1956.
- CoSLA. *Standards for school library resource services in Scotland: a framework for developing services*. Convention of Scottish Local Authorities, 1999.
- Lance, K.C., Welborn, L., & Hamilton-Pennell, C. *The impact of school library media centers on academic achievement*. Hi Willow Research and Publishing, 1993. Also available at: http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html
- Lance K. C., Hamilton-Pennell, C. & Rodney M. J. *How school librarians help kids achieve standards. The second Colorado study*. Hi Willow Research and Publishing, 2000.
- Lance K. C., Hamilton-Pennell, C. & Rodney M. J. *Information empowered: the school librarian as an agent of academic achievement in Alaska schools*. Alaska State Library, 1999. A summary of the Alaska study is available at: <http://www.educ.state.ak.us/lam/library/dev/infoemp.html>
- Lance K. C., Rodney M. J. & Hamilton-Pennell, C. *Measuring up to standards: The impact of school library programs and information literacy in Pennsylvania schools*. Pennsylvania Citizens for Better Libraries, (in press).
- Marshall, Joanne. *The impact of information services on decision making: some lessons from the financial and health care sectors*. British Library Research & Development Dept., March 1993a (Information policy briefings 1).
- Marshall, Joanne G. *The Impact of the special library on corporate decision-making*. Washington: Special Libraries Association, 1993b (SLA Research Series 8).
- SCCC. *Curriculum design for the Secondary Stages. Guidelines for schools*. Scottish Consultative Council on the Curriculum, 1999a, pp 6-7. Available at: <http://www.sccc.ac.uk/pdfs/secondary.pdf> (Cited 15/2/01).
- SCCC. *Environmental Studies 5-14: Society, Science and Technology consultation draft*. Scottish Consultative Council on the Curriculum, 1999b.
- HMI Audit Unit. *How good is our school? self-evaluation using performance indicators*. SOEID, 1996, p 43.
- Taking a closer look at the school library resource centre: Self-evaluation using performance indicators*. SOEID/SCCC/SLA/SLC, 1999.
- Williams, Dorothy & Wavell, Caroline. *The Impact of the school library resource centre on learning*. Library and Information Commission Research Report 112, forthcoming.

Abstracts

CARR, Jane. Project pillars: Foundations for success in online curriculum projects [website]. Research Innovation and Access section of AccessEd, Education Queensland. Available at: <http://www.teachers.ash.org.au/pillars/> (Cited July 2002)

This paper provides a summary of research and good practice in the management and delivery of online curriculum projects at the school level. It provides a rich opportunity for teacher-librarians to collaborate with classroom teachers in engaging in online projects, particularly through the development of information scaffolds. Based on data from sixty teachers around Australia, the study sought to ascertain the factors that led to successful implementation of online projects in classrooms and are outlined in 'Project Pillars: preparation, participation and pedagogy'. The study particularly addressed three questions:

- Why are some online curriculum projects implemented successfully in some classrooms yet are unsuccessful in others?
- What do teacher's do when implementing an online project into their curriculum?
- What are the critical factors for success?

The three project pillars as described in the report provided the foundations of success for an online project and directly involve the teacher. In the report, each project pillar is explored in depth.

The study found that teachers who successfully implement online curriculum projects cover five areas in their preparation. They consider a range of criteria when selecting a project. This criterion includes student needs, skills and interests, learning outcomes, technology requirements, available support and commitment needed. Teachers explicitly planned lessons to support the project goals, organised materials and resources including field trips and visiting guests, and ensured support was available and timely for technology, participation and pedagogy. Many teachers reflected on their planning before and during the course of the project, making changes and adapting to suit project and student needs.

During the project, teachers actively participated in explicit ways. They networked with other project participants, checking their email and job list regularly. They managed their students learning experiences and developed and extended the project goals to suit student learning.

A number of schools developed web sites and multimedia presentations, as their students were keen to display work and link up with other cultural groups using their own media.

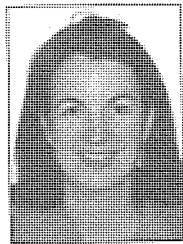
The study also found that teachers who successfully implemented online curriculum projects had many elements of collaborative and constructivist pedagogy. They saw themselves as learners with their students and scaffolded their students learning experiences. Many of the teachers' reports included comments about the value of mentoring partnership between students and teachers. Evaluation of the project at completion informs the next online experience and is a critical step in ensuring learning takes place. ■

BANGERT-DROWNS, R. 'Teacher ratings of student engagement with educational software: An exploratory study', *Educational Technology Research and Development*, 50(2), pp 23-37.

This study builds on the premise that the quality of students' learning engagement may significantly influence their learning. It highlights that teachers who make educational use of computer software need to distinguish different qualities of student engagement, so that they can better anticipate and respond to different qualities of student learning. While it is known that students enthusiastically engage in computer interactions, such enthusiasm does not always translate into meaningful learning. The study involved three Grade 5 teachers rating the nature of 42 students in a primary school for science and technology as they interacted with different educational software. One of the purposes of this investigation was to develop an approach to identifying the nature of students' engagement with educational software, as an approach to more fully understanding students' activities, and how this can be monitored in the classroom to encourage students in more sophisticated interpretive activities that enhance their learning. A *Taxonomy of Literate Engagement with Educational Software* was developed, with modes ranging from Disengagement, Unsystematic Engagement, Frustrated Engagement, to Competent Engagement, to Self-Regulated Interest, Critical Engagement and Literate Thinking. This taxonomy represents a simple diagnostic tool for evidencebased practice, particularly when used with instructional sequences developing students' use of software. ■

from
**Professional Support
and Curriculum**

Gifted education:
implications for collaborative planning and teaching



Professional Support and Curriculum Directorate provides support

for the education of gifted and talented students. **Angela Chessman** is Senior Curriculum Adviser, Gifted and Talented Students Program, Professional Support and Curriculum Directorate.

A policy for the education of gifted and talented students, and associated implementation strategies, were developed by the NSW Department of School Education in 1991. The policy recognises that gifted students are found in all communities, irrespective of ethnicity or socio-economic background, and that schools have a responsibility to identify them and educate them to their full potential.

The policy and implementation strategies can be located online at www.curriculumsupport.nsw.edu.au (from the home page, click on Gifted & Talented Education and then click on Resources).

Factors such as motivation, self image, peer pressure, culture, language barriers and disability may hinder the identification and development of giftedness and talent in students. The school community has a crucial role to play in the identification and education of gifted and talented students. The policy and implementation strategies have been written with the aim of achieving educational equity and excellent outcomes for all gifted and talented students

irrespective of their background.

What is giftedness?

There is a plethora of definitions of giftedness and talent (Gross, 1994). A useful working definition is that of

Francoys Gagné (1995).

The school community has a crucial role to play in the identification and education of gifted and talented students.

Gagné proposes a distinction between giftedness and talent that is both natural and grounded in research on human abilities (Gross,

1993). Giftedness corresponds to potential that is distinctly above average in one or more domains of ability, and talent refers to performance that is distinctly above average in one or more fields. Gagné's model includes five aptitude domains: intellectual; creative; socio affective; sensorimotor; and a category called "others" for those aptitudes that have yet to be discovered. Students may be gifted in one or more of these domains of ability, and these abilities may combine in different ways to produce specific talents (Gagné, 1995).

Gagné (1995) also considers that personal and environmental factors may facilitate or hinder the translation of giftedness into talent. At the centre

of his model, Gagné includes a set of catalysts that are important in this regard. These catalysts include environmental factors such as family and school, personality factors (autonomy, self confidence, self esteem) and motivation (initiative, interests, persistence). Gagné's thesis is that these catalysts are critical in activating the translation of giftedness into talent, and central to this translation are the very important mediating effects of systematic training and practice.

In the policy document the following definitions are adopted:

- Gifted students are those with the potential to exhibit superior performance across a range of areas of endeavour.
- Talented students are those with the potential to exhibit superior performance in one area of endeavour.

Degrees of potential

The gifted and talented population can be divided on two dimensions: that of domain (Gagné, 1995), and that of ability within domain (Gross, 1993; Gagné, 1998). Many educators assume that the gifted are a homogeneous group, which results in misidentification, inadequate curriculum provision and incorrect grade placement (Gross, 2000).

The intelligence quotient, which can be derived from various psychometric tests, provides a useful, if somewhat simplistic, taxonomy of the levels of giftedness. Table 1 illustrates a

classification of levels of giftedness and indicates the frequency with which children with particular IQs are found in the general population. IQ tests profile a student's strengths and weaknesses, and can reveal discrepancies between chronological and mental age. Children with an IQ in the gifted range are likely to be adept at many cognitive tasks (Gross, 2000).

General characteristics of gifted children

In general, gifted students display cognitive behaviour different from the norm at an early stage. The gifted student has the ability to use abstract thought at an earlier age than usual, process information quickly, and display persistence in an area of interest. A gifted student may demonstrate an unusually well developed memory, early language development, curiosity, preference for independent work and the ability to generate original ideas. Affective characteristics observed in the gifted include concern with justice, mature moral reasoning, a keen sense of humour, and high levels of energy coupled with emotional intensity. These attributes can enable optimal development if properly nurtured but otherwise may be hidden or have a negative effect (Baska, 1989).

Janos & Robinson (1985) explored the question of whether being socially at ease and making compatible friendships is made more difficult by having high intellectual ability. Moderately gifted children are able to find peers but the highly gifted, being rare in the

population, experience problems if there is a mismatch between their educational placement and their emotional maturity. Gifted children have a preference for playmates who are older or on the same intellectual level (Janos & Robinson, 1985).

Towards greater understanding

In October 2000, the Senate referred to the Employment, Workplace Relations, Small Business and Education References Committee an inquiry into the Education of Gifted and Talented Children. The findings, and 20 recommendations of this committee in relation to gifted and talented education, were published in October, 2001 and can be accessed on the Internet at www.aph.gov.au/senate/committee/EET_CTTE/gifted/report/

The Senate Inquiry report, *The education of gifted children*, emphasised a critical need for Australian educators to be equipped to identify and cater for gifted students, and for school communities to understand gifted and talented students and their needs.

... students who are gifted need special programs.

The report noted that there is general consensus that students who are gifted need special programs. There is a variety of views on how this might best be achieved. The Department's policy allows for flexibility in this regard, with the school principal and staff determining relevant provisions and programs for their students.

Teachers need opportunities for professional development in gifted and talented education to enhance their understandings of enrichment and acceleration in order to implement appropriate strategies.

Level of giftedness	IQ range	Prevalence
Mildly	115 – 129	> 1:40
Moderately	130 – 144	1:40 - 1:1000
Highly	145 – 159	1:1000 - 1: 10 000
Exceptionally	160 - 179	1:10 000 - 1:1 million
Profoundly	180 +	< 1:1million

Table 1: IQ and levels of giftedness (Gross, 2000)

The recent Senate Inquiry has assisted in informing the Department's commitment to providing for gifted and talented students and quality learning for all students.

Enrichment and acceleration

Enrichment activities are those that broaden the curriculum offerings. They provide a variety of stimulating learning experiences appropriate to students' levels of ability and performance. Educators need to be able to distinguish between those enrichment activities that are appropriate for all students, and those that are appropriate for gifted students. Three questions that are helpful in this regard are:

- would all students want to be involved in such learning activities?
- could all students participate in such learning experiences?
- should all students be expected to succeed in such learning experiences (Passow, 1982).

Passow (1982) claims that if the answer to any of these questions is yes, then the curriculum that has been planned for the gifted students is, in fact, not appropriate for them. It is important not to confuse what is good whole school enrichment with that which is only appropriate for gifted students.

Gifted children can achieve outcomes faster than other children because of their exceptional reasoning ability and rapid learning rate. Gifted students are also likely to have achieved some course outcomes at the start of a new program. In these instances the implementation of acceleration strategies is advisable. Accelerative practices form two groups: those based upon the recognition that a student can work at a higher level (Table 2) and those based upon the recognition that the student can work through a course at a faster pace (Table 3).

The procedures for acceleration of students in NSW government schools are outlined in the *Guidelines for*

1. Early entrance to kindergarten	The student is admitted to school prior to the age specified for normal entry.
2. Grade skipping	The student is moved ahead of normal grade placement.
3. Continuous placement	The student is given material deemed appropriate for current achievement as the student becomes ready.
4. Self paced instruction	The student is given materials that allow procession at self selected pace (online learning).
5. Subject matter acceleration	The student is placed for part of the day with students at more advanced levels.
6. Combined classes	The student is placed in classes where two or more grade levels are combined to allow younger children to interact academically and socially with older children.
7. Advanced placement	The student takes a course in high school that provides preparation for taking an examination that can confer college credit for satisfactory performance, eg. Olympiad training.
8. Correspondence courses	The student takes high school or college courses by mail, eg. Distinction courses.
9. Credit by examination	The student receives credit upon successful completion of an examination.
10. Acceleration in college	The student is admitted with full standing to an advanced level of instruction at least one year early.

Table 2. Types of acceleration based on recognition of readiness/superior achievement (Southern et al. 1993).

1. Curriculum compacting	The student is given less drill, repetition and moves faster through the curriculum.
2. Telescoping curriculum	The student spends less time than usual in a course of study.
3. Mentorships	The student learns with a mentor who provides skills in a specialised area at the appropriate pace.
4. Extracurricular programs	Course work or summer programs e.g. fast-paced language or science courses.
5. Early graduation	The student graduates from high school or college in less than usual time.

Table 2. Types of acceleration based on the recognition of need for faster pace (Southern et al. 1993).

accelerated progression (Board of Studies NSW, 2001). This document is available on the Internet at: www.boardofstudies.nsw.edu.au (Click on Manuals & guides, then

scroll down to *Guidelines for accelerated progression*). Section 3.2.2 stipulates **Statewide indicators of capability**. This states that probably only 0.5% of students would be

capable of "Grade Advancement (acceleration in all subjects)", and that probably the "most capable 5% of students could be appropriate for acceleration in one subject of special interest and expertise" (Board of Studies NSW, 2001 pp 20-21)

The role of the teacher-librarian: working with gifted students

Teacher-librarians see a broad section of the school community and observe students from a different perspective to classroom teachers. They may gather information about the reading interests of students, or develop an understanding of who can work independently, or who prefers the company of older students. This information can be fed into an identification program to more accurately pinpoint the gifted.

Teacher-librarians are also available to plan collaboratively and team teach with other teachers to differentiate the curriculum. A useful curriculum model for differentiation has been developed by June Maker (1995). This model incorporates strategies for the modification of content, process, product and the learning environment. The main purpose of collaborative curriculum development for gifted students is to provide experiences that are qualitatively different from those constructed for all students.

Content needs to be adjusted to accommodate the ability of gifted students, to manipulate abstract ideas, and deal with complexity. Students should be pre-tested to determine their current level of skills. For example: can the student construct explanations or expositions, and use the information skills process? The curriculum can then be compacted so that students have the opportunity to be challenged and achieve outcomes of a higher order.

Process involves the methods that are used by teachers to present

information, the questions asked of students, and the mental and physical activities expected of them. This dimension of curriculum design has received the most attention from educators and has focussed upon:

- higher level thinking
- creative problem solving
- decision making
- planning
- forecasting.

Students and teachers could also consider what types of products should be created for particular audiences.

The learning environment also requires adjustments to cater for the needs of gifted and talented students. Maker (1995) emphasises that independent learning should be encouraged, and that there should be opportunities for movement from one learning space to another. This is particularly important for gifted students and, in particular, for highly or exceptionally gifted students who may need individualised programs. For example, there may be options written in to collaborative programs for students to do contract work, independent research, and online learning.

The teacher-librarian plays a crucial role in:

- collaborative planning
- identifying opportunities for the explicit and systematic teaching of information skills in the context of class work
- providing an optimal match between learner capacity and level of experiences
- team teaching
- supporting students to achieve syllabus outcomes at the highest level.

For further information about gifted education, please contact Angela Chessman, Senior Curriculum Adviser, Gifted and Talented Students Program. Email: angela.chessman@det.nsw.edu.au ■

Bibliography

Baska, L. K. 'Characteristics and needs of the gifted', in J. Feldhusen, J. Van Tassel-Baska, & K. Seeley (eds.), *Excellence in educating the gifted*. Love, 1989, pp 15-28.

Gagné, F. 'From giftedness to talent: a developmental model and its impact on the language of the field', *Roepers Review* 18(2), 1995, pp 103-11.

Gagné, F. 'A proposal for subcategories within gifted or talented populations', *Gifted Child Quarterly* 42, 1998, pp 87-95.

Gross, M.U.M. *Exceptionally gifted children*. Routledge, 1993.

Gross, M.U.M. 'Radical acceleration', *The Journal of Secondary Gifted Education* 5(4), 1994, pp 27-34.

Gross, M.U.M. 'Issues in the cognitive development of exceptionally and profoundly gifted individuals', in K. A. Heller, F. J. Monks, R. J. Sternberg & R.F. Subotnik (eds.) *International handbook of research and development of giftedness and talent*. 2nd ed. Pergamon, 2000.

Guidelines for accelerated progression (rev. 2000), Board of Studies NSW, 2001. Available online at: http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/accelerated_guide.pdf

Implementation strategies for the education of gifted and talented students. NSW Department of School Education, 1991.

Janos, P. M. & Robinson, N. M. 'Psychosocial development in intellectually gifted children', in F. D. Horowitz & M. O'Brien (eds.) *The gifted and talented: developmental perspectives*. American Psychological Association, 1985, pp 149-195.

Maker, C. J. & Nielson, A. B. (eds.) *Teaching models in education of the gifted*. Pro-ed, 1995.

NSW government strategy on the education of gifted and talented students. NSW Department of School Education, 1991.

Passow, A. H. *Differentiated curricula for the gifted and talented*. Committee report to the National/State Leadership Training Institute on the Gifted and Talented. Office of the Superintendent of Schools, 1982.

Policy for the education of gifted and talented students. NSW Department of School Education, 1991.

Professional Support & Curriculum web site [website] at: <http://www.curriculum-support.nsw.edu.au>

Senate Employment, Workplace Relations, Small Business and Education References Committee:

The Education of Gifted and Talented Children (Parliament of Australia: Senate: Committee) [website], Commonwealth of Australia, 2001 at: http://www.aph.gov.au/senate/committee/EET_CTE/gifted/report/

Southern, W. T., Jones, E.D. & Stanley, J.C. 'Acceleration and enrichment: the context and development of program options', in K. A. Heller, F. J. Monks, & A. H. Passow (eds.) *International handbook of research and development of giftedness and talent*. Pergamon 1993..

Electronic resources on SCIS



Anne Dowling
is Cataloguing
Coordinator
for the New
South Wales
agency of
SCIS (Schools

Catalogue Information Service).

Following changes in the Anglo-American Cataloguing Rules, the General Material Designation (GMD) computer software has been replaced by the term electronic resource. Records ordered from SCIS after June 1, 2002 will reflect this change.

The type of electronic resource will be specified in the physical description area, for example: 1 DVD; or 2 CD-ROM.

Web sites will continue to have the GMD website.

*Please note that the change will NOT be included in SCISCD until the 5th edition of this service for NSW government schools in 2002. In the interim orders for computer software records should be restricted to SCISWeb. ■

Briefly...

OASIS Library issues

The SchoolSystems for Schools page at <http://schools-systems.det.nsw.edu.au/schools/> on the DET intranet is now live. Full documentation from the latest OASIS CD-ROM Update v1.05 delivered to schools in May 2002 is available here. This site includes information about the GMD change and update for Refresh. To find the documentation, from this page select:

1. Publications
2. OASIS Release 1.05
3. Documentation
4. OASIS Changes Version 1.05

Information pertinent to OASIS Library starts on page 8.

Released together with the V1.05 update is a CD-ROM entitled OASIS V2.0 Manuals which has an electronic version of all original OASIS manuals, now out of print. A copy of the manuals will also be published on the *SchoolSystems for schools* site. This site contains important information for all OASIS and OASIS Library users.

OASIS Library training

One day *Introduction to OASIS Library* courses, and additional courses on SCISWeb and using SCIS OPAC, will be available in a number of Districts during the remainder

of 2002. For further information contact Colleen Foley, Manager, School Libraries and Information Skills Phone (02) 9886 7488 Fax (02) 9886 7413 Email colleen.foley@det.nsw.edu.au

2002 Vision Australia Library Awards shortlist

These awards were instituted by the Vision Australia Library in 1974 to encourage the production of current Australian literature in Braille and audio formats. The awards are unique in that they are peer selected, being adjudicated by panels of library borrowers.

In 1998 in response to the growing interest in audio for young adults the Young Adult Audio Book of the Year and the Narrator of the Young Adult Audio Book of the Year categories were introduced. The Young Adult panel comprises equal numbers of library borrowers and students from a Victorian secondary college. Since its inception, the Young Adult panel has been chaired by Agnes Nieuwenhuizen, Manager of the Australian Centre for Youth Literature. The youth panel debate is always vocal, lively and well contested. The shortlist for these categories are as follows:

Sanderson Young Adult Audio Book of the Year

*BRUGMAN, Alyssa *Finding Grace* [sound recording]. Louis Braille Audio, 2002. SCIS 1099806 (discs) 1099805 (cassettes)

EATON, Anthony *A new kind of dreaming* [sound recording]. Louis Braille Audio, 2002. SCIS 1099834 (discs) 1099837 (cassettes)

McROBBIE, David *Fergus McPhail* [sound recording]. Louis Braille Audio, 2002. SCIS 1099839 (discs) 1090679 (cassettes)

SAVVIDES, Irini *Willow tree and Olive* [sound recording]. Louis Braille Audio, 2001. SCIS 1099842 (discs) 1062728 (cassettes)

SVENDSEN, Mark *Poison under their lips* [sound recording]. Louis Braille Audio, 2002. SCIS 1099828 (discs) 1099824 (cassettes)

*WILD, Margaret *Jinx* [sound recording]. Louis Braille Audio, 2002. SCIS 1099818 (discs) 1099814 (cassettes)

*Book also shortlisted in the CBCA 2002 Book of the Year Awards, Books for Older Readers.

Sanderson Young Adult Narrator of the Year

Asher Keddie for *Finding Grace* by Alyssa Brugman

David Tredinnick for *A new kind of dreaming* by Anthony Eaton

Stig Wemyss for *Fergus McPhail* by David McRobbie

Melissa Eccleston for *Willow tree and Olive* by Irini Savvides

Stephen Pease for *Poison under their lips* by Mark Svendsen

Rebecca Macauley for *Jinx* by Margaret Wild

Other categories for the awards include: Adult Audio Book of the Year; Adult Narrator of the Year; and Braille Book of the Year.

The winners will be announced at a function in September.

For further details contact: Pauline Meaney, Vision Australia Library phone 03 9864 9642 or email

Pauline.Meaney@visionaustralia.org.au

National Simultaneous Storytime 2002

Following the highly successful inaugural National Storytime during Library and Information Week 2001, ALIA is inviting all public library services, primary and pre school libraries, and early childhood centres to participate in National Simultaneous Storytime 2002.

The National Simultaneous Storytime will take place during Literacy and Numeracy Week 2002 (2-8 September) at 11:00am AEST on Wednesday 4 September. The picture book, *Mrs Wilkinson's chooks* (written by Leone Peguero, illustrated by Mike Spoor), will be read simultaneously in libraries throughout the country.

The target audience for the storytime is children aged three to eight years, and their parents, grandparents, creches, teachers, day carers, pre schools, early childhood centres, kindergartens, and community groups. You may wish to invite some or all of these to participate in this national event.

By attracting and engaging young audiences, the event provides the opportunity to promote the value of reading and books, and the important role which libraries play in stimulating literacy

For ideas on activities, discounts being offered by key sponsors (Random House Australia and Dymocks Booksellers), other relevant stories and tapes, and details on how to register for participation go to <http://www.alia.org.au/advocacy/storytime/>

For additional information contact: Sandra Reid, Conference and Events Coordinator, Australian Library and Information Association at the ALIA National Office phone 02 6285 1877 or email sandra.reid@alia.org.au

ASLA conference 2002

Catching the waves of change: Inspire, Innovate, Integrate

A conference to be held at the Novotel North Beach, Wollongong, NSW.

Hosted by Australian School Library Association (NSW).

Dates: Friday, 25th October, 2002
Saturday, 26th October, 2002.

Contact: Deirdre Bowman
Wollongong Public School
Church Street
Wollongong NSW 2500

Phone: 02 4228 9120
Fax: 02 4226 5091

Further details: www.asla.nsw.edu.au/asla2002/index.htm ■



Do you have a great idea for a future **Scan** article?

Please ring The Editor on 02 9886 7501 or email editor.scan@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <<http://www.schools.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <<http://hsc.csu.edu.au>>.

USER LEVELS are given in stages as follows:

- Early Stage 1** (for Preschool/Early Childhood)
- Stage 1** (for Lower primary)
- Stage 2** (for Middle primary)
- Stage 3** (for Upper primary)
- Stage 4** (for Lower secondary)
- Stage 5** (for Middle secondary)
- Stage 6** (for Upper secondary)
- Community** (for Community/Parent/Adult)
- Professional** (for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

- CA** Creative Arts
- English** English
- HSIE** Human Society & Its Environment
- Languages** Languages other than English
- Mathematics** Mathematics
- PDHPE** Personal Development/Health/Physical Education
- Science** Science (secondary)
- ST** Science & Technology (primary)
- TAS** Technology & Applied Studies (secondary)
- and
- VOC ED** Vocational Education
- CEC** in front of a syllabus denotes that it is a Content Endorsed Course.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. Aboriginal Studies: Stage 6. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg. English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Guest Internet site editors: Sally Rasaiah & Cathy Sly

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

The title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this *Scan*.

Background briefing: Radio National's investigative documentary program (Background briefing: subject index for computers and information technology)

http://www.abc.net.au/m/talks/bbing/index/default_ComputersandInformationTechnology.htm

Users are able to access Radio National's investigative documentary program archive through this site. Program transcripts are listed here by date or by subject. Users could search for the text of the transcripts and also for those which are available in sound files from **Audio** on the side bar. Programs are listed in chronological order with a brief summary of the content of each. This site is a good resource for students and teachers of *Information Processes and Technology* as it

provides up to date information on many aspects relevant to the course and would support research on these topics. C. Webber

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6
SCIS SUBJECTS: Computer science – Social aspects; Information technology
KEYWORDS: Computer science; computers; information technology; privacy
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 3/7/02 [004] SCIS 1092283

Sun Microsystems: products & services

<http://www.sun.com/products-n-solutions/index.html>

This commercially focused site provides detailed product information on hardware, software, solutions, resources and guides. Product documentation is quite technical in nature. Whilst the site is not designed for educational use, the information provided would be useful background information for the *Hardware and software* topic of the *Software Design and Development: Stage 6 syllabus*. **Software Index** and **FAQ** provide advice regarding Sun products which could be useful for the HSC *Software Design and Development* core strand, *Developing a solution package*. C. Webber

USER LEVEL: Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Information technology
KEYWORDS: Communications; hardware; multimedia; software
PUBLISHER: Sun Microsystems, USA
REVIEW DATE: 3/7/02 [004] SCIS 1086249

FOLDOC: free on-line dictionary of computing

<http://nightflight.com/foldoc/>

Richly cross-referenced, this online resource covers an extensive range of hardware and software related terms. Many entries are encyclopaedic in scope and often include historical references and computer community gossip. The tone is generally light and entertaining, but the information is concise and accurate. The search engine provides helpful feedback and works with natural phrases. *The story of Mel* is a delightful article providing a useful basis for discussion in both module 9.2.5 *Maintenance of software solutions* and module 9.4.1 *Option 1 Evolution of programming languages* in the *Software Design & Development: Stage 6 syllabus*. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Computers – Dictionaries
KEYWORDS: Computing dictionaries; maintenance
PUBLISHER: NightFlight, USA
REVIEW DATE: 3/7/02 [004.03] SCIS 1064249

Virtual museum of computing VMoC

<http://palimpsest.stanford.edu/icom/vlmp/computing.html>

Students of the *Software Design and Development: Stage 6 syllabus* or the *Information Processes and Technology: Stage 6 syllabus* will find this a valuable site when researching historical developments or future trends in hardware, software, and networking. While some

links are no longer active, this is a large and authoritative collection of historical sites, virtual museums of computing and biographies of the big names in computing. Many of the sites have excellent collections of images. Particularly valuable are the articles of writers like Tim Berners-Lee, which outline the intellectual antecedence of inventions like the World Wide Web. Time may be required to locate specific information in these external links. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Computers – History
KEYWORDS: Computer history
PUBLISHER: ICOM, USA
REVIEW DATE: 17/6/02 [004.09] SCIS 1064524

An atlas of cyberspaces

<http://www.cybergeography.org/atlas/>

Martin Dodge has assembled a collection of graphical representations of the World Wide Web and many other cyberspaces. These images are designed to help us visualise and comprehend the global communications networks and the vast online information resources that lie beyond our computer screens. Animated maps showing Internet use around the world in real time, interactive visual directories that map the information on more than 2 million sites and tools to map web browsing activities, are amongst the many fascinating graphics on this site. Browsing this site will help students of the *Software Design & Development: Stage 6 syllabus* and the *Information Processes and Technology: Stage 6 syllabus* appreciate the enormity and complexity of the Internet today. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Internet (Computer network)
KEYWORDS: Cybernetics; Internet
PUBLISHER: Centre for Advanced Spatial Analysis (CASA), London
AUTHOR: Martin Dodge
REVIEW DATE: 3/7/02 [004.67] SCIS 1068824

Development tools (WCI development tools)

<http://www.woodger.ca/devtools.htm>

Clearly presented, concise information, supported by clear diagrams and well organised tables makes this a very valuable site for *Software Design and Development* students who are looking for information on *Java*, *JavaScript* or *Visual Basic*. The languages are clearly described, employing useful tables of data types, operators and sample applications. The discussion paper on *Different methodology perspectives in Methodology topics* tabulates the differences between small, medium and large scale application developments in each of the different phases of the development cycle relevant to topic 9.1.2, *Application of software development approaches*. There is also a useful discussion paper on client server architectures, **Multi-tier architectures**, in **Architectural topics**. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Internet (Computer network); Programming languages (Computers)

KEYWORDS: Computer architecture; Java programming languages; Visual Basic
PUBLISHER: Woodger Computing Inc, Canada
REVIEW DATE: 3/7/02 [005.13] SCIS 1064531

The Quine page

<http://www.nyx.net/~gthompo/quine.htm#languages>

Containing sample quines from a range of different programming languages, this site provides able students of Option 1 *Evolution of programming languages* of topic 9.4.1 from the *Software Design and Development: Stage 6 syllabus* with fascinating and challenging support material. Source codes from a range of different language paradigms provide code samples that allow direct comparison of the different languages. There are links to: the **Jargon file**, which is an interesting collection of history and Internet slang; the language list, an historically oriented list of over 2 300 languages; and a list of compilers, and interpreters at **Yahoo!** list of **quine pages**. These linked sites would need to be assessed for curriculum relevance B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Programming languages (Computers)
KEYWORDS: Programming code
PUBLISHER: Thompson, USA
REVIEW DATE: 3/7/02 [005.13] SCIS 1064540

Bare bones 101 (A very basic web search tutorial)

<http://www.sc.edu/beaufort/library/bones.html>

The tutorials on this site would make an excellent introduction to computers and support teaching skills related to ICT (information communications technology) capabilities. It would help students and teachers to keep up to date with ways of using technology. The site offers an online tutorial on how to use the Internet effectively, which teachers could use to complement their strategies. The tutorial focuses on the basic search techniques using Boolean logic and Proximity operators. There are sections focused on the most commonly used search engines which could guide students in selecting the most appropriate to their information needs in different syllabuses. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Design & Technology Stage 6; Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Information skills; Internet (Computer network); Search engines
KEYWORDS: Computer education; Internet searches
PUBLISHER: Beaufort Library, University of South Carolina, USA
REVIEW DATE: 3/7/02 [025.04] SCIS 1070225

Bioethics for beginners

<http://www.ajobonline.com/beginners.php>

This interesting site contains the tools to help students learn about bioethics and how it is studied. The history of bioethics and its social and economic impacts on our society, and the applications of bioethics in various fields are discussed on this site. There is a section specifically targeting high school students. Some of the topics covered include cloning, genetics, and **Embryonic stem cell research**. The information is clearly and attractively presented and

is relevant to many areas of the junior secondary Science curriculum and to the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Bioethics
KEYWORDS: Bioethics; biotechnology; cloning; genetics
PUBLISHER: MIT Press, USA
REVIEW DATE: 3/7/02 [174] SCIS 1089179

Global issues that affect everyone

<http://www.globalissues.org>

Containing mostly anti globalisation opinion, backed up by quotes by Bertrand Russell and Mark Twain and illustrated by graphic reporting of the September 11 terrorist attacks in the USA, the creator of this site has developed some first class resource material for teachers and students studying the *Global business* topic of the *Business Studies: Stage 6 syllabus*. Issue categories include **Trade related issues**; **The causes of poverty**; **Third world debt**; **Fair trade**; **Human rights issues**; **Geopolitics and Environmental issues**, all of which relate directly to the ethical practice sections of management responsibility in a global economy. The interrelated nature of the global issues examined is emphasised. Despite obvious bias, the site provides much resource material and links to external articles, web site reports and analysis, that it is well worth visiting. Teachers would need time to assess the curriculum relevance of linked sites. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation; Human rights; Social justice
KEYWORDS: Global economy; globalisation; human rights
PUBLISHER: Global Issues, USA
AUTHOR: Anup Shah
REVIEW DATE: 3/7/02 [303.3] SCIS 1090921

International Forum on Globalization

<http://www.ifg.org>

Alternatives to economic globalisation with prospects of a better world, is the rationale for this site, developed by a US based alliance of scholars, economists, activists, researchers and writers representing sixty organisations from twenty five countries. The International Forum advocates equitable, democratic, ecologically sustainable economics. The Forum is opposed to the present worldwide drive towards a globalised economic system. Students and teachers of the political section of *Specific influences on global business* will find the site of great use, particularly the *Invisible Government - the World Trade Organisation* and *About the IMF and the World Bank*. A special report, *Does globalisation help the poor?* refutes the claims of globalisation supporters, that poverty and world terrorism can be cured by free trade and globalisation. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation; Human rights; Social justice
KEYWORDS: Global economy; globalisation; human rights
PUBLISHER: International Forum on Globalization, USA
REVIEW DATE: 3/7/02 [303.3] SCIS 1090926

Global exchange

<http://www.globalexchange.org>

This is basically a human rights organisation claiming to promote environmental, political and social justice around the world. Information is relevant to varying business practices and ethics for

the *Global business* topic of the *Business Studies: Stage 6 syllabus*. This site concentrates on education issues, providing critical facts and analysis about how the global economy works. By showing how people in other cultures are affected by the current system of globalisation, the site has been developed to convince us that all is not well. **Campaigns** and promotion of **Fair trade** and fair value for the work of others and encouragement of volunteers to get involved with local action, leave no doubt as to the motives of this organisation. This site could be used to support strategies for teaching critical analysis of information, for example by comparing this site with other sources on globalisation and related links. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation; Human rights; Social justice
KEYWORDS: Global economy; globalisation; human rights
PUBLISHER: Global Exchange, USA
REVIEW DATE: 3/7/02 [306] SCIS 1090916

The Australian Privacy Commissioner's website

<http://www.privacy.gov.au/>

Information and advice on the issue of privacy and the law is provided at this easily navigated site. In **Copy of the Privacy Act 1988** the consequences of misuse of information are detailed. This site also contains specific information on **IT and Internet issues**, individual rights to privacy and links to privacy laws in other countries. Students would be able to develop an understanding of the social and ethical issues of the privacy of the individual through appropriate use of this site. By relating the information directly to the *Information Processes and Technology: Stage 6 syllabus*, students could create their own guidelines for information usage. C. Webber

USER LEVEL: Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Information Processes & Technology Stage 6; Legal Studies Stage 6
SCIS SUBJECTS: Privacy, Right of
KEYWORDS: Privacy laws; rights
PUBLISHER: Office of the Federal Privacy Commissioner, Sydney
REVIEW DATE: 3/7/02 [323.44] SCIS 1045482

Data protection principles 1991

<http://www.lawlink.nsw.gov.au/pc.nsf/pages/dataprotect>

The eleven principles that form the Data Protection Principles are outlined at this site. Developed by the Office of the New South Wales Privacy Commissioner, these principles are applied when advice is sought or complaints are investigated in organisations not covered by the Information Protection Act. The site provides links to the information on privacy issues in regard to personal email, video surveillance, and telephone calls in the workplace. This is a useful site, providing relevant information for study of the social and ethical issues of the *Information Processes and Technology: Stage 6 syllabus*. C. Webber

USER LEVEL: Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Information Processes & Technology Stage 6; Legal Studies Stage 6
SCIS SUBJECTS: Electronic data processing - Law and legislation; Privacy, Right of
KEYWORDS: Privacy
PUBLISHER: NSW Attorney General's Department, Sydney
REVIEW DATE: 3/7/02 [323.44] SCIS 1086267

AGC: it's Australian for finance

<http://www.agc.com.au>

This is a site worth visiting to illustrate some major participants for the financial markets section of the *Financial planning and management* topic in the *Business Studies: Stage 6 syllabus*. Although the site has been designed for use by investors, individuals and businesses, it provides students with real world experience. Owned by Westpac, Australian Guarantee Corporation offers a range of finance, investment and insurance products. **Business finance** outlines the range of financial products for businesses and **Insurance** shows the range of options offered. The site is straightforward and easy to navigate, though all information is heavily summarised. This site provides a possible case study for students, though additional supplementary information may be needed to complete such a case study. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Finance - Australia
KEYWORDS: Finance
PUBLISHER: AGC, Sydney
REVIEW DATE: 3/7/02 [332.0994] SCIS 1090937

Power Lab: plug in to high energy fun!

<http://www.edisonkids.com>

Students are able to explore the history, applications and social impacts of energy by completing online and class based activities on this colourful site. Teachers will find **Play it safe** useful in explaining the safety aspects of dealing with electrical energy. **Teachers lounge** provides information, resources and teaching aids to teachers seeking to address outcomes 4.6 and 5.6 of the *Science: Stages 4-5 syllabus*. The extensive list of links in this section will require exploration time to ascertain the curriculum relevance of these linked sites. Students are able to access information on **Energy heroes** which outlines several biographies of scientists. This site would support teaching towards outcome 8.3 of the *Physics: Stage 6 syllabus* and the unit, *Switched on*, in *Science and Technology K-6*. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Physics Stage 6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Energy resources
KEYWORDS: Electricity; energy
PUBLISHER: Edison International, USA
REVIEW DATE: 3/7/02 [333.79] SCIS 1093671

Wet'n'wise (Welcome to Wet'n'Wise)

<http://www.wetnwise.com>

Produced jointly by the ANZ bank and the Royal Life Saving Society of Australia, this site is an interactive resource to complement the **Wet'n'Wise** kit sent to NSW schools in 2001. The dual focus of the programs, to promote water safety knowledge in pools, and the wise programs to promote water safety knowledge in schools, is clearly outlined. The sections include: **Project info** (printouts and case studies); **Goodies** (icons and screensavers) **Gamezone** (water safety issues); **Colouring in**; **Story machine** (animated situation); **Test yourself** and **Water safety tips**. There is also an option for **Adults** and a **Site map**. This attractive site, containing useful information, would support teaching towards the achievement of outcomes in the *Safe living* strand of the *PDHPE: K-6 syllabus*. J. Eade

resources

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Water safety
KEYWORDS: Life saving; water safety
PUBLISHER: Royal Life Saving Society, Australia
REVIEW DATE: 3/7/02 [363.1] SCIS 1093765

New South Wales Fire Brigades

<http://www.nswfb.nsw.gov.au/>

Safety with fire is a prominent feature of this web site which provides Non-English fire safety with brochures translated into seven community languages. Community describes how residents can reduce risks to life and property during bush fires, and Bush fire safety includes a downloadable Your bushfire survival guide. Recruitment may interest students and careers advisors. Kids zone includes a Fire engine money box and Colouring activity book, available in PDF format. The archives of NSW Christmas 2001 bushfires contains daily reports about this disaster. This site would support Ecological sustainability in the Geography: Stages 4-5 syllabus and would assist students in achieving the outcomes in the Safe living strands of PDHPE and Social systems and structures of the HSIE: K-6 syllabus. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE; PDHPE
SYLLABUS: Geography Stages 4-5; HSIE K-6; PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Bushfires – Safety measures; Firefighting; NSW Fire Brigades
KEYWORDS: Fire Brigade; fire safety
PUBLISHER: NSW Fire Brigades
REVIEW DATE: 3/7/02 [363.37] SCIS 1074409

CyberFair

<http://www.globalschoolhouse.org/cf/>

The International CyberFair is an annual competition, which asks participants from K-12 to develop a project based on their local community and to reflect on the experiences and technology involved. The CyberFair encourages students to use the Internet in a creative and active way, investigating and publishing local issues based on the value of 'caring'. Students create a project to publish on the web and a narrative to describe the process. Peer review evaluation, using performance descriptors, asks students and their teachers to assess entries against clearly defined criteria. This is a useful tool in developing students' ability to evaluate projects. The site provides excellent support and examples of previous winning entries and could be used across a wide range of curriculum areas and stages. B. Sampford

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECTS: Computers in education; Web sites – Design and construction
KEYWORDS: Community project
PUBLISHER: Global SchoolNet Foundation, USA
REVIEW DATE: 3/7/02 [371.33] SCIS 1073059

Trade observatory

<http://www.tradeobservatory.org/pages/home.cfm>

Students and teachers developing resource materials for international policy making in the Global business topic of the Business Studies: Stage 6 syllabus will find that this site has much to offer. The site's focus on major world conferences, including United Nations; World Bank; IMF; WTO and the 2002 World Summit on Sustainable Development, and

their impact in shaping international policies, is important in understanding international organisations. Two features of this site that will be most appreciated by teachers are: Headlines, which gives easy access to current articles on trade policies; and Fast facts, which clarifies many WTO issues. Questions on topics such as WTO and free trade are answered, and further questions are invited. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation – Social aspects; Social justice; World Trade Organisation
KEYWORDS: Globalisation; human rights; social justice
PUBLISHER: Institute for Agriculture and Trade Policy, USA
REVIEW DATE: 3/7/02 [382] SCIS 1090930

National Telecommunications and Information Administration

<http://www.ntia.doc.gov>

Advice on US telecommunications and information policies is the foundation of this site. It includes a breadth of information on international research into e-commerce; competition and diversity in mass media; the policies and processes being implemented to counter the digital divide; and the availability of Internet access. Corresponding statistics regarding influence of income, race, gender or education on availability have implications for all educators. There are links to discussion papers and sites that have enhanced facilities to assist individuals with disabilities. Electronic security issues could also be informative for computing studies students. E. Maxwell

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Information technology; Mass media – United States; United States. National Telecommunications and Information Administration
KEYWORDS: E-commerce; telecommunications
PUBLISHER: National Telecommunications and Information Administration, USA
REVIEW DATE: 3/7/02 [384.0973] SCIS 1069956

Letterland: where kids learn to love to read and write (Welcome to Letterland)

<http://www.letterland.com>

Developed and used extensively in the UK, Letterland is a commercial phonics and language arts program designed to teach students to read, write and spell. Many early childhood educators in other countries, including Australia, have adopted this pictogram method. The web site invites users to learn About Letterland and explore Educators resources, including Your instructional language, a chart comparing traditional teaching with Letterland language. Browse our catalog links to products plus information on how and when to use each resource. Contact us lists sales information and there is also a clear Site map. While this site may be valuable for parents seeking background information about this multi sensory program, teachers and parents should be cautious about the claim that a phonics program alone will teach students to read, write and spell. S. Rasaiah

USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: English language – Study and teaching; Phonetics

KEYWORDS: Letterland; phonics
PUBLISHER: Letterland International Ltd, Cambridge
REVIEW DATE: 3/7/02 [421] SCIS 1093759

German for travellers (German for beginners)

<http://www.germanfortravellers.com>

This is a site in English for students of German at any stage. Students can Learn basic German using free lessons and listen to hundreds of high quality audio files. Information on Travel to Germany, Austria or Switzerland can be accessed. Shop could be utilised to support language activities related to daily life, and to seek support material for German language lessons. Students could also Explore the web links to music, television, newspapers and all things German. A link to Entertainment gives an insight to concerts and movies shown in Germany. A Conversion tool changes weights, sizes and especially the new Euro currency. Features allows students to view pictures of Germany that other Internet users have posted. Additional exploration time is required to verify curriculum relevance of linked sites. S. Hauth

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: Beginners; Continuers
SCIS SUBJECTS: German language
KEYWORDS: German travel
PUBLISHER: German for Travellers, Canada
REVIEW DATE: 3/7/02 [438] SCIS 1037376

JUMA das Jugendmagazin (Juma das Magazin für junge Deutschler weltweit)

<http://www.juma.de/welcome.html>

The German magazine Juma is a free online publication for students studying German worldwide. Its purpose is to convey to teenagers a contemporary picture of Germany and the social life of young Germans. Using this resource, students become aware of being part of an international community, which can communicate through a common learned language. Users can read the latest articles; access a noticeboard for penpals through Post, and from @-Mix can discover links and games. In the Lehrerzimmer the teacher's manual TIPP has suggestions and practical tips for the use of Juma in the classroom. Currently, 600 000 hardcopies of Juma are sold and no more subscriptions are being taken, making this site an even more valuable resource for teachers of the German language. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: Beginners; Continuers
SCIS SUBJECTS: German language – Periodicals; German language text
KEYWORDS: German magazine
PUBLISHER: Tiefdruck Schwann-Bagel, Koln
REVIEW DATE: 3/7/02 [438.05] SCIS 1073581

Roger Frost's dataloggerama

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

Detailed instructions, photographs, student worksheets and sample answers from the books of a leading British IT information technology educator make this a valuable site for teachers using dataloggers to implement the Stage 6 Science syllabuses. Experiments are arranged under Biology, Chemistry and Physics subject headings. The Data logging link provides up to date information about the various data loggers available. A wealth of lesson plans at all levels, using technology to teach science with downloadable worksheets,

potential problems and solutions, and clear instructions, supports the development of student confidence in using technology. Site map provides a range of sample lesson modules from The Haber process to Mitosis and meiosis. B. Sampford

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS: Computers in education; Information storage and retrieval systems; Science – Study and teaching; Technology – Study and teaching Datalogging
KEYWORDS: R. Frost, London
PUBLISHER: R. Frost, London
REVIEW DATE: 3/7/02 [507] SCIS 1063797

Australian Science and Technology Heritage Centre

<http://www.austehc.unimelb.edu.au/>

Teachers or students looking for authoritative secondary source material dealing with Australian scientists or organisations undertaking research and development activities in science or technology will find this a valuable starting place. Bright sparcs (previously reviewed) leads to an online register of over 4 000 Australian scientists and innovators. For each entry, biographical details and career highlights are included along with links to other sites. Teachers would need to allow time to verify the curriculum relevance of these linked sites. Australian science at work contains details of industries, corporations, research institutions, scientific societies and other organisations that have contributed to Australia's scientific heritage. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Scientists; Technological innovations; Trade and professional associations
KEYWORDS: Scientists
PUBLISHER: Australian Science & Technology Heritage Centre
REVIEW DATE: 3/7/02 [509.94] SCIS 1068755

Atomic structure timeline

<http://www.watertown.k12.wi.us/hs/teachers/buescher/atomtime.asp>

In developing knowledge and understanding of the history of Chemistry as prescribed by outcomes P1 and H1, students of the Chemistry: Stage 6 syllabus will find this concise timeline of the development of our modern model of atomic structure invaluable. Scientists covered range from Democritus to Fermi, with links to current developments in this field. Most of the scientists are linked to biographies that contain further information about their contributions to science. This site is authoritative, easy to navigate and would make an excellent starting point for student research in this field. The information is also relevant to outcome 5.7.1 in the Science: Stages 4-5 syllabus. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS: Atoms; Science – History
KEYWORDS: Atomic structure
PUBLISHER: Watertown High School, USA
AUTHOR: Lee Buescher
REVIEW DATE: 3/7/02 [539] SCIS 1048008

Chem web online

<http://library.thinkquest.org/10429/high/indexh.htm>

Students of the *Chemistry: Stage 6 syllabus* will find this site invaluable for revision. Topics from **Atomic structure to Stoichiometry**; from **Inorganic nomenclature to Solutions**; and from **Equilibrium to Acid-bases** are divided into sections. Each topic has a clear explanation, a glossary, and multiple choice interactive quiz questions, with which to review progress. The site offers a choice of graphic levels offering full colour animations and text only information. Students will find the worked examples well chosen and helpful. **Fun fun chemistry stuff** and access to **The virtual ChemLab** to view online experiments, make this a lively and attractive site. ChemLab is part of the ThinkQuest library, created by students for students. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Chemistry
KEYWORDS: Acids; atomic structure; bonding; equilibrium; redox reactions; stoichiometry
PUBLISHER: ThinkQuest, USA
REVIEW DATE: 3/7/02 [540] SCIS 1063847

Data-Logging: an introduction

<http://www.le.ac.uk/education/lto/logging/test.html>

Created by a science teacher, this site clearly explains the hardware and software available; the different kinds of sensors; the advantages and possibilities of electronic capture of data; data display; the use of graphs; and a comparison of the data loggers of different manufacturers. The site is supported by excellent graphics showing experimental set ups and sample results. For teachers of the Science syllabuses, this site is an excellent and unbiased starting point in learning to use data loggers and incorporating them into teaching programs. For students, there is valuable information on the presentation of data. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Science – Data processing
KEYWORDS: Dataloggers; measurement
PUBLISHER: University of Leicester, UK
AUTHOR: Laurence Rogers
REVIEW DATE: 3/7/02 [540.285] SCIS 1063867

ACD/ChemSketch

http://www.acdlabs.com/products/chem_dsn_lab/chemsketch/

ChemSketch 5, downloadable from this site, is a freeware drawing package for producing diagrams of atoms and molecules. The user is required to register with an email address and a password, and is given the opportunity to nominate areas of interest for regular mail outs. This is a particularly valuable site for teachers of the *Chemistry: Stage 6 syllabus* preparing teaching materials that show bonding in molecules or ionic solids, with an excellent interactive periodic table, or for students calculating molecular weights, molar volumes and densities or for generating IUPAC systematic names. There is also an instruction manual available for free download. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6

SCIS SUBJECTS: Atoms; Chemical bonds; ChemSketch (Computer program) Molecules; Periodic law Bonding; molecules; Periodic Table
KEYWORDS: Advanced Chemistry Development Inc., USA
PUBLISHER: 3/7/02 [541.2] SCIS 1063839
REVIEW DATE:

A quick look at the history of the periodic table (History of the periodic table to the latest developments)

http://periodictable.com/pages/AAE_History.html

Focusing on the history of the Periodic Table, this site provides a brief synopsis that is useful for students constructing a timeline. Examples of some of the periodic tables that have been developed are relevant for students of module 8.3.3 *Metals* in the Stage 6 Chemistry syllabus. The information is also relevant to outcome 5.7.1 in the *Science: Stages 4-5 syllabus*. Information is presented in a straightforward style and there are useful links to comical elements, the development of the periodic table, and study sites. Humour and enthusiasm make this an entertaining site. There is a useful flat version of the periodic table for students to print. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS: Chemical elements; Periodic law
KEYWORDS: Elements; Periodic Table
PUBLISHER: AlexanderDESIGN, USA
REVIEW DATE: 3/7/02 [546] SCIS 1063789

Welcome to It's elemental: element flash cards! (It's elemental – element flash card game)

http://periodictable.com/pages/AAE_History.html

Interactive games based on the Periodic Table are a good way for students to ensure they have memorised the most important elements and their symbols. The game presented on this site allows the player to specify the types of questions, including chemical names, symbols and/or atomic numbers and to specify natural and artificial elements. During the game, there is access to a Periodic Table or the option to skip the question if less well known elements arise. Students of the *Chemistry: Stage 6 syllabus* will find this site provides an engaging way to review their knowledge. The information contained in this game would support teaching towards outcome 5.7 of the *Science: Stages 4-5 syllabus*. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS: Chemical elements – Problems, exercises, etc; Educational games; Periodic law – Problems, exercises, etc
KEYWORDS: Elements; Periodic Table
PUBLISHER: Jefferson Lab, USA
REVIEW DATE: 3/7/02 [546.076] SCIS 1068706

From primordial soup to prebiotic beach: an interview with exobiology pioneer Dr. Stanley L. Miller (Exobiology: an interview with Stanley L. Miller)

<http://www.accessexcellence.org/WN/NM/miller.html>

Stanley Miller outlines his famous experiment, on the origin of the chemicals of life, in this online interview. Students who access the site are also able to research the implications of the experiment and then follow links on other clues to the origin of life and DNA. Finally, information is presented on the possibility of life on Mars. This site

is especially relevant to the module *Life on Earth* of the Preliminary course of the *Biology: Stage 6 syllabus* and will allow students to gain an insight into the methods that scientists use. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Life on other planets; Life – Origin
KEYWORDS: Chemical evolution; exobiology
PUBLISHER: Genetech, USA
REVIEW DATE: 3/7/02 [546.8] SCIS 1045052

Welcome to our water school (Welcome to Yarra Valley water schools)

<http://www.yarravalleywater.com.au/students/schoolindex.html>

The interactive **Water cycle** and **Freshwater ecology** are highlights of this well designed site. Australian content, clear descriptions and imaginative use of graphics make this a valuable resource for teachers of outcomes 4.9.5, 4.10 and 5.10 in the *Science: Stages 4-5 syllabus*. Students studying module 8.4 *Water of the Chemistry: Stage 6 syllabus*, will also find the site useful for reviewing the assumed knowledge of that course. **Sewerage** contains an excellent description of the separation process used, making it a useful secondary source for students of 8.2 *The chemical earth* in the *Chemistry: Stage 6 syllabus*. B. Sampford

USER LEVEL: Stage 2 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Chemistry Stage 6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Freshwater ecology; Sewerage; Water conservation; Water cycle; Water supply
KEYWORDS: Ecosystems; food webs; water cycle
PUBLISHER: Yarra Valley Water, Victoria
REVIEW DATE: 3/7/02 [553.7] SCIS 1068756

Dinosaurs and fossils (Museum Victoria [ed-online] dinosaurs and fossils)

<http://www.museum.vic.gov.au/dinosaurs/fossintro.stm>

Developed as an adjunct to an exhibit at the Museum of Victoria, the focus of this site is all aspects of fossils and dinosaurs. This informative site explores: the process of **Fossilisation**; **Dinosaurs**; **Ice age mammals and their extinction**; **Dating rocks and fossils**; the **Geological time scale**, and **Continental drift**. The site is comprehensive and easy to navigate. In particular, the section on the extinction of the Australian mega fauna will be of interest to students studying the *Biology: Stage 6 syllabus*, but many Science students in Stages 4 and 5 may be interested in the information presented. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Fossils; Prehistoric animals
KEYWORDS: Continental drift; dinosaurs; fossils; megafauna
PUBLISHER: Museum of Victoria
REVIEW DATE: 3/7/02 [569] SCIS 1089210

History of the light microscope

http://www.utmem.edu/%7Eethjones/hist/hist_mic.htm

Students who visit this site will be able to trace the important developments in the history of the light microscope. Text and

graphics are organised into chapters including: **Early history of the lens**; the **First compound microscope**, and **The Achromatic lens dispute**. The information is clearly and attractively presented and is relevant to many areas of the junior secondary science curriculum and to the module, *Patterns in nature*, of the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Microscopes and microscopy
KEYWORDS: Microscopes
PUBLISHER: Thomas E. Jones, University of Memphis, USA
REVIEW DATE: 3/7/02 [570] SCIS 1089186

TransgenicAnimals

<http://www.ultranet.com/%7Ejkimball/BiologyPages/T/TransgenicAnimals.html>

The focus of this site concerns the techniques used to engineer transgenic animals. An attractive combination of text and graphics is used to explain how transgenic sheep and mice have been produced using embryonic stem cells. In addition, the **Pronucleus method** is described. This site is useful for those students and teachers who wish to delve deeper into this area of biology. The site is especially relevant to the core topic, *Blueprint of life*, and the option, *Genetics: the code broken?* of the *Biology: Stage 6 syllabus*, and also to aspects of Stage 5 Science. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Genetic engineering
KEYWORDS: Genetic engineering; transgenic species
PUBLISHER: J. W. Kimball, USA
REVIEW DATE: 3/7/02 [572.8] SCIS 1089157

A history of evolutionary thought

<http://www.ucmp.berkeley.edu/history/evothought.html>

The work of each of the important contributors to the development of evolutionary theory over the last 300 years is outlined at this comprehensive site. A chronological list of scientists is given and is divided into sections according to themes in the history of evolutionary thought. Key players such as: **Aristotle**; **Linnaeus**; **Lamarck**; **Malthus**; **Agassiz**; **Wallace**; **Huxley** and **Wegener** are included, as well as many other more obscure scientists. The site is a must for anyone interested in the history of evolutionary thought, and is especially relevant to the core topic, *Blueprint of life*, of the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Evolution
KEYWORDS: Darwin; evolution; Huxley; Wallace
PUBLISHER: University of California Museum of Paleontology, USA
REVIEW DATE: 3/7/02 [576.8] SCIS 1089192

Darwin and evolution overview

<http://65.107.211.206/victorian/darwin/darwinov.html>

Charles Darwin's life and work are the focus of this site. Topics covered include the history of evolutionary thought, Darwin's theory, and the work of Alfred Wallace. There is a discussion on

the religious responses that met the theory and information on Social Darwinism. Visitors to the site can access an electronic copy of *The origin of species* and explore other useful links that are provided. Additional exploration time is required to verify curriculum relevance of external links. The site is a must for anyone interested in Darwin and the context in which he worked. It is especially relevant to the core topic, *Blueprint of life* in Stage 6 Biology. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Darwin, Charles; Evolution
KEYWORDS: Darwin; evolution; origin of species
PUBLISHER: George P. Landow, USA
REVIEW DATE: 3/7/02 [576.8] SCIS 1089195

ENSI-SENSI: Evolution and the Nature of Science Institutes (ENSI/SENSI lesson list: evolution)

<http://www.indiana.edu/~ensiweb/evol.fs.html>

Experienced teachers have presented a series of wonderful lesson plans on this site, which supports the teaching of outcome 5.8 *The theory of evolution and natural selection* and sections a, b, and c of outcome 5.9.4 *Natural events*, in the *Science: Stages 4-5 syllabus*. The lesson plans are engaging, and come complete with all the instructions and worksheets to make them successful and easy to implement, and are firmly grounded in scientific ideas. Many of the lessons are excellent for cooperative group work and generally contain open ended activities to encourage problem solving. An example of the lessons is **The great fossil find** which uses the scenario of a fossil dig to challenge students to identify a fossil, using bones which are chosen at random from an envelope. This is a highly recommended site. B. Sampford

USER LEVEL: Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Evolution – Study and teaching; Fossils – Study and teaching; Natural selection – Study and teaching
KEYWORDS: Evolution; fossils; natural selection
PUBLISHER: Evolution and the Nature of Science Institutes, USA
REVIEW DATE: 3/7/02 [576.807] SCIS 1068699

Learning together

<http://www.anatomia.learningtogether.net/>

This cleverly designed site was inspired by a collaborative group of teachers. The site may take a little time to load, but is well worth the wait. Parts of the human body are presented as interactive labelling activities. Students may click and drag labels for such anatomical features as **The eye**, **The skull**, **The digestive system**, and **The skeleton**. The systems are currently offered in nine European languages with the promise of more languages in the future, making this site useful for languages students. **About** reveals a workbook in PDF format. There is a score card with motivational sound effects with each activity. It will be worth watching this site for future expansion. A. Beedles

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE; Science
SYLLABUS: PDHPE K-6; Science Stages 4-5
SCIS SUBJECTS: Anatomy

KEYWORDS: Anatomy; human body
PUBLISHER: B. Dupriez, Paris
REVIEW DATE: 3/7/02 [611] SCIS 1093022

Nutrition explorations: the fun and easy way to teach nutrition!

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

Teaching healthy eating to students, teachers, parents and nutrition educators, this site contains a wealth of information easily accessed from the home page or **Sitemap**. From **Teacher central**, users are able to select **Classroom resources** and activities within **Teaching healthy eating**. **Family food zone** contains information which assists families to make healthy food choices. **Kids' zone** displays interactive puzzles, games and riddles. **School café** supports school food services and canteens by providing **Menu marketing**. This site is a valuable resource for the Science and Technology units *What's for lunch?* (Stage 1) and *A look inside* (Stage 2), and in teaching towards *Personal health choices* outcomes in the PDHPE K-6 syllabus. S. Rasiaiah

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional
KLA: PDHPE; ST
SYLLABUS: PDHPE; Science & Technology K-6
SCIS SUBJECTS: Health; Nutrition
KEYWORDS: Food; health
PUBLISHER: National Dairy Council, USA
REVIEW DATE: 3/7/02 [613.2] SCIS 1083553

OMIM: Online Mendelian Inheritance in Man (MIM Gene map)

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

Students of module 9.4 *The search for better health, or option 9.7: Genetics: the code broken?* of the *Biology: Stage 6 syllabus*, will find this site to be an authoritative secondary source for investigating inherited diseases and their genetic basis. Information can be accessed by searching by chromosomes or by the disease being studied. Included is access to the full human genome map. The site is aimed at medical students and doctors and contains a daunting amount of knowledge, but is fairly easy to navigate. The tables of information allow access to basic facts and should reinforce for students the enormity and complexity of the human genome mapping project. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Diseases; Genetics
KEYWORDS: Diseases; genes
PUBLISHER: National Center for Biotechnology Information, USA
REVIEW DATE: 3/7/02 [616] SCIS 1068726

National Institutes of Health Osteoporosis and related bone diseases. National Resource Center

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

An American site well worth using as a research base for trend data among differing populations, this web site is designed primarily to address the needs of medical professionals. The support for students and teachers lies in the comparative data, general information, and information related bone diseases. The web site is presented in a general format and is extensive in its coverage of

osteoporosis and preventative strategies, as well as in the discussion of groups most at risk. This supports study of Preliminary Core 2 *Better health for individuals*, and HSC Option 3 *Sports medicine*, of the PDHPE: Stage 6 syllabus. The inclusion of a search engine within the site to enable quick browsing for required information is very welcome. C. Maher

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Bones; osteoporosis
KEYWORDS: Bones, osteoporosis
PUBLISHER: National Institutes of Health Osteoporosis and Related Bone Diseases-National Resource Centre, USA
REVIEW DATE: 3/7/02 [616.7] SCIS 1067856

Beetle cars and kombi vans for kids

<http://www4.tpgi.com.au/users/kstrong/index.htm>

Created by a Volkswagen enthusiast, this site is a good example of using the capacity of the Internet to investigate a topic thoroughly, and then present the information in a way that is useful for students. By following the steps in the information skills process, the web composer has achieved the objective of displaying the how, when, where, and why of two models of motor cars. Colourful animations and graphics are included on each page. Judicious use of headings, subheadings, and text features such as timelines and bulleted points, enhance blocks of written text. **How does it work?** reveals diagrams with hotspots linking to a glossary of mechanical terms. This site supports teaching towards outcome UT S3.9 of the *Products and services* strand of Science and Technology K-6. S. Rasiaiah

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Volkswagen (Motor car)
KEYWORDS: Beetle cars; Kombi vans
PUBLISHER: K. Strong, Australia
REVIEW DATE: 3/7/02 [629.222] SCIS 1093761

Southcorp

<http://www.southcorp.com.au>

This company became solely a wine company in 2002 following the sale of its last industrial business, a US based water heater company. The transformation from a diversified Australian company, servicing international markets for packaging, wines and appliances, makes it a useful illustrative case study for the *Business management and change* topic of the *Business Studies: Stage 6 syllabus*. Southcorp claims to be the world's largest premium wine business, with brands such as Penfolds, Rosemount and Lindemans. Easily selected information on financial results, including a ten year summary, details of operations, products and their sales, media releases and shareholder information, provides worthwhile examples for the *Marketing* and *Global business* topics. The site has useful examples for the *Financial planning and management* topic, and supports the *Marketing* and *Global business* topics, given the company's role as Australia's largest wine exporter and related information available here. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Wine and wine making
KEYWORDS: Business; wine making

PUBLISHER: Southcorp, Sydney
REVIEW DATE: 3/7/02 [634.80994] SCIS 1090941

Laudon

<http://www.prenhall.com/laudon>

This companion website to the *Management information systems* textbooks by Laudon and Laudon is a useful resource in its own right. The information provided covers a wide area of the *Information Processes and Technology: Stage 6 syllabus*. In addition to its content, much of the value lies in the links to further information. A series of contemporary case studies could prove useful for background information to some of the issues raised. The site includes **Multiple choice** and **True and false** exercises, which can be completed then submitted to be graded online. While the site was developed for American curriculum, information provided could be adapted for NSW syllabuses. C. Webber

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6
SCIS SUBJECTS: Computers; Information technology; Management information systems
KEYWORDS: E-commerce; information systems
PUBLISHER: Prentice Hall, USA
REVIEW DATE: 3/7/02 [658.4] SCIS 1086320

Biota: innovation, focus, opportunities (Biota Holdings Ltd)

<http://www.biota.com.au>

One of the best sites to illustrate interaction between global business and Australian domestic business is this Australian biotechnology company. Biota is a publicly listed company engaged in research and development in the field of infectious diseases and inflammation. Teachers planning for *Business management and change* and for the *Marketing* topic of the *Business Studies: Stage 6 syllabus*, will find a wealth of resource material in Biota's research and development of new pharmaceuticals. **Contents** and **Search** lead to company announcements and investor information. Biota's involvement with the world's largest pharmaceutical company is outlined; in particular, its role in the development of new drugs and new treatment for influenza and research into treatment of cancer, diabetes and Alzheimer's disease. Up to date company information and a useful glossary add to the value of the site. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Biotechnology; Drugs; Pharmaceutical industry
KEYWORDS: Biota; pharmaceutical products
PUBLISHER: Biota Holdings Limited, Melbourne
REVIEW DATE: 3/7/02 [660.6] SCIS 1090942

Biotechnology: 1977-present: the dawn of biotech (Biotechnology timeline: 1977-present)

<http://www.accessexcellence.com/AB/BC/1977-Present.html>

A timeline of all of the milestones in the development of biotechnology since 1977, and clear explanations of each technology covered, are presented on this site. A combination of text and graphics is used to highlight the importance of a range of technologies including: **Recombinant DNA**; the **Polymerase chain reaction**; **DNA fingerprinting**; the **Human Genome Project**; the **Flavr Savr** tomato; the **BRCA1** gene and a **New transgenic**

mouse. This site is especially relevant to the core topic, *Blue print of life* and the option *Genetics: the code broken?* of the *Biology: Stage 6 syllabus*, and also to aspects of Stage 5 Science. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Biotechnology
KEYWORDS: Biotechnology; DNA; genetics
PUBLISHER: AccessExcellence, USA
REVIEW DATE: 3/7/02 [660.6] SCIS 1089152

Biotechnology Science Centre

<http://strategis.ic.gc.ca/SSG/tc00006e.html>

Comprising a set of entertaining descriptions and pictures that explain several complex biotechnology applications, this site aims to highlight the revolutionary science that underpins new technologies. **Bio Building Blocks** explores some basic areas of molecular biology and genetic engineering. Each of the five case studies: **Cloning**; **Xenotransplantation**; **Gene therapy**; **Transgenic organisms** and **Genetic testing** provides an illustrated description of the science involved. This site is especially relevant to the core topic *The blue print of life* and the option *Genetics: the code broken?* of the *Biology: Stage 6 syllabus*, and also to aspects of Stage 5 Science. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Biotechnology
KEYWORDS: Gene therapy; genetic engineering; genetic testing; transgenic species
PUBLISHER: Industry Canada
REVIEW DATE: 3/7/02 [660.6] SCIS 1089176

Child's play

<http://childisplay.siq.qld.gov.au/index.html>

Containing over 1 000 photographs of Queensland children from the 1890s to the 1920s, this award winning web site displays the photographic resources of the **John Oxley Library** in Brisbane. **Child's play exhibition** describes how children played, lived, and were educated 100 years ago. A section of this page is devoted to stories about play in the 20th century. A search facility within **Image database** provides four fields for searching, including **Subject** (portraits, pets, games, Federation), **Place** and **Year**. **Useful links** leads to additional sites which support the study of *Change and continuity* in numerous HSIE topics. Teachers need to allow time to ascertain curriculum relevance of these external sites. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Children in Queensland – Pictorial works; Photographs – Collections; Queensland – History – Pictorial works
KEYWORDS: Historic photographs; play
PUBLISHER: State Library of Queensland
REVIEW DATE: 3/7/02 [779] SCIS 1078036

The sound of chaos

<http://www.discovery.com/stories/technology/fractals/fractals.html>

The unusual music of fractals is presented here with excellent illustrations and audio examples. Users can explore the music,

composed from a selected part of the Mandelbrot set of the illustrated fractal, by clicking on the five linked areas of its image. Composer's comments, explanations and examples of their work clarify the musical process. Interaction on the site includes the facility to tunnel deeply into a fractal image, and compose a piece of fractal music. The music can be generated by entering numbers, choosing instruments, and selecting the scale and other musical settings. It is played back as a MIDI file. **A fractal world** contains further examples of music and fractal images. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Composition (Music) – Mathematical aspects; Fractals
KEYWORDS: Chaos; fractals; Mandelbrot
PUBLISHER: Discovery Communications Inc, USA?
AUTHOR: Tac Leung
REVIEW DATE: 3/7/02 [781.3] SCIS 1045624

Sydney Symphony Education: 2002 education program

<http://www.symphony.org.au/educate/index.html>

Providing details on concert programs, performance schedules, professional development details for teachers and information about the Sydney Symphony Orchestra (SSO) **Education program**, this site also includes some new initiatives. The **Composer dialogue** program targets gifted Year 9 music students, offering them the opportunity to participate in a four year training program on composition. Registration forms for all of the SSO education programs and information on **Work experience** opportunities can be accessed online. **About us** reveals the history of the SSO and **Musicians** provides biographies of members of each section of the orchestra. J. Montague

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Music – Study and teaching; Orchestras – Study and teaching
KEYWORDS: Composition; concerts; Sydney Symphony Orchestra
PUBLISHER: Sydney Symphony Orchestra, Australia
REVIEW DATE: 3/7/02 [784.07] SCIS 1074269

Mozart's Musikalisches Würfelspiel

<http://sunsite.univie.ac.at/Mozart/dice/>

The music and table of rules for this musical dice game for composing a minuet, are thought to have been published anonymously in 1787. However, the table of rules is identical to one Mozart wrote in 1787. The idea is to cut and paste precomposed bars of music together to create a minuet. Students could compose a minuet by allowing the computer to generate all the constituent random numbers and produce a piece, or pick the random numbers and enter those instead. The program will generate a MIDI file, which can be downloaded, and a score to print out. This feature alone marks this a very useful and entertaining site to introduce students to the notion of chance in musical composition. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA

SYLLABUS: Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Computer games; Minuets – Problems, exercises; Mozart, Wolfgang Amadeus
KEYWORDS: Chance music; Mozart
PUBLISHER: John Chuang, USA
REVIEW DATE: 3/7/02 [784.18] SCIS 1068944

Clueless and Jane Austen's Emma

<http://www.pemberley.com/janeinfo/clueless.html>

A segment of a more extensive site on Jane Austen and her work, this link contains content directly relevant to the *English: Stage 6 syllabus*, Module A, Elective 1: *Transformations*. This site focuses on the contemporary film and presents a bulleted list of **Parallels with Jane Austen's Emma**. It includes **A student's paper on Emma - Clueless parallels**, written by an undergraduate English student. A well conceived, informative essay, it would be of interest to HSC students studying this option. Further links provide a good deal of information on Austen, but require more exploration time to appraise their specific relevance. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SCIS SUBJECTS: Austen, Jane. Emma; Clueless (Motion picture); Motion pictures, American – History and criticism
KEYWORDS: Austen; Clueless; Emma
PUBLISHER: Republic of Pemberley, USA
REVIEW DATE: 7/3/02 [791.43] SCIS 1092245

Frontline: the homepage of behind the Frontline: the story behind the stories

<http://www.hothouse.net.au/frontline/index.html>

The homepage of an Australian comedy series, that satirises news and current affairs programs, contains an index of useful links related to this media text. Detailed information is available on **Cast and Crew**, along with further comment on **What the critics said** and an **Episode guide**. Clearly presented photographs and text provide fascinating supplementary resources for HSC English students engaged in the elective, *Telling the truth*. While there is not a substantial amount of material directly related to the teaching and learning in this module, the site still demonstrates the creative process behind producing a text in this genre. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SCIS SUBJECTS: Frontline (Television program)
KEYWORDS: Frontline
PUBLISHER: Frontline Television Productions, Sydney
REVIEW DATE: 3/7/02 [791.45] SCIS 1033075

Ancient and modern Olympic sports; A tour of Ancient Olympia; The context of the Games and the Olympic spirit; Athletes' stories (The Ancient Olympics)

<http://www.perseus.tufts.edu/Olympics/>

Ancient History teachers have an opportunity to develop a topical and relevant Preliminary course case study using this easy to access site. The pictures and maps are detailed and clear:

and the terms used are well explained. **A tour of ancient Olympia** offers: maps; archaeological remains; and written secondary sources relating to the physical features, athletic facilities, and cultural life of Olympia. **Athletes' stories**, a selection of documents about five ancient competitors, could be used to develop students' skills in synthesising evidence from a variety of primary sources. There is also potential for classroom application in History Stages 4 and 5, with such sections as **Frequently asked questions about the ancient olympics** providing good starting points for student research. The 1996 Atlanta Games are used as a modern comparison. The links to other sites, resources and readings add to the value of this excellent site. B. Hull, J. Kempthorne

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Olympic Games – History
KEYWORDS: Ancient Olympics; Olympia
PUBLISHER: Perseus Project, USA
REVIEW DATE: 3/7/02 [796.4809] SCIS 1072641

Stories from the web

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

Created for British libraries to support a reader development program aimed at developing primary students' traditional and electronic literacy skills, this interactive site enables students to read stimulating full text stories by popular authors, contribute reviews and comments, and solve literacy games (**Join in**). Interviewees include J. K. Rowling and Jacqueline Wilson. **Stories** links to **Authors**, **Poetry**, and **Titles**. The **Background** to the trial project on *Treasure Island* is explained in **Boring adult info**. Although the competitions are for British students, the site supports achievement of outcomes in *Learning to read – reading and viewing texts*, and provides ideas for Australian teachers and students involved in writing programs such as *NESTLE Write Around Australia*. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors; Books and reading; Children's literature; Poets; Writing (Authorship)
KEYWORDS: Authors; poetry; stories
PUBLISHER: UKOLN, University of Bath, England
REVIEW DATE: 3/7/02 [808] SCIS 1093754

Our Town by Thornton Wilder, 1897-1975

<http://www.awerty.com/our2.html>

While the information on this site is limited, it does offer a comprehensive synopsis of this American play by Thornton Wilder. There is an outline of the plot of the "intimate and compelling human drama" that takes the audience into the life of a New Hampshire family in the early 1900s. A list of the principal characters; summary of each act; and an overall critical commentary on the play, make this a useful starting point for students undertaking HSC Drama Topic 8: *American drama*. Well written and clearly presented, it offers concise, accessible information on this play. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Wilder, Thornton. Our town; Wilder, Thornton. Plots, themes, etc

KEYWORDS: American drama; Wilder
PUBLISHER: awerty.com, USA
REVIEW DATE: 3/7/02 [812] SCIS 1093644

Classics technology centre (Sophocles' Antigone)

<http://ablemedia.com/ctcweb/netshots/antigone.htm>

The nature of production of ancient Greek tragedy is briefly considered on this site. There is an extensive exercise for reading comprehension and interpretation of the play, *Antigone*. This follows the dramatic text and elicits key information. Throughout the written information, specific hyperlinks are offered in relation to character names or other relevant material. It is a straight forward site with useful introductory information on this ancient drama. From this site a hypertext copy of the play provides a handy online reference. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SCIS SUBJECTS: Sophocles – Antigone
KEYWORDS: Antigone; Greek theatre
PUBLISHER: AbleMedia, Mass.
REVIEW DATE: 3/7/02 [882] SCIS 1092287

Restoration: George Etherege

<http://web.nwe.ufl.edu/~lhelton/Etherege.html>

A notable exponent of Restoration comedy is considered on this site. From the brief introductory page, there are links to more detailed resources on Etherege and his work. A critical essay entitled *Etherege and his place in the history of Restoration* places the playwright in the context of seventeenth century English comedy and contains useful bibliographic references in its endnotes. Links to information on his play *Man of mode*, will also be helpful to HSC Drama students undertaking the study of Topic 9: *Seventeenth Century Comedy*. While the amount of information on this site is limited, it still offers a good starting point for research on this dramatist. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Etherege, George
KEYWORDS: Etherege; Man of mode; Restoration comedy; Seventeenth century comedy
PUBLISHER: University of Florida
REVIEW DATE: 3/7/02 [822] SCIS 1093669

Synopsis of The country wife, 1675, by William Wycherley

<http://classclit.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.engl.virginia.edu%2Fcourses%2Fenlt224%2Ff96%2F1%2Fsyncw.html>

Dedicated to William Wycherley's satirical comedy about relationships between men and women, particularly in marriage, this is a useful site for students of Restoration comedy. There is a list of characters, with brief notes on their roles in the drama, and a detailed summary and analysis of the plot. From within the site are links to other essays, which offer further analysis on aspects of the play. This online publication is the work of American students from the University of Virginia, and it provides an interesting starting point for HSC Drama students focussing on Topic 9: *Seventeenth Century Comedy*. C. Sly

USER LEVEL: Stage 6
KLA: CA

SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Wycherley, William. The country wife
KEYWORDS: Restoration comedy; Seventeenth century comedy; Wycherley
PUBLISHER: University of Virginia, USA
REVIEW DATE: 3/7/02 [822] SCIS 1093664

William Wycherley

<http://www.imagi-nation.com/moonstruck/clsc95.html>

As a typical exponent of English Restoration drama, this playwright is often the focus of studies on seventeenth century comedy. Centring on Wycherley and his contribution to drama, this site presents detailed biographical information and brief notes on his play, *The country wife*, set for study for HSC Drama Topic 9: *Seventeenth century comedy*. Some fascinating anecdotes about the playwright's marital circumstances add a dimension to understanding his work. Links within the site lead to more information on Restoration comedy, which sets Wycherley's work in its historical context. This informative site is well worth considering as an initial research source. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Wycherley, William
KEYWORDS: Country wife; Restoration comedy; Seventeenth century comedy
PUBLISHER: Burst Media, USA
REVIEW DATE: 3/7/02 [822] SCIS 1093667

A. S. Byatt's Possession (Page for A. S. Byatt's Possession)

<http://www.sjsu.edu/depts/jwss.old/possession/>

Students of the Extension English elective, *Postmodernism*, should find value in this site. It offers a detailed *Biography* of A. S. Byatt, the award winning British writer, who has been referred to as a postmodern Victorian. Bibliographic lists of her works and secondary sources are also available from this site. Of particular interest is a comprehensive, alphabetical list of *Annotations* to intertextual references in her Booker Prize winning novel set for study. Some lengthy *Essays* on the writer and her work provide additional support material. Clearly presented, in an academic manner, this site has appeal for teachers and students. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension*
SCIS SUBJECTS: Byatt, A. S. Possession; English fiction – History and criticism
KEYWORDS: Byatt; postmodernism
PUBLISHER: San Jose State University, USA
REVIEW DATE: 3/7/02 [823] SCIS 1092284

Cyberpoetry

http://www.gu.edu.au/ppages/K_Zervos/

A very dynamic site, this introduces the work of a contemporary Australian performance poet, Komminos Zervos. His computer generated, moving and sound enhanced cyberpoetry displays an exciting dimension to the new uses of information and communications technology. Animated icons on the homepage direct the user to the *work*, the *poet* and *links*, which develop an appreciation of the style of this new wave poet. Teachers should allow time to check the syllabus relevance of these linked sites. From the teaching pages, NSW HSC gives biographical details of Komminos Zervos and brief information about his poetry. While

not directly on the poems set for HSC study, this site is still worth a visit to experience a new genre and this progressive poet. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard*
SCIS SUBJECTS: Australian poetry; Australian poetry – History and criticism; Komminos
KEYWORDS: Cyberpoetry; Zervos
PUBLISHER: Griffith University, Queensland
REVIEW DATE: 3/7/02 [A821] SCIS 1092278

Peter Skrzynecki's web site (Welcome to Peter Skrzynecki's web site)

<http://www.users.bigpond.com/peterskrzynecki/index.htm>

The life and works of a contemporary Australian poet of Polish Ukrainian background features on this site. It is a brief, but useful, introductory site, which offers biographical information on the poet, and details about sources of *Reviews* and *Articles* on his work. The commentary on works set for the HSC is undeveloped at the time of writing this review, but there is an option to *Contact* the poet by email. Students of this option in the Area of Study: *Focus: Changing perspectives*, in the Standard or Advanced courses of the *English: Stage 6 syllabus*, or Area of Study: *Perspective* in the ESL course could find it a useful starting point. Clearly there is potential for this site to be developed into a much more comprehensive resource. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
SCIS SUBJECTS: Australian poetry; Skrzynecki, Peter
KEYWORDS: Australian poetry
PUBLISHER: P. Skrzynecki, Edgecliff
REVIEW DATE: 3/7/02 [A821] SCIS 1092274

Sometimes gladness

<http://www.wizardbooks.com.au/examhelp/sometimesgladness.htm>

Produced to be used in conjunction with a published print resource, this site presents an overview of some of the writings of the contemporary Australian poet, Bruce Dawe, set for study in HSC English Standard course, Module C: *Texts and society*, Elective 3: *Consumerism*. Directly geared to the requirements of the syllabus, this site outlines a number of ideas on the nature of consumerism and makes links between this theme and the six poems set for study. The information is brief, but it provides a good starting point for teachers and students undertaking this option. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard*
SCIS SUBJECTS: Australian poetry – History and criticism; Dawe, Bruce; Sometimes gladness
KEYWORDS: Consumerism; Dawe
PUBLISHER: Wizard Books, Australia
REVIEW DATE: 3/7/02 [A821] SCIS 1092258

Gender and genre: The Summer of the Seventeenth Doll

<http://www.mcc.murdoch.edu.au/ReadingRoom/1.1/Cousins.html>

A substantial essay on Ray Lawler's acclaimed 1955 play, this site provides a fascinating critique of a monumental piece of Australian theatre. The writer offers a well constructed argument on the style

and the gender discourses present in the drama. Students of HSC Drama Topic 1: *Bush and city in Australian drama* will find it a valuable resource. The historical significance of the play is outlined in a section subtitled *Pretexes and Context*, and the entire essay includes detailed endnotes for follow up research. Clearly academic in its presentation, it is a very worthwhile site for senior students. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECT: Lawler, Ray. Summer of the seventeenth doll
KEYWORDS: Australian drama; Lawler
PUBLISHER: Murdoch University, WA
AUTHOR: Jane Cousins
REVIEW DATE: 3/7/02 [A822] SCIS 1073631

Summer of the seventeenth doll

<http://lardcave.net/tig/hsc/english.2ug.lawler.17thdoll.html>

Originally composed as a resource for HSC English, this site is useful to students of the new HSC Drama Topic 1: *Bush and city in Australian drama*. It presents a detailed synopsis of each act of Lawler's successful play, heralded as the first internationally recognised Australian drama. Information on themes and style, and a bank of key quotes, focus students on the salient aspects of this classic piece of Australian theatre. Presented in a clearly written form, with section subheadings, it provides a valuable starting point for students undertaking this Core Study topic. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Lawler, Ray. Summer of the seventeenth doll
KEYWORDS: Australian drama; Lawler
PUBLISHER: Nicholas FitzRoy-Dale
REVIEW DATE: 3/7/02 [A822] SCIS 1093935

History (PBS history)

<http://www.pbs.org/neighborhoods/history>

The Public Broadcasting Service, of the USA provides a wealth of supplementary information related to content, research, background and production of their programs. Under major headings including: *Ancient world*; *Biographies*; *United States*; *War and espionage*; and *World*, links to specific topics are provided. These sites display interactive timelines; primary sources of past and present; quotes and interviews related to events; and brief facts about historians consulted on the productions. Interviews with producers demonstrate why and how they pursued and applied their interests in history. The unique variety and depth of information available will do much to encourage students' active involvement in appreciating history. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Extension Stage 6; History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: History
KEYWORDS: Ancient world; biography; espionage; history; United States; war
PUBLISHER: Public Broadcasting Service, USA
REVIEW DATE: 3/7/02 [900] SCIS 1093848

History and historiography

<http://eserver.org/history/>

Access to unique primary sources and what appear to be individual historian's ideas about a variety of topics are offered through this web directory, compiled in the early 1990s. Samples are provided of research articles, such as *Aragonese historiography*; opinion papers, like *Ballots and bullets*; compilations, including a *Eurocentric timeline*; ideas exchanges, such as *Environmentalism, racism*; and useful lists, like *Feudal terms*. While each separate entry must be scrolled through, with no sub links available, this listing is useful to demonstrate historians' sharing of ideas, as with *History at your fingertips* through a listserve. It could easily serve to stimulate further research from more dynamic sites, especially for students choosing a topic for the HSC History Extension research project. J. Hawkes

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: History Extension Stage 6
SCIS SUBJECTS: Historiography; History
KEYWORDS: Historiography; history
PUBLISHER: University of Washington, USA
REVIEW DATE: 3/7/02 [900] SCIS 1093844

Historiography: how historians do history

<http://www.pvhs.chico.k12.ca.us/~bsilva/ib/histo.html>

As a means of introducing some of the approaches and thinkers who have shaped how history is interpreted, this is a brief and readable resource. Students can learn how to think like an historian. Those starting their Project for the HSC History Extension course would find this site useful for tuning into the notion that any historical event or idea can be interpreted in various ways. A key phrase, followed by a concise explanation of their main impact on history is included for Plutarch; Toynbee; Hegel; Darwin; Marx; and others. Such a listing would be useful as a springboard for basic research into these and other influences that shape how history is viewed. J. Hawkes

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: History Extension Stage 6
SCIS SUBJECTS: Historiography
KEYWORDS: Historiography
PUBLISHER: Pleasant Valley High School, USA
REVIEW DATE: 3/7/02 [907] SCIS 1093867

History toolkit

http://www.dohistory.org/on_your_own/toolkit/

Although part of a larger site documenting an innovative local history project, this online toolkit is sure to convince students of the value and interest of carrying out historical research. Excellent explanations of historical investigation techniques including: *Stages of a historical research project*; *Using primary sources*; *Step by step guide to oral history*; and *How to make a timeline*, are provided. Students are urged to evaluate both the process and the information gained from each method. Hints and questions on how to use these approaches are clearly set out, practical, and should be encouraging and invaluable for historians beginning major projects, including the project required for the *History Extension: Stage 6 syllabus*. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: HSIE
SYLLABUS: History Extension Stage 6; History Stages 4-5
SCIS SUBJECTS: Historiography; History
KEYWORDS: Historical research; oral history; timeline
PUBLISHER: Film Study Center, Harvard University, USA
REVIEW DATE: 3/7/02 [907] SCIS 1093854

Ten commandments of good historical writing: with apologies to the author of the original ten/Theron F. Schlabach

<http://www.aldridgeshs.qld.edu.au/sose/skills/10commnd.htm>

A hint of humour is used in the title of this web site to interest students in these valuable suggestions for writing up historical research. The concise listing gives advice for: maintaining writing clarity; providing a context of people, places and events to support the topic; using a structure of thesis and subtheses to convey main and related ideas; avoiding plagiarism; and communicating in a clear and interesting manner. All of this is essential to apply, not only to the Project in the *History Extension: Stage 6 syllabus*, but also to effective reading and writing of historical accounts for the *Ancient History: Stage 6 syllabus* and the *Modern History: Stage 6 syllabus*. J. Hawkes

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Extension Stage 6; Modern History Stage 6
SCIS SUBJECTS: Essay; History; Writing (Authorship)
KEYWORDS: Historical research; Schlabach
PUBLISHER: Gerald W. Schlabach, USA
REVIEW DATE: 3/7/02 [907] SCIS 1093861

Issues and causes

http://au.dir.yahoo.com/arts/humanities/history/historiology/Issues_and_Causes/

Offering a range of viewpoints through an alphabetical listing by topics, these interpretations of history are sure to move some readers out of their comfort zone. Many of the accounts include sceptical questioning, hints of conspiracy, personal opinion essays, and calls for reevaluations of traditional interpretations of particular events. They are useful as examples to promote critical evaluation of a source and of the facts that are selected to represent history. Topics range from ancient to modern times. As an alternative to the usual resources encountered in the case studies and individual project choices for *HSC History Extension: Stage 6 syllabus*, this is sure to maintain the interest of teachers. The authority of information and curriculum relevance would need to be checked for individual listings. J. Hawkes

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History Extension Stage 6
SCIS SUBJECTS: Historiography; World history
KEYWORDS: Historiography
PUBLISHER: Yahoo Inc., USA
REVIEW DATE: 3/7/02 [909] SCIS 1093859

Timeline: some historical events, chosen at random

<http://eserver.org/history/eurocentric-timeline.txt>

Listing events dating from 30 000 BC to 1990, this Eurocentric timeline includes both trivial and traditionally significant incidents. It provides a broad view of history with

many aspects mentioned, such as: health, with the introduction of tobacco to Spain; politics, on the fall of Saigon; geography, focussing on the eruption of Mount St. Helens; and the everyday, with the patent of the thimble. While there is a North American perspective, this does not detract from the potential for this site to be an interesting stimulus to encourage further research into the stories behind the dates, or to devise an alternative timeline from perhaps a wider world perspective. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Extension Stage 6; History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: Chronology, Historical; World history
KEYWORDS: Historical timeline
PUBLISHER: University of Washington, USA
REVIEW DATE: 3/7/02 [909] SCIS 1093840

World history archives

<http://www.hartford-hwp.com/archives/index.html>

The working class perspective, which permeates the articles available throughout this site, provides useful examples to promote the analysis of different perspectives and interpretations of history that is central to the *HSC History Extension: Stage 6 syllabus*. Geographical locations of countries provide major headings to access diverse articles related to political, social, cultural and economic movements in individual countries. Many listings have brief annotations. Topics of inclusions are not always politically significant, but are varied, brief and worth browsing for a particular view of the world, and could stimulate an interest for further research from other sites. *World historiography* provides some useful comment on various approaches to history. J. Hawkes

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: History Extension Stage 6
SCIS SUBJECTS: Historiography; World history
KEYWORDS: Historiography
PUBLISHER: Hartford Web Publishing, USA
REVIEW DATE: 3/7/02 [909] SCIS 1093858

Australia's national parks

<http://www.atn.com.au/parks/index.htm>

Created for tourism, this site could support the achievement of outcomes in the *Environments* strand of HSIE K-6. With a clear interface and few graphics, each page is quick to load. The home page displays an interactive map of Australia divided into states and territories, leading to a listing of the National Parks under each geographical area. The facts given for the National Parks are basic and may include details such as the location and size of the park along with special points of interest. Links are provided to *World National Parks* and *NSW National Parks and Wildlife Service*. Time needs to be allocated to verify the curriculum relevance of linked sites. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: National parks and reserves – Australia
KEYWORDS: Australian national parks
PUBLISHER: Australian Tourism Net
REVIEW DATE: 3/7/02 [919.404] SCIS 1094723

Uluru - Kata Tjuta National Park

<http://www.ea.gov.au/parks/uluru/index.html>

With a welcome to the Aboriginal Land of the Anangu people this smartly designed Internet site greets the viewer and invites them to learn. The site contains a plethora of information in the six content sections: *We work together*; *Tjukurpa above all else* (Anangu law and culture); *Please do not climb Uluru*; *Visitor information*; *World heritage*; and *Plan of management*. The information on this site makes it a valuable tool for understanding how Aboriginal people and non-Aboriginal people are working together and separately to maintain the sovereignty of a people over their traditional Land. *Environment Australia*, a Commonwealth Government department, has developed and maintains this site. There is valuable material on this site for a comparative study in the *Aboriginal Studies: Stage 6 syllabus* and for environmental management issues in the *Geography syllabuses*. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Geography Stages 4-5, Geography Stage 6
SCIS SUBJECTS: Aboriginal studies; Anangu (Aboriginal people); Natural history – Northern Territory; Northern Territory – Geography; Uluru National Park
KEYWORDS: Aboriginal people; environment; Land Rights
PUBLISHER: Environment Australia
REVIEW DATE: 3/7/02 [919.42] SCIS 1093842

Lamington National Park: Queensland Australia

<http://lamington.nrsm.uq.edu.au/>

Clearly presented profiles of Australian rainforest *Plants* and *Wildlife* feature on this site. The information, easily located from toolbar options, includes *Mammals*, *Insects*, and *Reptiles*. Photographs and audio clips are supplied. The human impact on the environment is described, the *Conservation* suggestions are simply presented; and a profile of the park is given. Some parts of this site were under construction at the time of review and a teacher resource page is planned for the future. The publisher, and the references given for the animal profiles, assist in teaching the importance of authority in selecting information. The content on this site would support the achievement of outcomes in *Living things* and *Environments* and in the implementation of the *Environmental education policy for schools*. S. Leslie

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Rainforests
KEYWORDS: Lamington National Park; rainforest
PUBLISHER: The University of Queensland, Australia
REVIEW DATE: 3/7/02 [919.43] SCIS 1089216

Hatshepsut: the queen who would be king

<http://www.bediz.com/hatshep/index.html>

A general introduction to Hatshepsut, this site includes a family tree. The archaeological material is good, especially in relation to her temple at Dier-el-Bahri, but spelling of names is different from the norm and this needs to be pointed out to students. The index leads to seven internal sites with detailed information in some. *Her cartouche* is especially interesting and students are invited to make their own cartouches. Additional sources would be needed to supplement this site. Suggested links give more detailed information and would require additional exploration time to verify curriculum relevance.

resources

Information is useful for Stage 4 and Stage 6 History students. Stage 6 students could find this site useful as a starting point. E. Kidd.

USER LEVEL: Stage 4 Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Egypt – History – To 332 B.C. – Biography; Egypt – Kings, queens and rulers; Hatshepsut, Queen of Egypt
KEYWORDS: Ancient Egypt; Hatshepsut; Queen of Egypt
PUBLISHER: D. Bediz, USA
REVIEW DATE: 3/7/02 [932] SCIS 1092270

Pharaoh Maatkare Hatshepsut daughter of Amun Ra (The temple of pharaoh Maatkare Hatshepsut)

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

Entered from the site home page by clicking the option **Family tree of Hatshepsut**, this site provides some useful information. The family tree itself is not well presented, although it does place the pharaohs in their dynasties. The claim is made that sources and reference materials contradict some information and events, but that the information is as correct as the writer can provide. This is always the case with archaeological material. Overall, this is a useful site which is not too detailed. It gives information on **Thutmose I, II and III, Ahmose** and her predecessors and **Neferure**. There are a series of excellent links at the end of this site. These would require exploration time to verify their curriculum relevance. This site would be a good starting point for Stage 6 students studying Hatshepsut. E. Kidd.

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Egypt – History – To 322 B.C.; Egypt – Kings, queens and rulers; Hatshepsut, Queen of Egypt
KEYWORDS: Hatshepsut; Pharaohs
PUBLISHER: T. Cook, USA
REVIEW DATE: 3/7/02 [932] SCIS 1092426

The ancient Greek world

http://www.museum.upenn.edu/Greek_World/index.html

The organisation of this site points to several important aspects of Greek history and society. It does this by breaking the information into chronological time periods. This makes it a very valuable resource for Ancient History students, particularly those students studying Athenian society in the time of Pericles. Each time period is examined under the subheadings: **Land and archaeological time; Daily life; Economy; and Religion and death**. A separate section is entitled **Greek pottery**; its archaeological importance will also be of interest to students. Students need to be aware that the term, Greek, is used where Athenian would have been more appropriate. This indicates an occasional lack of differentiation between the Greek poleis, but students would still benefit from an examination of this worthwhile site. B. Hull, J. Kempthorne

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Civilisation, Greek; Family – Greece - History; Greece – History – 500-404 B.C., Classical period
KEYWORDS: Ancient Greece; Archaeology; Greek history
PUBLISHER: University of Pennsylvania, USA
REVIEW DATE: 3/7/02 [938] SCIS 1080988

Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

Grow into reading with Tadpoles [series]

Koala, 2002

This series is offered to readers at five different levels, from beginner to independent. All of the books reviewed here were in the confident reader range. The titles cover a variety of themes likely to be of interest to this age group and are penned by different authors, among them Jackie French and Sally Odgers. The books are all illustrated in pencil sketch style and are ideal first chapter books for confident readers. Sentence structures range from short and simple to longer and more complex, ensuring they are not stilted, but rather follow a normal range of sentence patterns. Good use is made of direct speech, capital letters and italics for emphasis and, where warranted, subject specific vocabulary. Teachers would be able to plan good teaching sequences for skills development in these areas during guided reading lessons. T. Patterson

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$9.95 each

Titles in this series include:

Alan the alien SCIS 1074660
Captain Purrfect SCIS 1076357
Sleepless in space SCIS 1074658
The space bug SCIS 1076396
The thunder egg thief SCIS 1076403
The wonder dog SCIS 1076397

Ruth Miskin's superphonics [series]

Hodder Children's, 2001

Several series of these small, phonics based, graded readers feature original picture book stories by different authors and illustrators. Frequently interspersed with amusing, cartoon style illustrations, young readers may find some of the stories interesting and accessible.

As examples of narrative texts, they generally lack authenticity due to the way in which the plots are contrived around Miskin's phonics method, and the strong focus on particular target sounds and spellings. Parents and teachers should be cautious about the claim that the books would help their child to learn to read, as there are very few unique hints offered in the Reading the book section for each title. L. Rowles

USER LEVEL: Stage 1 Community Professional
KLA: English
SYLLABUS: English K-6
 Paper \$9.95 each

Titles in this series are:

Purple storybooks:
The runaway snail SCIS 1067178
White knight SCIS 1067189
Witchipoo's school SCIS 1067183

BUTTERWORTH, John

Word origins

Oxford University Press, 2001
 ISBN 0199107505

[422]

This well illustrated book sends time travellers, Shaz and Brian, and their dog Dennis, back into ancient times to explore the origins of words. Most illustrations show these three modern day characters observing ancient behaviours and customs, or being instructed in the origins of words by characters from the past. The text that supports each illustration is comprehensive, but easy to read. The book provides an introduction to the history of words and languages, and continues in a chronological order through the various invasions of England to illustrate how old words change and new words are introduced as a result. The end of each page directs the reader to further investigation, using a mini dictionary, located at the back of the book. This book will provide teachers with an interesting way of introducing the concept of etymology to students. T. Patterson

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$16.95 SCIS 1076931

LEANEY, Cindy

First fun dictionary

Miles Kelly, 2001
 ISBN 1902947827

[423]

This beautifully illustrated and clearly set out dictionary provides easy to read definitions of 1300 words, making it a great resource for parents and teachers of young children. **How to use your dictionary** outlines all the features one would expect to find in any dictionary: alphabetical order; guide words; definitions; other forms of the word; and an example sentence. Some example sentences use another form of the root word and this is something teachers need to be aware of. There are many illustrations, diagrams and photographs to provide additional support. Each letter sees a different colour band appear at the top and bottom of the page. In addition, the top colour band has a letter logo, a picture with lots of things beginning with that letter, and the letter being treated is highlighted in the bottom colour band on each page. The dictionary's quarto, hard cover format makes it ideal for parents and children to share or a wonderful teaching tool for use with student groups. T. Patterson

USER LEVEL: Early Stage 1 Stage 1 Community Professional
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1060898

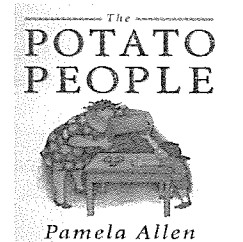
Picture books

Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

ALLEN, Pamela

The potato people

Penguin Books Australia, 2002 (Viking)
 ISBN 0670896608



An endearing, seemingly simple storyline belies a richness of themes in this clever picture book. Jack and his grandmother spend every Friday together and one day they make two little people using potatoes, toothpicks and fabric scraps. When Jack's visits stop abruptly, Grandma begins to feel as withered and old as the sprouting potato figures on her windowsill. Feelings of abandonment are swiftly transformed when Jack returns. Together they investigate the compost heap where Grandma buried the potatoes. A clearly presented and delightfully illustrated book, it is an excellent springboard for discussing family relationships. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$25.00 SCIS 1076536

BARLOW, Maisie (Yarrcali) & ANNING, Michael (Boiyool)

Jirrbal: rainforest Dreamtime stories

Magabala, 2001
 ISBN 1875641068

[298]

Indigenous storyteller Yarrcali, of the Jirrbal people of far north Queensland, continues her teaching responsibility as an Elder by sharing stories from her heritage. Four stories about the rainforest and its animals provide morals and teachings for young students, and draw on contemporary Aboriginal experience. Boiyool's simple, stylistic pictures, strikingly rendered in coloured pencil, provide a familiarity of medium and presentation for students. Jirrbal words are further highlighted in an innovative Jirrbal/English glossary. A good model for Aboriginal language support, the glossary features the illustrator's drawings as symbols. **Growing up in Ravenshoe** gives a glimpse into the life of a storyteller. This picture book is a valuable resource in providing an Aboriginal perspective across the KLAs. N. Johnson

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; Languages; ST
SYLLABUS: English K-6; HSIE K-6; Languages K-6; Science & Technology K-6
 \$24.95 SCIS 1067539

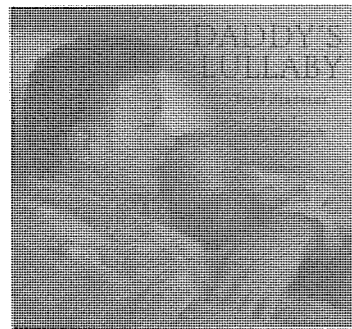
SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Colleen.Foisy@det.nsw.edu.au

BRADMAN, Tony

Daddy's lullabyBloomsbury Children's, 2001
ISBN 0747550662

A warm, loving relationship between father and baby is portrayed in this recommended picture book, which emphasises warmth, love and security within a nuclear family. Soft, quiet, gentle illustrations by Jason Cockcroft perfectly match the tone and mood of the words. By observing the father's actions and his externalised thoughts, readers develop an understanding of his personality and attitude to his home and family. Parents of young children will benefit from sharing this book with their children, and it may be useful in classroom discussion of family relations and parental roles. W. Smith



USER LEVEL: Early Stage 1 Stage 1
\$25.95 SCIS 1069719

BRECON, Connah

Tom's dayLothian, 2002
ISBN 0734404158

This picture book follows our hero, young Tom, through his daily routines and activities. The playful animated character of Tom is enhanced by and reflected in the simple colour line and wash drawings that illustrate this simple narrative. As the story unfolds, the reader becomes aware that Tom is both a humanised cat and an imaginative child involved in fantasy play. This duality is heightened by the illustrations. A variety of words to indicate time are used, and these are sprinkled liberally throughout the text, providing a useful resource to support and consolidate the achievement of Early Stage 1 *Measurement* outcomes in Mathematics. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.95 SCIS 1076560

CAPUCILLI, Alyssa Satin & RANKIN, Joan

Mrs McTats and her houseful of catsMargaret K. McElderry Books, 2001 (Aust. release 2002)
ISBN 0689836449 [811]

A kindly animal lover finds herself with a houseful of cats which turn up in twos, threes, fours and more, until there are twenty five adoring felines sharing her home. This charming counting book is enhanced by watercolour illustrations that inject humour into the rhyming story. The addition of the alphabetised names given to each cat is sure to spark a response from a young audience, already enthralled by the numeric patterns and comic characters. The problem of what name comes after Xinnie and Yodel is resolved with a clever twist. This picture book begs to be read aloud and would support explicit teaching of language patterns in English. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1074575

CATTELL, James & DAVIDSON, Dorelle

Confessions of a bad dogLothian, 2002
ISBN 0734403127

It is difficult to stay on the straight and narrow path when one's owner is a criminal and a gaol breaker. This is a very busy picture book about a bedraggled dog and his unsavoury owner. The story's fast paced, wacky humour, handwritten font characters, and grunge style illustrations are sure to delight readers. Students will have to search for clues in the illustrations to fully comprehend the hilarity of the dog's second bid for freedom from Sir Bonzo Scruff's Home for Lost Dogs. There is a fine blend of humour and pathos in this thoughtfully conceived book, which provides a number of discussion starters. I. McLean



USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1074154

DODD, Lynley

Scarface ClawABC, 2001
ISBN 0733310230 [NZ821]

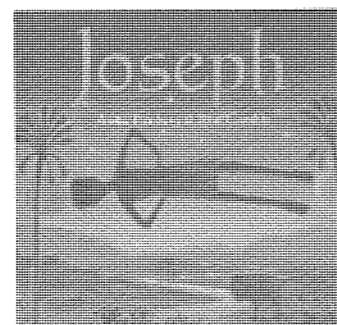
A delightful early picture book that quickly engages and entertains young students, every aspect of this poetic tale is well considered. In choosing a tomcat, Scarface Claw, as the book's main character, Dodd invites her young readers to bring to the text their likely experiences of owning, knowing about and interacting with cats. The title, and the beautifully executed illustration of the confident and powerful Scarface Claw, suggests to students what they can expect to find inside the covers, brilliant illustrations and a rhyming text that is well edited and authentic. These elements combine expertly to create a simple, seamless narrative of the life of a tomcat. L. Rowles

USER LEVEL: Early Stage 1 Stage 1
\$21.95 SCIS 1067855

FIENBERG, Anna & GAMBLE, Kim

JosephAllen & Unwin, 2001
ISBN 1864481730 [222]

The Old Testament story of Joseph, the boy sold into slavery in Egypt because of the jealousy of his brothers, is retold in this attractive picture book. Although simplified, the story maintains its integrity. The ochre colours and naive figures used by the illustrator create the feeling of the Middle Eastern landscape and promote the dreamlike quality of the story. This is a lengthy book for shared reading sessions that could be used in both religious and secular contexts. It raises issues of moral dilemmas



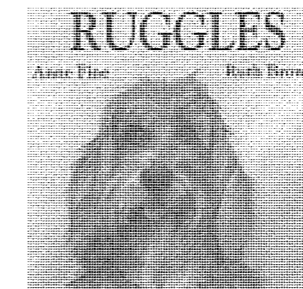
and interpersonal relationships and could serve as a starting point for discussion. Some terms used in the story may need to be explained to today's young audiences. S. Leslie

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1060330

FINE, Anne & BROWN Ruth

RugglesAndersen, 2001
ISBN 0862648955

An endearing canine senior citizen, Ruggles is a pet who knows his neighbours and his neighbourhood well. As the seasons change, Ruggles knows exactly how to get around, providing the reader with a first person commentary on the delights of a dog's life. This picture book encourages students to be perceptive and to interact with the lifelike illustrations and the colloquial language. Teachers will find this a useful resource for demonstrating character profiling and for graphing emotions throughout the story. The illustrator skilfully captures English scenery and seasonal changes, whilst the author ensures that the sentiments embodied by the story have global appeal. S. Rasaiah



USER LEVEL: Stage 1 Stage 2
\$27.90 SCIS 1069629

FRENCH, Simon & RAWLINS, Donna

Guess the babyABC, 2002
ISBN 0733306144

A beautifully written and illustrated picture book, this is also an excellent resource to complement units of work pertaining to how human beings grow and change. The reader is quickly drawn in, caught up by the warmth, gentle humour and inclusiveness that members of this class community demonstrate toward each other. Everyone is unique and valued. Inspired by French's own experiences, the book reflects a refreshingly different view of Kindergarten students and their nurturing teacher, Mr Judd. Rawlins' expressive, bright illustrations bring the characters and narrative to life. This special resource would enhance the teaching of *Time and change* and *Identity and cultural diversity* outcomes in HSIE, plus *Personal development* outcomes in PDHPE. N. Chaffey

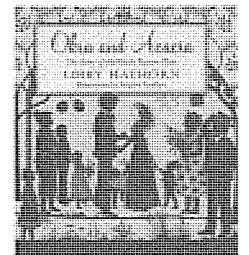
USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$25.95 SCIS 1076558

HATHORN, Libby & STODDART, Brigitte

Okra and Acacia: the story of the wattle pattern plateHodder Children's, 2002
ISBN 0733609147

The 18th century Chinese legend of the blue and white willow pattern plate is transformed into an Australian story in this stylish picture book. With silhouette papercut illustrations adding to the

clarity of the plot, this is a tragic love story about cultural differences and racial prejudice. Acacia is the daughter of a bankrupt landowner. She defies her father to marry Okra, a handsome Aboriginal farmhand. Vowing to pursue the fleeing lovers to the death, Acacia's father becomes the villain, then an object of pity, in the mind of the reader. This story could teach students about empathising with characters in literary texts, and be used as a model for learning about symbolism and writing for different audiences. S. Rasaiah



USER LEVEL: Stage 2 Stage 3
Paper \$16.50 SCIS 1073505

LAWRENCE, John

This little chickWalker, 2002
ISBN 0744575346 [821]

Distinctive, eye catching illustrations and repetitive language patterns characterise this delightful picture book for young readers. The other animals hear many unusual noises as Little Chick seeks adventure in the farmyard. However, it is Little Chick's mother who must endure the cacophony of the day's experiences. It is difficult to believe that a small animal can create such a large commotion. Teachers will find the book lends itself to teaching onomatopoeia and rhyme. In addition, the catchy rhythm of the narrative is ideal for shared reading. A simple yet effective layout also enhances the book's overall appeal. Particularly suitable for Early Stage 1, this book is sure to be popular. H. Gardiner

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1074586

LEES, Stewart

The lucky sovereignLincoln, 2002
ISBN 0711218560

This picture book details a trans Atlantic journey from England to the newly formed colony of Jamestown, in 1616. The use of dark colours and obvious brush strokes reminiscent of oil painting, adds historical gravity to the text. It is a personal journey. The front cover depicts the central character, Sam, observing the crew from the lower deck. Both the text and pictures are seen from a child's perspective. There is also a strong father and son relationship. The inclusion of maps is useful, especially for children who may be unfamiliar with the geographical and historical significance of the journey. S. B. Taylor

USER LEVEL: Stage 2
\$27.95 SCIS 1074630

MATTHEWS, Penny & McLEAN, Andrew

A year on our farmScholastic Australia, 2002 (Omnibus)
ISBN 1862914419

A farm provides the perfect backdrop for demonstrating the cycle of seasons in Australia. This picture book takes readers through a month by month description of activities and climatic changes on a family farm. Told from the perspective of a child, the full range of farm activities are portrayed, including animal births and deaths.

resources

McLean's representations of the scenery, and his attention to detail, provide a credible resource for students comparing rural and urban environments. This book supports achievement of HSIE outcomes in *Social systems and structures*, and Science and Technology outcomes in the units *Growing up* and *A place in time* (Stage 1) and *Cycles in our world* (Stage 2). S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$24.95 SCIS 1073827

MONNIER, Miriam

Just right!

North-South, 2001 (A Michael Neugebauer book)
 ISBN 0735815216

The process of growing up, and adapting to changing behaviour codes from one stage to the next, is made less perplexing for students in this picture book. It focuses on one child's dilemmas. In some situations she is expected to be a big girl and, in others, she is told that she is too little. The symbolic illustrations depict the characters as they perceive themselves: sometimes powerfully gigantic; or, just as often, helplessly minute. The overarching theme of a mother's unconditional love for her child, who is just right, is reassuring for young readers and viewers. Teachers could use this book to support the teaching of *Growth and development* outcomes in PDHPE. S. Rasiaiah

USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$24.95 SCIS 1066786

MORRIS, Jill & GALL, Heather

Kookaburra school

Greater Glider, 2002 (Sun glider)
 ISBN 0947304649

Big Eyes the baby kookaburra tries to convince his parents that he doesn't need to go to kookaburra school. His parents and teacher set about convincing him of the benefits. Reluctantly at dawn each morning, Big Eyes joins the other young kookaburras to learn the necessary skills of life. This book uses large, colourful drawings to support the story, which focuses on important aspects of a kookaburra's life, and explores specific animal needs and interactions with the environment. It would stimulate discussion, and provide field knowledge about Australian birds, for students studying the Science and Technology units, Stage 1 *Growing up* and *What's alive?*, and *Cycles in our world* and *Our Australia*. J. Hancock

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 Paper \$14.30 SCIS 1074453

SPELLMAN, David & WILSON, Mark

Yellow-eye

Era, 2001
 ISBN 1863746072

Two cultures meet to discuss why fish numbers are declining in the Northern Territory's Kanatya River, despite the technological expertise of the Departments of Fisheries and Water Management. Young members of the Council of Mulabindi want to cooperate with the government's Newmob, but it is the old people who hold the answer to the problem. The Aboriginal Elders' knowledge of traditional land management is beautifully illustrated in the expla-

nation and resolution of the river ecology. This picture book has a range of uses with students: in achieving outcomes in the *Cultures* strand of HSIE; as support for Stage 3 Science and Technology units, such as *An ancient land* and *Environment matters*; and as an example of cooperation when discussing interpersonal relationships. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE; ST
SYLLABUS: HSIE K-6; PDHPE K-6; Science & Technology K-6
 \$24.20 SCIS 1051001

STANLEY, Elizabeth

Night without darkness

Penguin Books Australia, 2001 (Viking)
 ISBN 0670893889

Containing a factual explanation of the birding industry of the Furneaux Islands, this picture book tells the story of a family who came from Flinders Island every year to hunt shearwaters, also known as muttonbirds or yolla. Phoebe questions these killings, and befriends a chick with her Aboriginal friend, Harry. Historical events are woven throughout the narrative, as Harry enlists in the army during World War II and dies overseas. Students of the Stage 2 HSIE unit *Places: then, now and tomorrow*, will gain insights into the history of Bass Strait's islands, where today's Indigenous Elders are trying to revitalise the new generations' interest in traditional lifestyles. S. Rasiaiah

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
 \$25.00 SCIS 1062383

TAN, Shaun

The red tree

Lothian, 2001
 ISBN 0734401728

Colours, symbols, images and few words combine to speak volumes in this revealing picture book from the pen of Shaun Tan. This book will need to be used very sensitively with students as the images evoke significant emotions of confusion, powerlessness and hopelessness. Teachers will need to support and observe their students carefully as they read it and ensure they are not so overwhelmed by the negativity of the body of the story that they miss the positiveness of the last two pages. The tree represents the resilience of the human spirit and the little red leaf, tucked into each page, becomes the symbol of hope, to be kindled into an endpaper of vibrant lava red. Counsellors could use this book to support students experiencing depression, or any student dealing with fear. It is possible that one of the pictures may raise concerns about the events of September 11, 2001. Teachers should be prepared to handle such concerns with sensitivity. S. Rasiaiah, R. Stonehouse

USER LEVEL: Stage 3 Stage 4 Professional
 \$24.95 SCIS 1054719

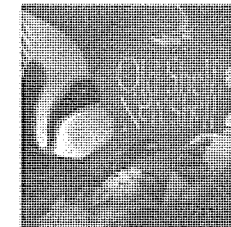
WARD, Helen

Old shell, new shell

Koala, 2001
 ISBN 0864613709

A hermit crab has grown too big for his shell and tries to interest passing sea creatures to assist him in finding a new home. Stunning double page spreads support the text, displaying reef environments and their camou-

flaging flora and fauna. The pages in which the crab resolves his dilemma contain a spectacular gatefold illustration. Following the fictive tale, *The key to the reef* section features nine pages of excellent factual material, including a world map, numbered keys for species shown in the paintings, and addresses for marine conservation organisations. This informative picture book has application to the teaching of units in Science and Technology and HSIE. I. McLean



USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$14.95 SCIS 1068650

Fiction for younger readers

Resources are arranged alphabetically by author.
 Some of these books are also suitable for lower secondary students.

BALDERSON, Margaret & SMITH, Elizabeth

Sea bird

Scholastic, 2002
 ISBN 1865043869

A small, lost seabird is the catalyst for the release of Isobel's spirit, still frozen in grief a year after her father's disappearance at sea in a storm. The wisdom and compassion of her grandfather, the brisk practical attitude of cousin Becca and a mystical flight with the tulku bird help Bel towards acceptance and recovery. Characters and setting are strongly realised and an embedded fairy tale becomes a highlight of this short novel. Gently told, it emphasises the importance of acceptance and understanding from others, and the necessity for each individual to work through difficulties in their own time and manner. W. Smith

USER LEVEL: Stage 2 Stage 3
 Paper \$9.95 SCIS 1076490

BRIGGS, Raymond

Ivor the invisible

Channel 4, 2001
 ISBN 0752220349

This beautifully illustrated text, which recounts the humorous tale of a young boy who discovers an invisible friend on the end of his bed one morning, is based on a television film of the same name. The friend, whom he names Ivor, is capable of wreaking havoc at home, in the park and at school, but can also be sweet and helpful. The tale is told almost exclusively through the use of detailed, coloured comic strip type illustrations. Text is minimal and appears as speech or thought bubbles, usually in the form of exclamations, questions or sounds. The author uses varying styles and sizes of print to emphasise, for example, horror or loud, sudden noises.

The book allows teachers to demonstrate the use of detailed pictures, minimal text and effective punctuation to convey meaning. T. Patterson

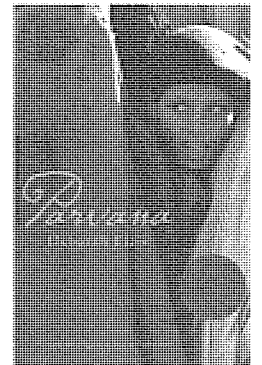
USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 \$25.00 SCIS 1073534

ELLIS, Deborah

Parvana

Allen & Unwin, 2002
 ISBN 1865086940

Parvana is an eleven year old enjoying a stable and happy life in an educated and professional family in Kabul, until the Taliban take control and she is forced to disguise her sex and pedal food on the streets for the family's survival. Despite its pedestrian style, the novel uses Parvana to personify injustice and brutality in contemporary Afghanistan, where photographs and music are forbidden, and women cannot be outside without a male to accompany them. The story covers these injustices using the narrative as a teaching tool more so than as literature. The novel concludes with a useful author's note on Afghan history and a related glossary. C. Thomas



USER LEVEL: Stage 3 Stage 4
 Paper \$14.95 SCIS 1073537

Flying Foxes [series]

Random House, 2001

The two delightfully written and illustrated books reviewed in this series, although stories, both have a basis in fact. *Digging for dinosaurs* deals with particular prehistoric periods in which various dinosaurs are found. The author makes good, but unpredictable use of rhyme throughout the book, which keeps the text interesting. There is also plenty of vocabulary work to be found in the names of dinosaurs and prehistoric periods. *All the little ones: and a half* deals with the concept of equal and half in a *Three little pigs* type of story, where big bad numbers range against smaller numbers and the smaller numbers win! The author makes use of written asides, in the form of speech bubbles attributed to the Half character. This provides a valuable teaching opportunity. This book would support early work with base ten number blocks. Each book ends with a double page of related activities, from puzzles to craft ideas, and interviews with authors and, where appropriate, illustrators. T. Patterson

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$11.95 each

Titles in this series include:

All the little ones: and a half SCIS 1074624
Digging for dinosaurs SCIS 1074628

FRENCH, Jackie

Lady Dance [sound recording]

Louis Braille, 2001 (180 min)
 ISBN 1876890150

This book, brought alive by Melissa Eccleston's reading on cassette tape, is set in the middle ages, when the bubonic plague was at its

height. It is told in first person, through the eyes of a child who has nursed her entire family through the pestilence and watched them all die of it. The story picks up when the girl's mother, the last of her family, dies. Through her short time in Lady Dance's company the girl learns two things: that she has much to learn about a world that is a good deal larger than the small village she came from; and that song and dance and caring for others can banish fear. The package also provides some historical background about the plague, language and lifestyle of the period, including recipes. This section, Tape 3A, would be a good starting point for teachers introducing the book to students. The tapes also provide opportunities to highlight the effective use of voice when portraying different characters in an oral presentation. T. Patterson



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 Book and 3 cassettes \$52.95 SCIS 1068739

FRENCH, Jackie

Space pirates on Callisto

Koala, 2002
 ISBN 0864614209

Following *The café on Callisto*, French has resurrected the delights of the planet, Callisto, where everyone is happy and food is unashamedly revered. The plot for this sequel is light on substance and the language less than challenging for science fiction readers. Descriptions of the unusual ingredients and recipes, the overall preoccupation with food, and a humorous **Author's note** about Golden Queen peaches, are what hold the book together. This latest offering will not disappoint readers familiar with the writer's style of busy humour. Continuing the idyllic new lifestyle of Sam and her father, the novel combines the genres of family and adventure fiction with some imaginative galactic situations. S. Rasaiah

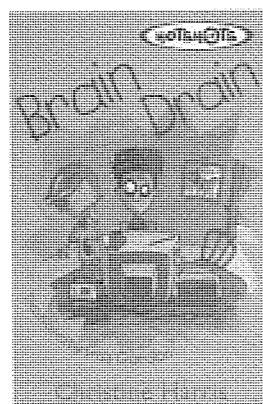
USER LEVEL: Stage 2 Stage 3
 Paper \$11.95 SCIS 1076339

HARRIS, Christine

Hotshots [series]

Hodder Children's, 2001

Primary teachers searching for simple, motivating chapter books will find this excellent series most appropriate for young readers and those needing additional literacy support. Humorous tales of eerie experiences, gaseous characters and brainwashed brothers are sure to satisfy the reader's interest. Written by one of Australia's most popular children's authors, each title contains clear illustrations that support understanding of the narrative. Features such as descriptive language, direct speech and plot development can be highlighted. Furthermore, a focus on quirky conclusions would generate a great deal of discussion. Used in the context of guided or independent reading, this engaging selection



should appeal to a wide spectrum of students and teachers. H. Gardiner

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$10.95 each

Titles in this series are:

Brain Drain SCIS 1058532
Psychogran SCIS 1061797
Windbag SCIS 1061447

HIRSH, Odo

Have courage, Hazel Green!

Allen & Unwin, 2001
 ISBN 1865084662

In her third appearance, direct, uncompromising, fearless Hazel is caught up in a struggle of wills with the powerful, autocratic chair of the Moody Building Committee, after she overhears him berating the building's caretaker in an abusive and racist manner. When her poorly planned attempt to make him see his error fails, and her friends and supporters gradually drift away, Hazel becomes almost completely isolated. By refusing to compromise the all important principles of truth and justice, she causes personal and social discomfort to many residents of the building. The book offers opportunities for stimulating classroom discussion, particularly about truth, justice, loyalty, courage and prejudice, and their cost: to individuals, families, social groups and the wider human community. W. Smith

USER LEVEL: Stage 2 Stage 3
 Paper \$14.95 SCIS 1064512

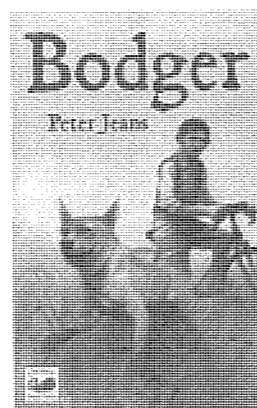
JEANS, Peter D.

Bodger

Cygnat, 2002
 ISBN 1876268654

The relationship between Gus and his dog, Bodger is the basis of this first person narrative, that explores the themes of loyalty; friendship; and growing up in a supportive and loving family. Through the adventures of Gus and his friends, the reader is introduced to the issues of racism, independence, the beginning of romance, and conflict. While the characters are somewhat one dimensional and the plot seems to become a series of events, leading slowly to the fairly predictable climax, this book could be enjoyed by those who like animal stories. It may also appeal to readers, who have a fondness for the bush. B. Hull

USER LEVEL: Stage 3
 Paper \$14.95 SCIS 1076439



KATZ, Danny

Little lunch

Black Dog, 2001
 ISBN 1876372087

Despite contentious content, young readers will be drawn to the glossy cover of this book, depicting vibrant youngsters from varied

backgrounds spilling out of a classroom, eager to begin the playtime ritual of Little Lunch. The story itself is of questionable suitability as the main source of humour lies in humiliation. In the first chapter the classroom teacher is depicted as a figure of ridicule. The second chapter offers a detailed description of an extremely inappropriate scene where young children find amusement in kicking a dead possum's head. The text then concludes with the school bully being hero worshipped by his peers for biting a fellow student which would certainly be counter productive to anti-bullying programs. Surely there are more ethical and useful messages authors can send impressionable readers. S. B. Taylor

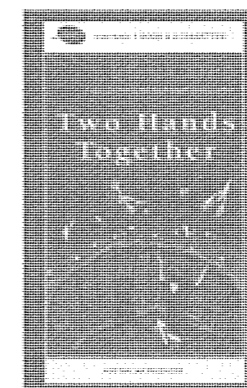
EVAL: Not recommended

KIDD, Diana

Two hands together [sound recording]

Louis Braille, 2001 (270 min)
 ISBN 187689010X

Lily and Jakes' world is changed by their friendship with their new neighbours, Ella and Danny Riley. They are quickly accepted into the extended family of the Rileys and learn a lot about Aboriginal heritage from the story telling of Auntie Maisie, whose character is as warm as her possum skin rug. Lily and Jakes' father does not approve and forbids his children to see the Rileys. Lily learns about humanity as she is torn between friendship and the directive from her father, whose values she is forced to question. The Aboriginal oral tradition is given voice through use of Aboriginal English, by Auntie Maisie. This kit has been endorsed by the NSW Aboriginal Education Consultative Group (AECG). The cassette recording of the story makes it a valuable support for literacy strategies. N. Johnson



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$52.95 SCIS 1048999

MAHY, Margaret

The riddle of the frozen phantom

Collins, 2001 (A Vanessa Hamilton book)
 ISBN 0007113749

When Sophie finds a mysterious whalebone pendant, a series of coincidental cries of help are heard by a small number of people who are connected through the lost ship *The Riddle*. The story unfolds as three separate parties set off to search the Antarctic for the long lost ship and its precious cargo. Names of previous explorers and significant place names appear through the story. A great book by a superb storyteller, it makes a wonderful accompaniment for a study of Antarctica in HSIE, particularly for developing field knowledge about Antarctic living conditions, methods of transport, and mapping. E. Derouet

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$13.95 SCIS 1068501

MORPURGO, Michael

Toro! toro!

HarperCollins, 2001
 ISBN 0007105517

In this short, simply told, deeply moving and compassionate novel, grandfather Antonito recalls his childhood, and relates to his grandson the worst thing he ever did as a boy. The glamour and violence of bullfighting is examined, and the suffering, loss and futility of war are shown through the intensity of one child's experiences of the outbreak and early months of the Spanish civil war. Some adult intermediation may be necessary for young readers to understand the background of the story, but the emotional content will be readily understood by all readers. The novel is highly recommended for thoughtful, mature young readers, or for reading aloud and classroom discussion. W. Smith

USER LEVEL: Stage 3 Stage 4
 \$24.95 SCIS 1075199

RODDA, Emily

Deltora quest 2 [series]

Scholastic Australia, 2002

Following on from the initial *Deltora quest* titles, this subsequent series delivers more quality, engaging reading. Will Jasmine, Leif and Barda succeed in this new challenge in order to free those who remain enslaved in the Shadowlands? Is there now an element of mistrust between the three? What secrets are they keeping as a parallel series of mysteries unfolds? Suspense and momentum is maintained throughout as the friends meet an array of interesting characters, and more fearful monsters, in their latest fantasy adventure. These books offer a thoroughly enjoyable read, encouragement to less enthusiastic readers and much potential to explore issues of good versus evil, friendship, loyalty, recognising and celebrating diversity, and overcoming fear. C. Foley

USER LEVEL: Stage 3 Stage 4
 Paper \$14.00 each

Titles in this series are:

Cavern of fear (vol 1) SCIS 1073853
The isle of illusion (vol 2) SCIS 1076492
The shadowlands (vol 3) SCIS 1088961

STARKE, Ruth

Saving Saddler Street

Lothian, 2001
 ISBN 0734401973

Saving a school from closure is the theme of this novel for independent readers. The story tells of migrants who came to Adelaide and attended Saddler Street School over 100 years. It is a history of multiculturalism and of the difficulties faced by non English speaking students in Australia. Set in the Depression era, and in the 1990s, the characters are well developed, with families from Asian and European backgrounds. This story emphasises the values of: persistence; appreciation of other cultures; respect for older generations; love of learning; and loyalty. It supports the achievement of outcomes in the *Cultures* strand of HSIE, and the Stage 3 unit, *Identity and values*. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$12.95 SCIS 1062893

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.

BATESON, Catherine

Painted love letters

University of Queensland Press, 2002
ISBN 0702232890

Art and alternative lifestyles feature in this first person narrative of a family dealing with terminal illness. Chrissie's dad, Dave, is dying of cancer and she cannot talk about this except to the reader. Dave deals with death by painting his own coffin with a love letter to his wife. When Nan arrives, stark adult dialogue skillfully reveals past family conflict and the ways and means to reconciliation. The novel cleverly reveals a family living through trauma as they deal with death in different ways. Realistic, contrasting characters learn how the trivia of life obstructs true and uninhibited love. Issues include rural versus city lifestyles; church going; change; hopes and dreams; and coming to terms with death. C. Thomas

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1076554

BROOKE, Peggy

Jake's orphan

Simon & Schuster, 2001
ISBN 0743427033

Younger readers will instantly respond to young orphan Tree's impotence in the face of farmer Gunderson's hard and unforgiving scepticism of his fitness for farm work. This alone makes precarious his fervent wish to reunite with his orphaned brother, Acorn, in a home of their own, away from the soulless anonymity of the orphanage. Jake's easygoing, meditative acceptance of Tree, beautifully counterpoints the hardness of his brother, Gunderson. The power of Tree's soulful response to the North Dakota prairie is enhanced by accurate and evocative language. Tree's ambitions are artfully kept on a razor edge. This story is about identity and belonging to place, to kin and to society, and the transfiguring power of love. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$13.95 SCIS 1074015

CLARKE, Judith

Starry nights

Allen & Unwin, 2001
ISBN 1865086045

Jess belongs to a family newly in crisis. Consequently she must share a room with her older sister, Vida, whose hysterical response to Mum's sickness threatens to drag both of them into the supernatural. This makes an early appearance in the form of Amy; young

enough to be Clem's girlfriend but similarly old enough to be his stricken Mum's school friend. A supremely developed tension suffuses character and narrative to impel the novel to its stunning climax. With more than the simple truism, that time heals all wounds, this tale expertly presents the mental anguish and individual process of grief in a family about to move on from the death of their son and elder brother. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1065771

FORREST, Lisa

DJ Max

Hodder, 2002
ISBN 0733607950

Maxine Phillips seeks to reconnect her memories of a past which were fragmented by emotional insecurities. Her personal involvement with her grandfather's passionate affair with music reflects her own growing independence. In redefining herself and her own vibrant rhythm and pathway with music, Maxine forces her grandfather to accept both their futures. This multigenerational, contemporary blend of plot and themes that deal with rebellious youth and parallels opposing viewpoints within a dysfunctional family forum, could provide support reading for Stage 6 English students studying *Changing self* or *Changing perspective*. For others this is a well paced story in which characters provide sincerity and a realistic response to what life offers. Issues such as grief and depression are dealt with sensitively, concluding on a note of reconciliation and optimism. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6 *Standard; Advanced*
Paper \$16.95 SCIS 1076550

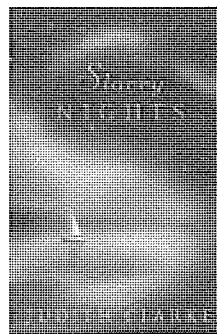
FRENCH, Jackie

Dark wind blowing

HarperCollins, 2001
ISBN 0207197962

Who is responsible when a student turns terrorist? What does it take for an ordinary student to become heroic? These are questions raised in this timely, mystery suspense novel, which would be ideal for classroom reading and discussion. Lance Loosely, or Loser as he is called, is an outsider; the butt of peer ridicule and pranks. The day comes when he's had enough and decides to exact revenge, threatening to unleash a deadly virus into his school. Loser's neighbour and fellow student has an important impact on the outcome. The suffering of the protagonist is paralleled with that of supporting characters, like the Vietnamese teacher who was a refugee, and the Ugandan doctor who escaped to England. Issues of racism and discrimination are raised. French sustains reader interest and involvement by setting the scene carefully, building characters convincingly, and sustaining suspense up to an exciting climax and positive closure. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1056932



GREENWOOD, Kerry

A different sort of real: the diary of Charlotte McKenzie, Melbourne 1918-1919

Scholastic, 2001 (My story)
ISBN 1865043834

Written in the form of a diary, this riveting historical fiction recounts the life of a fourteen year old girl, in Melbourne at the end of the Great War. This stoic young woman assists with domestic duties, the rearing of younger siblings, and caring for her shell shocked father. Taken on as an assistant by a neighbouring doctor, Charlotte McKenzie finds herself nursing patients through the influenza epidemic of 1919, which eventually has a devastating impact on her own family. A wonderful story of endurance and hope, it vividly conveys the rigours of daily life and significant social problems of the period. This is a well written, informative, moving tale. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$14.95 SCIS 1066240

HIRSCH, Odo

Yoss

Allen & Unwin, 2001
ISBN 1865084670

Through measured, carefully composed allegory, the enigmatic and picaresque journey of callow Yoss, down from a mountain Shangri La and into the maw of the stinking town, throws a steady light on the best and worst aspects of human nature. The transition of this fourteen year old, from monumental innocence to well tempered experience, occurs symbiotically. No one who meets him remains unaltered; whether it be the soulless murderer, the proud and vain magistrate, or the young beggars who eventually help him escape the town. All levels are revealed. Simple, elegant and intriguing, this remarkable novel would serve equally well in junior and senior secondary English programs, as wide reading or as close textual study. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$21.95 SCIS 1048679

HORNIMAN, Joanne

Mahalia

Allen & Unwin, 2001
ISBN 1865084425

Challenging traditional gender and class ideologies, this compassionate narrative presents a seventeen year old father as a sole parent to his infant daughter. When baby Mahalia's young mother deserts her daughter in order to "find herself", Matt undertakes the demands of parenthood with responsibility, dignity and an unflagging love. Returning with Mahalia to the north eastern NSW area around Lismore, Matt finds that the support network of family and friends remains positive towards his endeavours. This is a heart warming story that dispels a number of stereotypes and undoubtedly will elicit passionate responses from young adult readers. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1038342

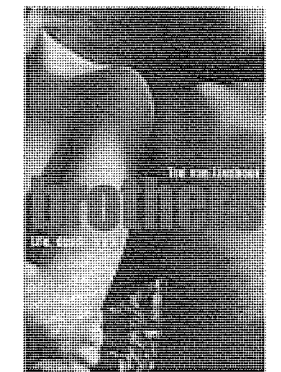
LIESHOUT, Ted van

Brothers

/ translated by Lance Salway. CollinsFleming, 2001
ISBN 0007112319

The main focus of this well crafted, sensitively written novel is love, loss and grief, acceptance and resolution. Through an unusual dialogue, readers become deeply involved in the lives and emotions, past and present, of two teenage brothers, Marius (deceased) and Luke. As Luke reads and responds to his dead brother's forbidden diary he uncovers truths about Marius, and gains insights into himself and his parents. He learns that his brother was, like himself, homosexual, and the diary contains a very frank sexual scene between Marius and his teen lover. Luke also learns more about his brother's killer, Wilson's disease, and his personal struggle with its effects on himself and those around him. It is highly recommended for mature readers. B. Richardson

USER LEVEL: Stage 6
Paper \$13.95 SCIS1055707



McLAREN, Philip

There'll be new dreams

Magabala, 2001
ISBN 1875641769

This interesting book is the work of an able writer, whose words dance across the page and entrance the reader. The story ranges over 32 000 years and is set in Australia and the United States. It is essentially a love story, centring around Lottie, an Aboriginal girl from Sydney, who finds fame as an artist and true love with an Aboriginal busker on the streets of New York. He takes her back to his home in the Top End. An important book, it raises many issues about Indigenous people using the written word of the novel as a form of storytelling. Aboriginal conventions of an oral tradition do not easily translate into written form and McLaren explores some of these issues in his work. He does not use chapters. The novel is divided into 'Dreams'. These Dreams, while linked, are not sequential. The author has a strong narrative presence explaining to the reader the broader historical context of the character's lives. This narrative is a bold experiment, which could be challenging for readers. B. Corr

USER LEVEL: Stage 6 Professional
Paper \$19.50 SCIS 1056574

McLEOD, Bobby

Juella and Ngudjung Ngulla

BMAC, 2002
ISBN 0958035903

Bobby Mcleod is a well known Aboriginal leader on the south coast of NSW. He is the founder and director of the Doonooch Program and the Doonooch Dancers. *Juella and Ngudjung Ngulla*, along with *Baby Gudjagh* (separately reviewed) are his first attempts at storytelling in a written form and as such grapples with the difficulties of translating an oral tradition to a written form. The former title

is, at its simplest level, the story of the birth of a girl; her growth; her quest for meaning; and her return to her mother. At another level it is a highly sophisticated Dreaming story that explores creation and the mysteries of life and being. The text is well supported by photographs and paintings. This story is beautifully written and is highly recommended for a range of reading ages. If using this resource it would be essential to consult with your local Aboriginal community. B. Corr

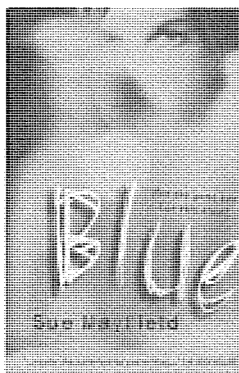
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English Stage 6; Visual Arts Stage 6
 Paper \$12.95 SCIS1078031

MAYFIELD, Sue

Blue

Hodder Children's, 2001
 ISBN 0340805196

A gripping tale, this conveys a teenage girl's battle with bullying and self harm. The author has researched characters well. She successfully portrays the effects of victimization and bullying on a bright, talented young woman. The story explores the more insidious forms of bullying, perpetrated by girls, which include a focus on body image and reputation, and this exposes gender differences relating to bullying. This work would make an excellent stimulus for project and class work relating to relationships and mental health for Stage 5 PDHPE. Students in Stage 6 PDHPE studying HSC option 1: *The health of young people*, would also find the book very insightful. K. Steward



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7-10; PDHPE Stage 6
 Paper \$16.95 SCIS 1063017

METZENTHEN, David

The colour of sunshine [sound recording]

/ read by Stig Wemyss. Louis Braille, 2001 (105 min)
 ISBN 0732024838

Twelve year old Davey Collins is waiting in greyness. His adored older sister Petra has died in a car crash and he feels that he will never feel again. The arrival of Clarence John Selue and his daughters' Joeline and Miranda and the *Joemirclare Pet World* marks the start of Davey's rehabilitation to hope, the warmth of love and the colour of life. Colour enriches the narrative in effective contrast to the perpetual grey, wet, streaming backdrop of his home and the Tasmanian town of Treymouth. Stig Wemyss's seamless, easy and accurate performance creates memorable and discrete characters and evokes the transformation of a grieving boy with great authority. The prominence of metaphor in this accessible tale could support teaching figurative language. W. Bowie

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6 English 7-10
 \$32.95 SCIS 1063593

OLSSON, Kristina

In one skin

Queensland University Press, 2001
 ISBN 0702232718

In a sensitive narrative, the reader follows one person's self analysis of her life in terms of her relationship with her sister, and the effect that this has on her present family. Circumstances have caused her to reassess her normal daily life in the context of her past experiences. Themes of family; changing relationships; self discovery and changing perspectives are all interwoven in this poignant journey. It is well written and makes use of emotional language to draw the reader along with the central character. Literary techniques such as diary accounts and flashbacks sometimes diminish the continuity of the first hand narration, but it does not mar the overall effect. This could be useful as another related text for study in a number of focus areas. B. Kervin

USER LEVEL: Stage 6
KLA: English,
SYLLABUS: English Stage 6: *Standard; Advanced*
 Paper \$19.95 SCIS 1063467

WILD, Margaret

Jinx

Allen & Unwin, 2001
 ISBN 1865082643

Jen's strategy for dealing with the human condition, albeit one that is a tad unfair to her, is to transfigure into Jinx, a persona who is anti social, predatory and deeply hurt by the suicide of her boyfriend and the death of another close friend. Readers may find this response extraordinary, but everybody in this quite populated verse novel is dealing with grief and loneliness in a variety of unique ways. The narrative is carefully embedded in a collage of vignettes, scenarios, characterisations, portraits and landscapes; each brief and vivid, passionate and distilled. A range of tangential characters enrich the telling as they find succinct and eloquent expression in Wild's poetry. W. Bowie

USER LEVEL: Stage 5 Stage 6
 Paper \$15.95 SCIS 1060961

ZUSAK, Markus

When dogs cry

Pan Macmillan, 2001
 ISBN 0330363093

The extended doggy metaphor of Zusak's *Underdog* has resurfaced, this time in the person of the youngest Wolfe boy, Cameron. Here, too, the characters tell a vibrant story with robust, poetic grace. From a young man's perspective, we see the distance from parents, and the ambiguity of brotherhood that is at once unsettling, alienating, but also thrilling. Cameron's identity inexorably separates out, recognisably part of the Wolfe pack but his own animal, and a poet to boot. His watchful presence creates a profound peace that distils from the joy, despair, alienation and belonging of family and friends. His growing up coalesces in the poetry that appends each chapter of this powerful and accessible novel. W. Bowie

USER LEVEL: Stage 4 Stage 5
 Paper \$14.95 SCIS 1063822

Information, poetry and drama

Resources are in Dewey order.

WILKES, Angela

The little encyclopedia [series]

Kingfisher, 2001

Aimed at younger students, these compact books contain simple information, conveniently arranged in alphabetical order from *Acid to X-rays*, or from *Africa to Zoo*. The information is not comprehensive, but there is enough detail for introducing notetaking skills to emerging readers. Coloured drawings and photographs on every page enhance the written text. Fact boxes, a glossary, excellent captions and good cross referencing aid in the retrieval of information. *The little science encyclopedia*, in particular, is relevant to explicit teaching in the Stage 1 and Stage 2 content strands of the *Science and Technology: K-6 syllabus*. These attractive books are appealing to students and provide useful and readily accessible facts. J. Eade

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE; Mathematics; ST
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
 \$16.95 each

Titles in this series include:

The little encyclopedia SCIS 1069856
The little science encyclopedia SCIS 1061201

Self-esteem

/ edited by Justin Healey. Spinney, 2002 (Issues in society 163)
 ISBN 1876811722 [155.2]

This booklet consists of articles which examine the concept of self esteem and provide ideas for adults to promote self esteem in children. The articles are largely of the American self help variety. There are three tests for assessing one's self esteem. Senior students would enjoy reading this booklet and parents may find it useful, but it should be noted that self esteem is a concept which has fallen into disfavour because it simplifies the many reasons why a person may feel unhappy with their life. We now understand that helping people develop the strength to cope with difficult times involves more than emphasising their strengths. A. Soutter

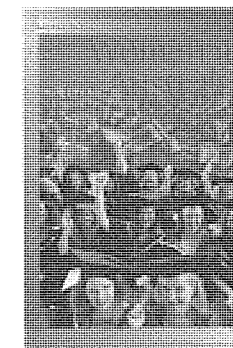
USER LEVEL: Stage 5 Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
 Paper \$17.50 SCIS 1075099

Australia past to present [series]

Echidna, 2002

This series provides an insight into different aspects of Australia's history including such themes as: the changing nature of settlement; the development of our resources and industry; sport; the lives of women; and the effect of people on Australia's changing environment. The treatment of Aboriginal people, in some volumes in the series, is very limited. While sympathetic to Aboriginal people, information is simplistic and illustrations, which are often inappropriate, are not adequately labelled. Overall, information is

presented in a simple, easy to read format. Colourful headings and bold print focus the reader's attention whilst written information is supported with a variety of stimuli including photographs, images and points of interest. The series follows a similar chronological format including a timeline of key events, which usually begins with white settlement; a glossary of relevant terms; and a reference to further information including web sites and additional resources. More time would need to be spent assessing these resources for their curriculum relevance. With careful consideration by teachers, this series could provide useful supplementary material in the areas of Australian History Stage 5 and Australian Geography Stage 5. A. Fisher



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5
 \$28.60 each

Titles in this series include:

Australia's environment SCIS 1074979
Australia's wealth SCIS 1074959
The settlement of Australia SCIS 1074970
A sporting nation SCIS 1074974
Women in Australia SCIS 1074967

MORETON-ROBINSON, Aileen

Talkin' up to the white woman

University of Queensland Press, 2000
 ISBN 0702231347 [305.42]

An academic study of contemporary feminist beliefs and writings, this examines the way Indigenous women have been ignored and rendered invisible by feminism. The text provides critical examination of the portrayal of Indigenous women from the white perspective and contrasts this to the life histories provided by Indigenous women, asking us to consider Indigenous perspectives, from a non white position, when engaging with the politics of difference. Extensive research is utilized to demonstrate that contemporary feminism is constructed from a white middle class perspective, even when engaging with the politics of difference. This work confronts as it unravels the white position of power and privilege taken by feminism. A lexically dense text, this and the political intent challenges the reader on many levels. N. Johnson

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6: *Standard; Advanced; Society & Culture Stage 6*
 Paper \$22.00 Feminist Bookshop SCIS 1040143

TWEEDIE, Penny

Indigenous Australia standing strong

Simon & Schuster, 2001
 ISBN 0731810120 [305.89]

This book consists of stories and photographs of 77 Indigenous Australians. At first sight it appears to be a slick promotional blurb, however, the book is anything but that. It is a treasure chest of information about contemporary Indigenous Australians. The 77 participants are active in all aspects of Australian life and all provide

valuable insights into the Australian and Indigenous condition. The focus on positive role models is very useful. It does not gloss over the pain and injustice, and shows people committed to doing something to bring about change. The use of short direct quotes from each of the participants is particularly effective in generating thought and discussion. While one can dip into the book, the layout and graphics lead the reader into the whole book. B. Corr

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; TAS
 Paper \$34.95 SCIS 1056873

WINGARD, Barbara & LESTER, Jane

Telling our stories in ways that make us stronger

Dulwich Centre, 2001

ISBN 0957792921 [305.89]

Barbara Wingard is an Aboriginal health worker and Jane Lester is an Indigenous consultant. Both live and work in South Australia and this is reflected in the contents of the book. The publication is essentially about the provision of culturally appropriate services for Aboriginal people. While it would appear to have a small target audience, the book is actually relevant to a far wider audience, in terms of subject, location and process. While the work draws upon South Australian experiences, the insights of the writers give it a broader relevance to all of Australia and all services. The book is particularly useful in that it contains a wealth of introductory personal anecdotes that leads the reader into an understanding of the provision of culturally appropriate services for Aboriginal peoples. B. Corr

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
 Paper \$29.50 Feminist Bookshop SCIS 1055287

Words and silences: Aboriginal women, politics and land

/ edited by Peggy Brock. Allen & Unwin, 2001

ISBN 1864489472 [306.08]

Non-Aboriginal perceptions of Aboriginal people have been distorted for many years by bias of anthropologists, most of whom are white and male. This editor brings together a number of well known Aboriginal and non-Aboriginal writers to explore the gendered nature of Aboriginal relationships to the Land within the context of the Australian political and legal systems. The writers draw upon a broad range of issues, such as: Bennelong negotiating with Governor Phillip for Barangaroo, Bennelong's wife, to give birth at Government House; the Western Women's Council in NSW in 1984; Native Title claims by Indigenous women in the Southwest of Western Australia; Hindmarsh Island; and Mabo. It also explores the nature of knowledge and issues surrounding it. This is an interesting read, full of fascinating and fresh insights. B. Corr

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
 Paper \$29.95 Feminist Bookshop SCIS 1040020

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Catherine.Foley@det.nsw.edu.au

BARWICK, John

How government works [series]

Heinemann, 2002

Presented in familiar format, with a heading to a double page and including: colourful, illustrated pages; small, accessible bites of information; and references, especially web sites; this series provides a sound overview of the structure of government in Australia. Web sites would require additional exploration time to ascertain their curriculum relevance. The roles and workings of parliaments and the electoral process are well described and the diagrams are particularly useful. Explanations are helpful, accurate and at a level appropriate to a range of age groups, especially when studying civics and citizenship. The focus of each volume is obvious from the title. For instance, *Who's who in politics* looks at roles of groups and some individuals in the system. Editorial perspective is evident in the selection of materials. It seems the balance is somewhat loaded on some issues, for example, with a recurring question about perceptions of over government or on the Whitlam dismissal. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
 \$28.60 each

Titles in this series are:

Elections SCIS 1074945
Parliaments SCIS 1074940
Who's who in politics SCIS 1074950
Workings of government SCIS 1074942

All about money [series]

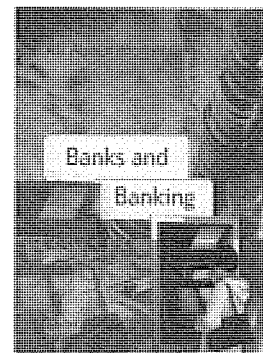
Heinemann Library, 2002

From its earliest origins to most recent developments, the existence of money and its use in Australian society is examined by this series. It addresses such themes as: what money is and how it is used in our society; the function of banks and banking; Australian currency; and the future of money. The series introduces readers to relevant themes and concepts in an interesting, easy to read format. Colorful images, large print and key points support written information. Each book in the series provides a glossary of key terms and reference to further information including books and web sites, which would need to be assessed in terms of curriculum relevance. It is an informative series ideally suited to studies in Commerce Stages 4 and 5, particularly the units on *Money* and *Consumers*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10

Titles in this series include:

The Australian economy SCIS 1065924
Australia's coins and notes SCIS 1065923
Banks and banking SCIS 1065919
Money through the ages SCIS 1065918



REYNOLDSON, Fiona

Looking at energy [series]

Hodder Wayland, 2001

Simple presentation and colourful graphics make this series of books very accessible to junior secondary science students learning about *Energy resources*. Indexes, glossaries and fact files, along with large text and short sentences, ensure that this is easy for less confident students to use as a reference tool. For each energy source, there is a clear definition, some historical facts, a look at current technologies used in power generation and discussion of issues including waste product disposal. The European case studies at the end of each book provide interesting examples. B. Sampford

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
 \$35.00 each

Titles in this series include:

Nuclear Power SCIS 1059354
Geothermal and bio-energy SCIS 1057702
Solar power SCIS 1056538

The homeless

/ edited by Justin Healey. Spinney, 2002 (Issues in society 159)

ISBN 1876811684 [362.5]

This excellent volume covers issues relating to homeless people and maintains the high standards of the series with material from the print media, government reports, web sites and media releases from lobby groups. Note that some of the illustrations are not necessarily part of an article's original format, and should be appropriately labelled to clarify this. A comprehensive resource list, including web site addresses, is an excellent addition to assist further research, but additional time is required to verify curriculum relevance of such links. The collection of material includes factual information, together with opinion and has a particular focus on homeless young people which would provide stimulus material for students studying HSC option 1: *The health of young people* in Stage 6 PDHPE. K. Steward

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7-10; PDHPE Stage 6
 Paper \$17.50 SCIS 1075120

HEWITT, Sally

The Number Team and the great race [series]

Belitha, 2001

ISBN 184138237 [510.76]

Meet the Number Team, including: Lion; Crocodile; Monkey; and Elephant, which challenges the Flash Fliers to an air race. In another adventure they set out to rescue a group of monkeys trapped on a mountain. Within these delightfully illustrated stories, the team provides problems and questions for individuals or class groups to solve. Each double page layout has one numeracy theme such as: sorting; number patterns; shapes; symmetry; time; and more. For differing ability levels, two alternative questions are presented, with the second more demanding than the first. Monkey's tips assist those needing extra help, and further games and activities to complement each theme, are appended. D. Doust

USER LEVEL: Stage 1 Stage 2
KLA: Mathematics

SYLLABUS: Mathematics K-6
 Paper \$14.30 each SCIS 1074004

Also available:

The Number Team to the Rescue SCIS 1074000

Collins encyclopedia of the universe

/ edited by Ian Ridpath. HarperCollins, 2001

ISBN 0007105851 [520]

A comprehensive and up to date description of current ideas in astrophysics, this would be a valuable reference tool for teachers and students of the *Physics: Stage 6 syllabus* and could also provide some intriguing material for extending younger students. Extensive use of colour coding and a clear, straightforward style helps the reader find relevant information. The emphasis on describing the historical development of key concepts, significant scientists and underlying issues is particularly useful in meeting the demands of the new HSC syllabus. Descriptions of practical activities are helpful. Material describing recent experiments and hardware is relatively hard to find in such an accessible form. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5
 \$39.95 SCIS 1057312

DOWSWELL, Paul

The Usborne first encyclopedia of space

Usborne, 2001 (Usborne Internet-linked)

ISBN 0746041861 [520]

Vivid illustrations and large figures accompany easy to read font, offering a vast array of information about space concepts. Aimed at young independent readers, it also suits older students who require additional support in reading. Recommended web sites present more information about space topics for enthusiasts and researchers to support the Stage 3 Science and Technology unit, *Out in space*. Users must keep in mind the ever changing nature of the Internet. At least four of the 40 sites were no longer available at time of review. Reading levels of the sites vary, and time is required for teachers to check curriculum relevance of these linked sites. E. Derouet

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$21.95 SCIS 1059698

SNEDDEN, Robert

Changing materials

Heinemann, 2001

ISBN 043112101X [530.4]

This title is the first instalment in a series of four books that discuss the production, use and development of materials. Here the author discusses the use of various factors and chemical processes related to materials in society. Senior Science and Engineering Studies students will be able to identify the basic principles related to Materials Science by studying topics in the book such as *Reaction rates*; *Acids, Alkalis*; and *Stresses and strains*. A Glossary of terms can be used to aid students' understanding of the various concepts introduced by the book. Teachers of Stage 5 Science can use the *Try it yourself* sections, to demonstrate concepts such as *Alkalis* and *Physical Changes*. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Chemistry Stage 6; Engineering Science Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
 \$33.00 SCIS 1051026

DENNE, Ben

The Usborne first encyclopaedia of seas and oceansUsborne, 2001 (Usborne Internet-linked)
ISBN 0746041977

[551.46]

As its title suggests, this resource is designed to meet information needs of junior researchers. Each marine topic is attractively presented with a collection of drawings by David Hancock, colour photographs, bold headings, and well labelled diagrams. Language is simple and uncomplicated. Brief sentences and varied font sizes help to separate sections and reduce confusion for emerging independent readers and students requiring additional support. The *Usborne quicklinks* web site directs students to online facts, sounds and graphics and downloadable videos. The book can be used as an independent source, or in conjunction with this online support. Time is required for teachers to check curriculum relevance of the linked sites. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$21.95

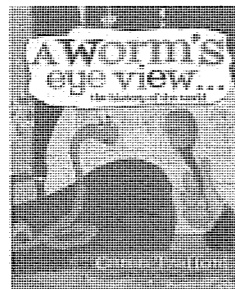
SCIS 1075033

TRAFFORD, Caren

A worm's eye viewEtram, 2001
ISBN 064615883

[592]

Written from the worm's point of view, this follows the environmental significance of these creatures from the time of the dinosaurs to the chemical age of today. A package that includes a book, four posters and web site at www.wilburworm.com, this resource on worms and their importance in our environment provides useful information, presented in a manner which should appeal to the Stage 3 student and is also accessible to the Stage 2 student. There is a wealth of information contained in the book and on the posters to support the teaching and learning of the *Living Things* strand of the Science and Technology syllabus and the Environmental Education Policy. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$15.00

SCIS 1064089

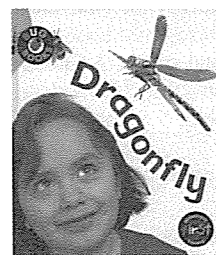
ST. PIERRE, Stephanie

Bug books [series]

Heinemann Library, 2001 (Heinemann first library)

[595.7]

These reference books encourage students to think laterally. This series about insects, or minibeasts, treats the process of fact finding as a thoughtful exercise, providing activities which lead to questioning and further exploration. Each chapter heading is a question which students can answer from reading the simple explanations on the double page spreads. Visual text features include coloured photographs, which show minute details of the creatures and their habitats. **Thinking about** asks probing questions, and **Bug**



map is a clearly labelled diagram for each bug. Useful models for the explicit teaching of factual writing, they also support many activities in the Stage 2 Science & Technology unit, *Mini-worlds*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
\$29.70 each

Titles in this series include:

Dragonfly SCIS 1065920
Earwig SCIS 1065921

ROYSTON, Angela

It's catching [series]

Heinemann Library, 2001 (Aust. release 2002) (Heinemann first library)

A useful and informative series, these books deal with some common infectious conditions of childhood. The ailments, causes, symptoms, treatments, and possible complications, are clearly explained. Supported by large colour photographs, labelled diagrams and enlarged images of microscopic organisms, the books promote understanding. Questions and answers revise key understandings and encourage reflection. Each book carries a common **Stay healthy and safe!** section. The books are credible sources of information and provide useful discussion starters about health for the classroom, especially before and during the inevitable seasonal epidemics experienced by schools. The series enhances and supports numerous *Knowledge and understandings* outcomes in PDHPE. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$29.70 each

Titles in this series include:

Chicken pox SCIS 1065939
Colds and flu SCIS 1065941
Head lice SCIS 1065944

SACKS, Oliver

Uncle Tungsten

Picador, 2001

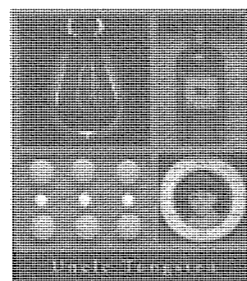
ISBN 0330396358

[616.8092]

All students and teachers of Stage 6 Chemistry should read this enchanting autobiography to kindle a sense of the wonder of chemistry. The account of Sacks' childhood in wartime England details his obsession with chemicals, in a family only too ready to provide the necessary materials. Few families would react to having their house filled with noxious fumes by building their ten year old a fume cupboard. Young Oliver's experiments recapture the historical processes and discoveries that have led to our present knowledge. They are presented with humour, warmth, enthusiasm and a depth of knowledge that brings the famous chemists and their work to life. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6
Paper \$30.00

SCIS 1069375



REMEMBER OF A CHILDHOOD
OLIVER SACKS

NUMEROFF, Laura & HARPHAM, Wendy

The hope tree: kids talk about breast cancer

Simon & Schuster, 2001

ISBN 068984526

[616.99]

This book was written to support the Susan Komen Breast Cancer Foundation, which was established in the US to fund breast cancer research and was named after a young woman who died of the disease, leaving two young children. The book has stories from a number of children about their lives with a mum who has breast cancer. It includes sensitive comments and illustrations about coping with the disease and could be a source of comfort for children whose lives are affected by this illness. It would be an excellent resource for school counsellors working with individual students or for class teachers working with whole classes of students from K-6 who are studying topics that focus on coping with grief and changes in the K-6 PDHPE syllabus. If used this way, teachers should be sensitively prepared in case strong reactions are unexpectedly evoked in students. K. Steward

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$19.95

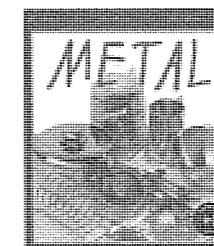
SCIS 1064891

OXLADE, Chris

Materials [series]

Heinemann Library, 2001 (Heinemann first library)

Books in this series expose the reader to background information about materials they come into contact with on an everyday basis. The origins, properties, environmental impacts, and uses to which these common materials are put, are included. While some of the words and colour photograph illustrations are noticeably European, these elements do not detract from the merit of the series. Explanations of pertinent terms used are both simple and comprehensive. Common section headings include: **Fact file**; **Would you believe it?**; and **Other books to read**. The books are useful for exploring and supporting outcomes in HSIE in *Relationships with places* and *Resource systems* and the Stage 2 Science and Technology unit, *Material world*. N. Chaffey



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$29.70 each

Titles in this series include:

Glass SCIS 1057621
Metal SCIS 1057620
Wood SCIS 1057622
Wool SCIS 1057623

GRAHAM, Ian

Fast forward [series]

Hodder Children's, 2001

This series provides historical and up to date information on super bikes, and on planes, rockets and other flying machines. Information from these books can be used to study the historical and social implications of *Transport and distribution* in Stage 4 and Stage 5 Design and Technology. Incorporation of split pages provides more details, and cut away drawings aid students' skills in graphics. Stage 3 Science and Technology students will be able to use these books as resources for class assignments and for general interest. A glossary

of keywords allows students to increase their content specific vocabulary. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: ST; TAS
SYLLABUS: Design & Technology 7-10; Science & Technology K-6
Paper \$16.95 each

Titles in this series are:

Super bikes SCIS 1067093
Planes, rockets and other flying machines SCIS 1067103

Mighty machines [series]

Paragon, 2001 (A question and answer book)

The authors of books in this series pose questions, and provide detailed answers, in simple concise language. Transport terminology is clearly explained in short passages and in the glossary. Colourful illustrations and photographs add meaning to the written text. Additional facts, presented as true or false quizzes, are found in the **Is it true?** sections. The current information and transport trivia in **Amazing!** can be thought provoking. These facts provide excellent stimuli for developing students' creative thinking skills in several Science and Technology units, or when discussing transport design possibilities. These attractively presented books are relevant to Australian students. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
\$7.95 each

Titles in this series include:

Racing machines SCIS 1053119
Ships & submarines SCIS 1053120
Spacecraft SCIS 1053121
Trucks & diggers SCIS 1053116

HEATH Glenis, McKENZIE Heather, & TULLY Laurel

Food solutions: food and technology

Longman, 2002

ISBN 0733924611

[664]

Each chapter of this well organised book begins with an overview of information and key terms, enabling the reader to quickly identify required information. The use of tables and diagrams enhances the text. A number of recipes are included in each chapter, accompanied by evaluation questions, which guide the student in considering both the process and the final product. Information in this book is applicable to outcomes relating to food properties; food presentation; meal planning; food safety; and methods of cookery and technology related to food. A variety of useful design briefs are included. Although some information and activities are suited to the Stage 6 syllabus, this book is written at a level more suited to Stage 5 students. C. Barlow

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7-10; Food Technology 7-10; Food Technology Stage 6
Paper \$51.00

SCIS 1070500

LLEWELLYN, Claire

Material world [series]

Franklin Watts, 2001

Clear, concise, basic information characterises this series of books, which focuses on different raw materials used in creating products.

Descriptions of properties, and uses for specific materials are outlined, along with the technologies used in processing these. An emphasis on ecological impact and recycling is particularly relevant to outcomes on environmental impact. This set of books is suitable for student use as a very basic set of references, delivering relevant information on materials, in a large print and photograph format, appropriate to Stage 4 students. Additional complementary resources would also be needed. Books in this series contain information pertaining to the prescribed Design and Technology contexts of: *The built environment*; *Clothing and accessories*; and *Manufacturing*. Each book concludes with a useful glossary. C. Barlow

USER LEVEL: Stage 4
KLA: TAS
SYLLABUS: Design & Technology 7-10; Textiles & Design 7-10
\$29.95 each

Titles in this series include:

Glass SCIS 1068955
Paper SCIS 1059579
Rubber SCIS 1059580
Silk SCIS 1068957

NEWBERRY, Elizabeth

Art for all: secrets of art

Belitha, 2001
ISBN 184138058 [701.8]

Although basically working through the investigation of the elements of art including: line; texture; and shape, this book presents us with a short investigation of various artists who reveal some of the secrets of their trade. Why does Klee use flat shapes? What makes a sculpture 3D? How did Carravaggio create foreshortening in the figure of St Paul? There are small grabs of information with a variety of well presented examples that would ideally lead to much discussion of the artworks and some experimentation by the student. This could be used as a starting point in creative arts. K. Ashley

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
\$33.00 SCIS 1065935

Other titles in this series include:

Colour in art SCIS 1065932
How is art made? SCIS 1065937
Why make art? SCIS 1065940

McCULLOCH, Susan

Contemporary Aboriginal art: a guide to the rebirth of an ancient culture

Allen & Unwin, 2001
ISBN 1865083054 [704.03]

The author's background as visual arts writer for *The Australian* newspaper and her co authorship of the *Encyclopaedia of Australian art* put her in the position of being able to view contemporary Aboriginal art as a vital strand of the complex Australian art field. This updated and well researched book explores the continuation of traditional painting and themes of some contemporary artists, and presents the diversity of styles in urban art and new forms of

art. Case studies of individual artists relate closely to the *Visual Arts: Stage 6 syllabus*. Scattered artist statements ensure some information from an Aboriginal perspective. Supplementary information from Aboriginal perspectives for example through consultation with the Aboriginals would be required. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6; Visual Arts Stage 6
Paper \$39.95 Feminist Bookshop SCIS 1071293

Kaltja now: indigenous arts Australia

/ edited by Ian Chance. Wakefield, Wakefield Press in association with the National Aboriginal Cultural Institute, Tandanya, 2001
ISBN 1862545073 [709.94]

As the Stage 6 Visual Arts syllabus emphasises undertaking *Case studies in the HSC course*, this book offers a myriad of fascinating interviews with a variety of Indigenous artists. From the highly organic shapes of ceramicist, Thancoupie, to the multimedia story telling of Michelle Torres and the personal history woven into traditional Ngarrindjeri weaving by Yvonne Koolmatrie, we are presented with insights into Aboriginal and Torres Strait Islander culture and art. There is a vital chapter on the politics of art and an appendix lists art galleries and dealers from all states, many of them Aboriginal owned and controlled. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6; Visual Arts Stage 6
Paper \$44.00 SCIS 1038576

HAYES, Malcolm

Twentieth century music [series]

Heinemann Library, 2001 [780]

Music of the past century comprises such an eclectic collection of styles and genres that it is difficult to summarise. This series provides a visually attractive and informative guide, which successfully summarises the century's major movements in music. The six books are a chronological history of composers, musicians, songwriters, and include opera and dance. A timeline places musical events, musicians and musical works in the context of world events and the related arts. The information is presented in a vibrant and interesting format, drawing attention to the most relevant features using a variety of text and photographic presentations. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music 1 Stage 6
\$36.30 each

Titles in this series are:

1900-20 New Horizons SCIS 1062416
20s & 30s Between the Wars SCIS 1062392
40s & 50s From War to Peace SCIS 1062414
1960s Age of Rock SCIS 1062398
1970s Years of Excess SCIS 1062411
80s & 90s Different Paths SCIS 1062403

WADE-MATTHEWS, Max

The world guide to musical instruments

Anness, 2001
ISBN 1842154435 [784.19]

A superbly illustrated catalogue of musical instruments, this covers contemporary strings; woodwind; brass; percussion; and keyboard families, their historical relatives, and rare and non Western instruments. One of the features of this book is the specially commissioned colour photographs of quite rare and beautiful examples of instruments. There are also paintings and drawings, from around the world, of many well known artworks depicting instruments being performed, and photographs of live performances, both individually and in sections. Each chapter highlights the key features of the instrument and lists notable players. Snapshots of famous composers for particular instruments and music written for that instrument provide additional information. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6
Paper \$25.95 SCIS 1061553

Top shelf [series]

/ edited by Greg Haddrick. Currency, 2001 [791.45]

A two part publication on television serial writing in Australia, this is quite an eye opener. The little understood and often devalued process of writing for serial television is explained with reference to a number of Australia's well known soap operas and dramas. The first book exposes the theories behind the scriptwriting system and acknowledges the work of teams of highly qualified writers. The second book affirms this creative pursuit, and explores it in practice, by reproducing award winning screenplays for episodes of: *Home and away*; *Breakers*; *Good guys, bad guys*; *Blue heeleders*; and *Wildside*. Students of media are sure to find this collection to be an engaging and instructive resource. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Advanced*; *Standard*
Paper \$27.50 (vol 1); \$32.95 (vol 2)

Titles in this series are:

Top shelf. 1: reading and writing the best Australian TV drama SCIS 1060457
Top shelf. 2: five outstanding television screenplays SCIS 1060464

CORRIGAN, Eireann

You remind me of you

Scholastic, 2002
ISBN 0439297710 [811]

A true story, written as a poetry memoir, describes a disturbing tale of mental illness, including eating disorders and suicide. The author reveals her battle with an eating disorder and details the family trauma, deceit, shame and battle for control associated with the illness. The story includes details of the author's boyfriend, and describes how his attempted suicide brings new meaning to her life, and triggers recovery. Dealing with very topical issues in the lives of young people, this publication is

quite detailed and sophisticated in explanations relating to mental illness, and is not recommended for younger students. It is certainly appropriate for older students in Stage 6 PDHPE studying HSC Option 1: *The health of young people*. K. Steward

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE Stage 6
Paper \$17.35 SCIS 1074065

SONES, Sonya

Stop pretending

Orion Children's Books, 1999 (Aust. release 2001)
ISBN 1842550837 [811]

This narrative comprises a series of poems inspired by the author's own life, focusing on the impact of her older sister's mental illness. It is powerful, cleverly written and exposes the stages of grief of a family torn apart by the unexpected trauma of the illness. It describes the confusion, anger, tension, fear and conflict which mental illness can bring to family life. The author has successfully told her story from the position of a teenager. This would be a very useful stimulus for Stage 5 and Stage 6 PDHPE, in particular for HSC option 1: *The health of young people*. K. Steward

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; PDHPE 7-10; PDHPE Stage 6
Paper \$14.95 SCIS 1060214

First morning: poems about time

/ compiled by Nikki Siegen-Smith. Barefoot Books, 2001
ISBN 1841483362 [821.008]

A variety of poems about time are included in this anthology. Suitable for many ages, the size of the book is not daunting to younger readers. The introduction warmly exhibits the Siegen-Smith's passion for poetry and presents a brief overview of the collection. Poets include Prelutsky, Moon, Farjeon, Poe, McGough and Rosen. Illustrations are by Giovanni Manna. The time of the day is represented rhythmically in Fatchen's *Rushing*. The poems would be useful for discussing seasons (*Mrs Bear had hibernated*) and certain celebratory days, or integrating literature and mathematics. The endpapers appropriately include illustrations of various timekeeping devices, and would also be useful to support vocabulary activities. E. Derouet

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
\$29.95 SCIS 1063931

Roald Dahl's The witches: plays for children

/ adapted by David Wood. Penguin, 2001
ISBN 0141310847 [822]

For all those fans of Roald Dahl's *The witches*, here is a chance to encourage your class to take on the persona of some of these highly colourful witches, and excite and shock their audiences. These irreverent characters are not for the faint hearted. The seven short plays have some interesting areas to explore, including the role of insult delivery to make a speaker appear more important than they are. Creative staging could make these plays a whole class effort. All roles are important, especially the Narrator, who needs to really engage the

audience for the short scenes to follow. There is substantial guidance given, in the stage directions, for the way the lines are to be delivered. This is likely to be a very popular book of plays. S. Bremner

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; Drama 7-10; English K-6; English 7-10
Paper \$14.95 SCIS 1070329

Great writers (series)

Ticktock, 2001

Both titles in this series share excellent features. Vivid visual content and a lively, uncluttered, layout provide strong support for study of the works of Charles Dickens and William Shakespeare, respectively. Succinct and logically organized, information clearly contextualises the author, socially, historically and politically. Another interesting feature posits the writers' influence beyond their own time. The section on modern transformations and their representation in genre such as film, television, fiction and the musical, provide an invaluable and manageable introduction to the many ways in which a text can be experienced. This last feature provides support for study of the *Advanced* course of the *English: Stage 6 syllabus*. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$12.95 each

Titles in this series include:

Dickens SCIS 1058072
Shakespeare SCIS 1058070

HERRICK, Steven

The simple gift [sound recording]

/ read by Stig Wemyss. Louis Braille, 2001 (135 min)
ISBN 0732024951 [A821]

Billy Lockett escapes a depressing life with an abusive father and embarks on a truly picaresque journey. Though poor, emotionally scarred and homeless he is rich in the resilience and passion of youth and very jealous of his independence. The poetic structure of this novel effectively employs a series of monologues, and while they are primarily assigned to Billy, a range of tangential characters enrich the telling as they find succinct and eloquent expression in Herrick's poetry. Kaitlin, for example, works in MacDonalds and finds the boy living on leftovers intriguing, even unique. Her response says as much about Billy's innate qualities as about her own. And so it is with most of his acquaintances on the road through the Victorian countryside. The performances of Stig Wemyss and Melissa Ecclestone complement each other seamlessly and do great justice to Herrick's writing. W. Bowie

USER LEVEL: Stage 4 Stage 5
\$32.95 SCIS 1071384

McLEOD, Bobby

Baby Gudjagah

BMAC, 2002 [A821]
ISBN 0958035911

A well known Aboriginal leader on the south coast of NSW, Bobby McLeod is the founder and director of the Doonooch Program and

the Doonooch Dancers. *Baby Gudjagah*, along with Juella and Ngudjung Ngulla are his first attempts at storytelling in a written form. *Baby Gudjagah*, while written in a verse form, very much reflects the spoken word of its author. This raises a number of issues relating to oral traditions, such as the importance of pauses, intonation, body gestures, digressions and so on, which are difficult to address in a written form. The books gain and lend meaning to each other when read in conjunction. This text reflects and complements Juella and Ngudjung Ngulla and targets an older reader. *Baby Gudjagah* is supported by photographic montages, that show the continuity and revitalisation of Aboriginal culture. While it stands alone in its own right, this book gains and lends meaning when read in conjunction with Juella and Ngudjung Ngulla. If using this resource it would be essential to consult with your local Aboriginal community. B. Corr

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6; History Stages 4-5
Paper \$12.95 SCIS 1078040

RYAN, Tracy

Hothouse

Freemantle Arts Centre Press, 2002 [A821]
ISBN 1863683518

This compilation of 48 eloquent poems, written in a distinctly female voice, uses simple language to create powerful images, which blend Greek mythology, life experience, and some Shakespearean intertextual references to Lady Macbeth and Ophelia. The migrant experience is explored through the invocation of memory. Poems on travel to Europe, Dublin and London are used to further highlight the themes of cultural adjustment, belonging and personal growth. Other themes include: family; domestic violence; patriarchy; dominance and submission; grief; death; emotional maturity; sexuality; war; conformity and change; personal identity; and the quality of life. The poetry is suitable for advanced students in Years 9 and 10 and for senior classes. F. Crum

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced*
Paper \$19.95 SCIS 1073995

WILLIAMSON, David

Two plays: Up for grabs; Corporate vibes

Currency, 2001 (Currency plays) [A822]
ISBN 0868196533

Two plays by a most prolific contemporary Australian playwright are published in this edition. Lauded for his incisive social comment, Williamson focuses here on those engaged in the arts and corporate worlds. *Up for grabs* centres on commercialism. An art dealer is willing to do almost anything to sell a Brett Whiteley painting for well above its market value. It is a ruthless, witty, and often sexually explicit, expose of art dealership. In *Corporate vibes*, ongoing conflict between a property developer and his employees creates an absorbing drama. Both plays are clever, exciting, and socially poignant. They offer powerful, engaging drama for senior students. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$22.95 SCIS 1063071

MARTELL, Hazel Mary

The Kingfisher book of the ancient world: from the Ice Age to the fall of Rome

Kingfisher, 2001 [930]
ISBN 0753406195

The reader is introduced to a geographically diverse range of empires, or civilizations, of the ancient world, including Indian; American; and Middle Eastern. With its large print; two page per topic format; attractive, well captioned maps; and illustrations, it should appeal to many students. It presents a chronology of events, with the rise and fall of civilizations, a potted political history, and touches briefly on some social aspects like, religion and food. Students studying the *Ancient societies* component of the *History: Stages 4-5 syllabus* should find this clearly presented, simply written book a useful adjunct. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$32.95 SCIS1069704

Great empires & discoveries

Anness, 2001 [930.03]
ISBN 1842154605

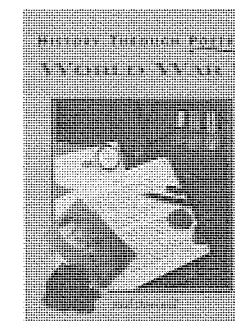
Addressing four major areas of: profile; government and laws; travel and expansion; and technology, of a diverse range of ancient peoples, this book offers an engaging overview from the Vikings to the Mesopotamians. With its focus area structure, the reader can easily compare the government of early Japan to that of the Celts. The two page per topic format has minimal introductory text, with detailed captioned pictures, providing the bulk of the information. Maps and timelines would engage the visual learner, while model making activities would appeal to the kinesthetic. This book could be a useful reference and overview for the *Ancient societies* and *Indigenous peoples, colonization and contact history* sections of the *History: Stages 4-5 syllabus*. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$29.95 SCIS 1073586

History through poetry (series)

Hodder Children's, 2001

Using literature as evidence, this series presents poetry to highlight the issues associated with the two greatest conflicts of the twentieth century. Aspects such as trench warfare, the various war zones, and the home fronts are all treated through a combination of poetry and source information. More advanced concepts, including: propaganda; idealism; women at war; and the holocaust are dealt with in this fashion. Poetry is used as the central link between information and the emotional journey of warfare. A range of poets is used, including Wilfred Owen, W.B. Yeats, Bertolt Brecht and A.A. Milne. Each poem is supported by a vocabulary glossary and a brief biography of the poet. It is an excellent source, which could be utilised in a variety of teaching approaches and with a wide range of student groups, including studies in the *Focus Area: Changing perspectives* in HSC English. B. Kervin



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced*; History Stages 4-5; Modern History Stage 6
\$35.00 each

Titles in this series are:

World war I SCIS 1073975
World war II SCIS 1073978

HILL, Anthony

Soldier boy: the true story of Jim Martin the youngest Anzac

Penguin Books Australia, 2001 [940.4]
ISBN 0141003308

The story of the youngest soldier of the Gallipoli Campaign, this is a fascinating read. It captures a time when people were subjects and the British Empire was the centre of life: a world that is very different to contemporary Australia. In this clever mixture of true biography and educated detective work, historical information is conveyed about our early understandings of diseases, the way letters were written, and the ways that controversial topics were talked about. The idea that a boy of fourteen years and nine months would join up and go to fight a war is an excellent discussion point for classroom activities to address *Change and continuity* outcomes in HSIE K-6, and the topic *Australia and World War I* in History Stages 4-5. C. Dorbis

USER LEVEL: Stage 3 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6; Society & Culture Stage 6
Paper \$17.95 SCIS 1038218

History topics (series)

Franklin Watts, 2001

The series offers a very user friendly approach to selected historical periods. The approach is designed to attract and focus the user on important aspects, such as key personalities; social groups; incidents and the chronological link between them. Information is organised into a pattern with bold headings, timelines and visual support material. These sections are supported by an extensive glossary. Although the series is targeted towards the junior secondary student, it allows for a range of ability levels. It would be a useful reference source to supplement a wide range of classroom activities. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$34.95 each

Titles in this series include:

Cold war SCIS 1068965
Medieval town and country life SCIS 1068974

HALO, Thea

Not even my name

Picador, 2001 [956.1]
ISBN 0312277016

A magnanimous childhood promise is fulfilled when Thea Halo takes her 79 year old mother back to Turkey. Born and raised in America, Thea undertakes this amazing journey in 1989 with her mother, a Pontic Greek who was exiled from her home as a child in 1920.

Recollections of the death march and many ordeals that Sano Halo miraculously survived are revealed during their travels. More than a personal or family history, this is an inspirational tale of endurance, hope and love. It offers an insight into the experiences of refugees, and is a previously untold history of a little known people. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6: *Standard, Advanced*; History 7-10; Modern History Stage 6
Paper \$25.00 SCIS 1056311

ALEXANDER, Alison

A wealth of women: Australian women's lives from 1788 to the present

Duffy and Snellgrove, 2001 [994]
ISBN 1876631090

Lives of hundreds of ordinary women are the basis of an extraordinary book. This publication celebrates the contribution of Australian women from 1788 to the present. Diverse experiences of women from all walks of life are recounted with compassion and subtle humour. Their stoicism, ingenuity and generosity shine through the many inspiring anecdotes. A history book with a difference, this acknowledges the role of ordinary women, be they Indigenous, convict, pioneer, rural, urban, migrant or modern, in the shaping of Australian culture. It is a delightful, compelling book with a broad appeal. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10; History Extension Stage 6; Modern History Stage 6
Paper \$30.00 SCIS 1063049

BLAINEY, Geoffrey

The tyranny of distance: how distance shaped Australia's history

Pan Macmillan, 2001 [994]
ISBN 0732911176

The question of distance is re-examined in the context of the twentieth first century, with additional chapters included in this update of the earlier work of the same title. With vast technological and communication advancements, and Australia's continually changing global reliance on immediate Asian neighbours, for a range of economic and social infrastructures, it is appropriate to reconsider the underlying premise. A number of key issues are raised, including the value of distance in terms of Australia's identity (a distance of time rather than miles) and distance in view of Australia's current trends and development patterns. All aspects provide the advanced reader with a starting point from which to explore and develop a response to the definition. It offers a range of evidence to encourage further historical debate. B. Kervin

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
Paper \$30.00 SCIS 1068935

REYNOLDS, Henry

An indelible stain?: the question of genocide in Australia's history

Penguin Books Australia, 2001 [994]
ISBN 0670912204

Raphael Lemkin, an émigré Polish jurist, coined the word 'genocide' in response to the Holocaust, in his 1944 book *Axis rule*

in *occupied Europe*. He believed that it was 'an old practice in its modern development'. Lemkin helped draft the United Nations Genocide Convention. In 1949 the Australian parliament adopted a bipartisan approach to the passage of the Genocide Convention Bill. In 1998 four members of the Aboriginal tent embassy attempted to charge the prime minister and others with conspiracy to commit genocide. Their attempt failed as the 1948 parliament did not embody the Convention in domestic legislation. Reynolds explores the issue of genocide through the 1789 small pox epidemic; the Tasmanian wars; conflict on the mainland; Social Darwinism; and assimilation. His conclusions lead the reader to contemplate the nature of future relations between Aboriginal and Torres Islander peoples and other Australians. B. Corr

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
Paper \$30.00 SCIS 1059242

HUGHES, Robin

Australian biography. [Series 8] [videorecording]

Film Australia, 2001 (182 min.) [994.04]

This is an interesting series of biographies of extraordinary, contemporary Australians. Included in this resource are: Barbara Holborow, former Children's Court Magistrate; Dame Rachel Cleland, (former Liberal Party supporter); Diane Cilento, actor; Jack Mundey, Trade Union leader; Bill Hamey, Wardaman Elder; Ray Whitrod, police officer; and Inga Clendinnen; academic and historian. The life of each is outlined, examining the contributions and impacts these people have had on Australian cultural, political and social life. A well presented video, it contains interviews with each focus person and their peers, along with footage of them. The video is supported by notes on each important person. It is a useful resource when studying Australians who have significantly impacted on modern society. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$140.00 SCIS 106937

CARROLL, Margaret

Ordinary people, extraordinary lives

New Holland, 2001 [994.009]
ISBN 1864366850

Rural Australia has produced many inspiring people in the 20th century. This Centenary of Federation publication captures the spirit of eighteen people who have influenced their local community or the broader one. Well researched and interesting to read, a changing Australia is reflected in these people's lives. This broad range of people offers snapshots of modern Australia's diversity. Useful in the classroom as a reference book, it is suitable for study across a number of HSIE topics, especially *Investigating Australia's identity* in Stage 5 Geography and *Social and cultural continuity and change* in the *Society and Culture: Stage 6 syllabus*. Teachers will need to provide frameworks to make it relevant to the mentioned topics. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6
Paper \$24.95 SCIS 1076733

CRAWFORD, Ian

We won the victory: Aborigines and outsiders on the North-West Coast of the Kimberley

Fremantle Arts Centre Press, 2001 [994.1]
ISBN 1863683445

The Aboriginal people of the North-West coast of the Kimberley, retained control of their lives to a degree not paralleled in other parts of Western Australia. This was in part due to the rugged terrain and isolation of the area. A long tradition of contact with Indonesians had broadened the perspective of the Aboriginal people, enabling them to provide an active resistance to white settlement. Missionaries provided some relief from the brutality and exploitation of colonisation. The area retained a reputation of danger for white people until after the Second World War. The author has a long standing professional and personal interest in the area and its peoples. He is particularly skilful in exploring issues from both Aboriginal and non-Aboriginal perspectives. This is an especially valuable book, both for its content and its methodology. B. Corr

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
Paper \$24.95 SCIS 1062562

TAYLOR, Alf

Long time now: stories of the dreamtime, the here and now

Magabala, 2001 [994.1]
ISBN 1875641688

A superb evocation of Aboriginal life, this book is aimed at mature readers. It is a series of short stories, mainly centred in fringe camps in Western Australia. A number of characters are common to most stories. Though the stories have a West Australian focus, the themes are relevant to other Aboriginal communities. The author is an insightful writer, whose stories of the Dreaming and contemporary Aboriginal and Australian issues range from the comic to tragic, without ever becoming maudlin. His rendering of Aboriginal English is particularly accurate. Teachers should be aware that the amount of strong language in the text requires sensitivity, should this work be used with students, and consultation with the local Aboriginal community would be essential. B. Corr

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Aboriginal Studies Stage 6
Paper \$18.65 SCIS 1050986

HOLT, Albert

Forcibly removed

Magabala, 2001 [994.32]
ISBN 1875641645

An autobiography focused on a tragic chapter in Australia's history, this book considers the stealing of children simply because of Aboriginality. It is a story that reiterates the fact that Aboriginal children were stolen until the second half of the 20th century. The writer's identity and consequently our community's identity are explored through stages of changing attitudes and policies of governments. If it is to be used as a resource it should be done in consultation with the local Aboriginal community, as the issues need to be treated with sensitivity. It is suitable for study across a number of HSIE

topics, especially *Investigating Australia's identity* in Stage 5 Geography and *Stolen Generations* in Stage 5 History. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6
Paper \$18.65 SCIS 1073351

NIVEN, Jennifer

The ice master: the doomed 1913 voyage of the Karluk

Pan Macmillan, 2001 [998]
ISBN 0330391232

Using a combination of primary and secondary sources, including diary accounts and journals, the author successfully reconstructs and explores the circumstances that surround the ill fated 1913 expedition inside the Arctic polar circle. It pieces together a tale of human endurance and survival in a harsh and savage environment. Human character, with all its strengths and weaknesses, is examined in the context of the fight to survive. At the centre of this true story is nature and the harsh environmental conditions of the Arctic region. The novel offers a range of classroom themes, which could be developed, and the practical study of developing hypothesis based on the source material. A collection of photographs add to the personalising of this tale. Under teacher direction, this material could supplement student development of skills in using historical sources to draw and present conclusions. B. Kervin

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$19.95 SCIS 1063826

Professional reading

Resources are in Dewey order

THOMPSON, Michael

Best friends, worst enemies

Penguin, 2002 [177]
ISBN 0718144317

Understanding the social lives of children is vital for the maintenance of a positive school and classroom climate. Children's friendships are of great concern to both parents and teachers. All suffer when bullying enters children's relationships. This book looks at friendship from a developmental perspective highlighting aspects, such as best friends, peer group pressure, disputes and bullying. The final chapters discuss what schools and families can do to encourage positive relationships. The book's advice to schools does not provide anything new, but teachers will find the preceding chapters insightful. The book could well be used in conjunction with the APEEL parent workshop on friendship, which is in all government primary schools. A. Soutter

USER LEVEL: Community Professional
Paper \$28.00 SCIS 1086432

MORAN, Frances M.

Listening: a pastoral style

Lovell, 2001

ISBN 1863550879

[253.5]

The skill of listening has long been acknowledged as a cornerstone of effective pastoral care. This interesting, helpful book addresses the importance of a person's inner world, emotions and expectations in respect to this skill. Through recorded conversations and careful analysis the writer develops and challenges her reader's understanding of, and ability in, listening. There is also an insightful analysis of the process of questioning, which complements and arises from effective listening. Written from an adult pastoral care perspective and reflecting Christian beliefs and practices, this book may have limited appeal within the NSW state school system. It would be more appropriate for pastoral care workers within a Christian church or a church based school. R. Stonehouse

USER LEVEL: Professional
Paper \$24.95

SCIS 1058483

DURHAM, Christine

Chasing ideas

Finch, 2001

ISBN 1876451181

[649]

The author has used her extensive teaching and lecturing experiences to provide parents and teachers with a host of practical ideas for turning every day events and items into opportunities to carry on thinking aloud discussions with children. Through the use of open ended questions and strategies such as: playing games like **Good, bad and curious**; or **What if ...?** parents and teachers are encouraged to turn a humble slice of bread into an opportunity to foster curiosity. Similarly there is a wealth of ideas for developing a critical awareness of issues raised in popular fairytales like *Jack and the beanstalk*, television programs such as *The Simpsons*, and films like *The sound of music*. Each chapter begins with a motivational quotation from a well known philosopher or author, regarding the importance of thinking. Early chapters provide the philosophical background and later chapters the practical ideas. T. Patterson

USER LEVEL: Community Professional
Paper \$22.95

SCIS 1062117

KOLBE, Ursula

Rapunzal's supermarket: all about young children and their art

Peppinot, 2001

ISBN 0646416553

[704.54]

The world is a fascinating place when discovered through the investigative art experiences of a group of preschool children, as this book reveals. While it is not designed to any specific syllabus, it is packed with great ideas for exploring materials, forms, and making and analysing one's own and other artists' work. It is easy to envisage how many of the ideas inherent in this publication could be developed into approaches for older visual arts students. What comes across so vividly is the enthusiasm and excitement of the children as they discover ways to problem solve in their art making. K. Ashley

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
Paper \$49.95 Feminist Bookshop SCIS 1062049

Who reviews?

Reviewers for **Scan** and the **DET** web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Colleen Barlow, TAS, Erina High
Aveen Beedles, teacher-librarian
Bill Bowie, English, Dulwich High
Sue Bremner, SCA, English K-6
Nell Chaffey, Tamworth Primary
Barry Corr, Aboriginal Consultant
Angela Crockett, TAS, Keira Technology High
Francis Crum, Drama teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turrumurra North Primary
Andrew Fisher, HSIE, Bowral High
Colleen Foley, PEO School Libraries & Information Skills
Amanda Frost, Grantham High
Heather Gardiner, SEO2 Curriculum/Training & Development
Jan Hancock, ET, Peshurst West Primary
Sabine Hauth, Languages, Thomas Reddall High
Jackie Hawkes, St Clair High
Simon Hughes, English/Drama, Goulburn High
Bronwyn Hull, Goulburn High
David Jackson, HT TAS, Turrumurra High
Natalie Johnson, Linkages Consultant
Elissa Kesby, Careers, Pennant Hills High
Judith Kempthorne, HT History, Cranebrook High
Bede Kervin, Bowral High
Elizabeth Kidd, History teacher
Suzanne Leslie, Lindfield Primary
Brendan Maher, TAS, Brewarrina Central
Craig Maher, HT PDHPE, Lake Munmorah High
Elizabeth Maxwell, Cherrybrook Technology High
Noel McFayden, Business Studies teacher
Ian McLean, Scan Editor
Julie Montague, Music Consultant
Judy Morgan, HT Science, Sefton High
Peter Myers, HSIE, Kincumber High
Teeny Patterson, Middle Years Literacy
Sally Rasaiah, Balgowlah North Primary
Beverley Richardson, teacher-librarian, literature specialist
Lorraine Rowles, SEO1, Early Learning Unit
Beverley Sampford, TAS, Henry Kendall High
Cathy Sly, English/Drama, Barrenjoey High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Graham Spindler, Parliamentary Education Liaison Officer
Kathy Steward, Student Welfare Consultant, Penrith DO
Roger Stonehouse, Coordinator, Student Counselling and Welfare
Susan B. Taylor, Lindfield Primary
Carol Thomas, English/History, Fort Street High
Cathie Webber, TAS, Model Farms High
Anne Wisdom, SEO1, Creative Arts

Internet sites

A. S. Byatt's Possession (Page for A. S. Byatt's Possession) 60
ACD/ChemSketch 54
AGC: it's Australian for finance 51
Ancient and modern Olympic sports: A tour of Ancient Olympia; The context of the Games and the Olympic spirit; Athletes' stories (The Ancient Olympics) 59
ancient Greek world, The 64
atlas of cyberspaces, An 49
Atomic structure timeline 53
Australia's national parks 63
Australian Privacy Commissioner's website, The 51
Australian Science and Technology Heritage Centre 53
Background briefing: Radio National's investigative documentary program (Background briefing: subject index for computers and information technology) 48
Balgowlah North Public School Library 17
Bare bones 101 (A very basic web search tutorial) 50
Beetle cars and kombi vans for kids 57
Bioethics for beginners 50
Biota: innovation, focus, opportunities (Biota Holdings Ltd) 57
Biotechnology Science Centre 58
Biotechnology: 1977-present: the dawn of biotech (Biotechnology timeline: 1977-present) 57
Bullying. No way! [website] 26
Chem web online 54
Child's play 58
Classics technology centre (Sophocles' Antigone) 60
Clueless and Jane Austen's Emma 59
CyberFair 52
Cyberpoetry 60
Darwin and evolution overview 55
Data protection principles 1991 51
Data-Logging: an introduction 54
Development tools (WCI development tools) 49
Dinosaurs and fossils (Museum Victoria[ed-online] dinosaurs and fossils) 55
ENSI-SENSI: Evolution and the Nature of Science Institutes (ENSI/SENSI lesson list: evolution) 56
FOLDOC: free on-line dictionary of computing 49
From primordial soup to prebiotic beach: an interview with exobiology pioneer Dr. Stanley L. Miller (Exobiology: an interview with Stanley L. Miller) 54
Frontline: the homepage of behind the Frontline: the story behind the stories 59
Gender and genre: The Summer of the Seventeenth Doll 61
German for travellers (German for beginners) 53
Global exchange 50
Global issues that affect everyone 50
Griffith High School Library home page 16
Hatshepsut: the queen who would be king 63
Historiography: how historians do history 62
History (PBS history) 61
History and historiography 62
history of evolutionary thought, A 55
History of the light microscope 55
History toolkit 62
International Forum on Globalization 50

Author

ALEXANDER, Alison 84
ALLEN, Pamela 65
ANNING, Michael (Boiyool) 65
BALDERSON, Margaret 69
BARLOW, Maisie (Yarricali) 65
BARWICK, John 76
BATESON, Catherine 72
BLAINEY, Geoffrey 84
BRADMAN, Tony 66
BRECON, Connah 66
BRIGGS, Raymond 69
BROOKE, Peggy 72
BROWN Ruth 67
BUTTERWORTH, John 65
CAPUCILLI, Alyssa Satin 66
CARROLL, Margaret 84
CATELL, James 66
CLARKE, Judith 72
CORRIGAN, Eireann 81
CRAWFORD, Ian 85
DAVIDSON, Dorelle 66
DENNE, Ben 78
DODD, Lynley 66
DOWSWELL, Paul 77
DURHAM, Christine 86
ELLIS, Deborah 69
FIENBERG, Anna 66
FINE, Anne 67

FORREST, Lisa 72
FRENCH, Jackie 70, 72
FRENCH, Simon 67
GALL, Heathe 68
GAMBLE, Kim 66
GRAHAM, Ian 79
GREENWOOD, Kerry 73
HALO, Thea 83
HARPHAM, Wendy 79
HARRIS, Christine 70
HATHORN, Libby 67
HAYES, Malcolm 80
HEATH Glenis 79
HERRICK, Steven 82
HEWITT, Sally 77
HILL, Anthony 83
HIRSCH, Odo 73
HIRSH, Odo 70
HOBBS, Leigh 5
HOLT, Albert 85
HORNIMAN, Joanne 73
HUGHES, Robin 84
JEANS, Peter D. 70
KATZ, Danny 70
KIDD, Diana 71
KOLBE, Ursula 86
LAWRENCE, John 67
LEANAY, Cindy 65

Issues and causes 62
JUMA das Jugendmagazin (Juma das Magazin fur junge Deutschlerner weltweit) 53
Kids Help Line [website] 26
Lamington National Park: Queensland Australia 63
Laudon 57
Learning together 56
Letterland: where kids learn to love to read and write (Welcome to Letterland) 52
Library (Denistone East Public School - Library) 14
Melbourne High School Library 17
Mozart's Musikalisches Wurfelspiel 58
National Institutes of Health Osteoporosis and related bone diseases. National Resource Center 56
National Telecommunications and Information Administration 52
New South Wales Fire Brigades 52
Nutrition explorations: the fun and easy way to teach nutrition! 56
OMIM: Online Mendelian Inheritance in Man (MIM Gene map) 56
on-line visual literacy project [website], The 11
Our Town by Thornton Wilder, 1897-1975 59
P.L. Duffy Resource Centre 17
Peter Skrzynecki's web site (Welcome to Peter Skrzynecki's web site) 61
Pharoah Maatkare Hatshepsut daughter of Amun Ra (The temple of pharaoh Maatkare Hatshepsut) 64
Power Lab: plug in to high energy fun! 51

quick look at the history of the periodic table, A (History of the periodic table to the latest developments), 54
Quine page, The 50
resource centre, The (Palmerston Resource Centre info page) 17
Restoration: George Etherege 60
Roger Frost's dataloggerama 53
Sometimes gladness 61
sound of chaos, The 58
Southcorp 57
Stories from the web 59
Summer of the seventeenth doll 61
Sun Microsystems: products & services 49
Sydney Symphony Education: 2002 education program 58
Synopsis of The country wife, 1675, by William Wycherley 60
Ten commandments of good historical writing: with apologies to the author of the original ten/Theron F. Schlabach 62
Timeline: some historical events, chosen at random 62
Trade observatory 52
TransgenicAnimals 55
Uluru - Kata Tjuta National Park 63
Virtual museum of computing VMOc 49
Visual literacy [website] 11
Welcome to It's elemental: element flash cards! (It's elemental - element flash card game) 54
Welcome to our water school (Welcome to Yarra Valley water schools) 55
Wet'n'wise (Welcome to Wet'n'Wise) 51
William Wycherley 60
World history archives 63
RIGBY, Ken 26
RODDA, Emily 71
ROYSTON, Angela 78
RYAN, Tracy 82
SACKS, Oliver 78
SMITH, Elizabeth 69
SNEDDEN, Robert 77
SONES, Sonya 81
SPILLMAN, David 68
ST. PIERRE, Stephanie 78
STANLEY, Elizabeth 68
STARKE, Ruth 71
STODDART, Brigitte 67
TAN, Shaun 68
TAYLOR, Aif 85
THOMPSON, Michael 85
TRAFFORD, Caren 78
TULLY Laurel 79
TWEEDIE, Penny 75
WADE-MATTHEWS, Max 81
WARD, Helen 68
NUMEROFF, Laura 79
OLSSON, Kristina 74
OXLADE, Chris 79
RANKIN, Joan 66
RAWLINS, Donna 67
REYNOLDS, Henry 84
REYNOLDS, Fiona 77

Title

- All about money [series] 76
 An indelible stain?: the question of genocide in Australia's history 84
 Art for all: secrets of art 80
 Australia past to present [series] 75
 Australian biography. [Series 8] [videorecording] 84
 Baby Gudjagah 82
 Best friends, worst enemies 85
 Blue 74
 Bodger 70
 Brothers 73
 Bug books [series] 78
 Changing materials 77
 Chasing ideas 86
 Collins encyclopedia of the universe 77
 colour of sunshine, The [sound recording] 74
 Confessions of a bad dog 66
 Contemporary Aboriginal art: a guide to the rebirth of an ancient culture 80
 Daddy's lullaby 66
 Dark wind blowing 72
 Deltora quest 2 [series] 71
 different sort of real: the diary of Charlotte McKenzie, Melbourne 1918-1919, A 73
 DJ Max 72
 Fast forward [series] 79
 First fun dictionary 65
 First morning: poems about time 81
 Flying Foxes [series] 69
 Food solutions: food and technology 79
 Forcibly removed 85
 Great empires & discoveries 83
 Great writers [series] 82
 Grow into reading with Tadpoles [series] 64
 Guess the baby 67
 Have courage, Hazel Green! 70
 History through poetry [series] 83
 History topics [series] 83
 homeless, The 77
 hope tree: kids talk about breast cancer, The 79
 Horrible Harriet 5
 Hothouse 82
 Hotshots [series] 70
 How government works [series] 25
 ice master: the doomed 1913 voyage of the Karluk, The 85
 In one skin 74
 Indigenous Australia standing strong 75
 It's catching [series] 78
 Ivor the invisible 69
 Jake's orphan 72
 Jinx 74
 Jirrbal: rainforest Dreamtime stories 65
 Joseph 66
 Juella and Ngudjung Ngulla 73
 Just right! 68
 Kaltja now: indigenous arts Australia 80
 Kingfisher book of the ancient world: from the Ice Age to the fall of Rome, The 83
 Kookaburra school 68
 Lady Dance [sound recording] 69
 Listening: a pastoral style 86
 little encyclopedia, The [series] 75
 Little lunch 70
 Long time now: stories of the dreamtime, the here and now 85
 Looking at energy [series] 77
 lucky sovereign, The 67
 Mahalia 73
 Material world [series] 79
 Materials [series] 79
 Mighty machines [series] 79
 Mrs McTats and her houseful of cats 66
 New perspectives on bullying 26
 Night without darkness 68
 Not even my name 83
 Number Team and the great race, The [series] 77
 Okra and Acacia: the story of the wattle pattern plate 67
 Old shell, new shell 68
 Ordinary people, extraordinary lives 84
 Painted love letters 72
 Parvana 69
 potato people, The 65
 Rapunzal's supermarket: all about young children and their art 86
 red tree, The 68
 riddle of the frozen phantom, The 71
 Roald Dahl's The witches: plays for children 81
 Ruggles 67
 Ruth Miskin's superphonics [series] 64
 Saving Saddler Street 71
 Scarface Claw 66
 Sea bird 69
 Self-esteem 75
 simple gift, The [sound recording] 82
 Soldier boy: the true story of Jim Martin the youngest Anzac 83
 Space pirates on Callisto 70
 Starry nights 72
 Stop pretending 81
 Talkin' up to the white woman 75
 Telling our stories in ways that make us stronger 76
 There'll be new dreams 73
 This little chick 67
 Tom's day 66
 Top shelf [series] 81
 Toro! toro! 71
 Twentieth century music [series] 80
 Two hands together [sound recording] 71
 Two plays: Up for grabs; Corporate vibes 82
 tyranny of distance: how distance shaped Australia's history, The 84
 Uncle Tungsten 78
 Usborne first encyclopaedia of seas and oceans, The 78
 Usborne first encyclopedia of space, The 77
 We won the victory: Aborigines and outsiders on the North-West Coast of the Kimberley 85
 wealth of women: Australian women's lives from 1788 to the present, A 84
 When dogs cry 74
 Word origins 65
 Words and silences: Aboriginal women, politics and land 76
 world guide to musical instruments, The 81
 worm's eye view, A 78
 year on our farm, A 67
 Yellow-eye 68
 Yoss 73
 You remind me of you 81

Research columns: guidelines for authors

Papers submitted to *Scan* **Research columns** should be approximately 3000 words in length, and based on systematic research methodologies. Papers with a strong information literacy focus are encouraged. **Research columns** is refereed, and papers are subject to formal peer review.

The paper should include the following components:

- What is the practice based problem that forms the research question(s)?
- What does the professional/research literature tell us already about the problem? (Literature review.)
- Aims/context/participants
- Methodology and procedures for gathering data
- Findings/conclusions
- Applications/implications for practice.

Please send the manuscript, in electronic form, to the **Scan** editorial address:

Dr Ross J. Todd, *c/o Scan*
 NSW Department of Education and Training
 Private Bag 3
 Ryde NSW 2112
 Australia

Email: rtodd@scils.rutgers.edu

Scan is also interested in publishing additional **Evidence based practice reports** (see this and previous issues for models). These brief reports are approximately 800-1000 words in length. Please contact the **Scan** editor by email editor.scan@det.nsw.edu.au to discuss your ideas.

Suggestions about research you would like to see included in **Scan** are also welcome.



Student Internet projects “a great opportunity to learn”



Wet and Wild Online Stage 3–4 Science

Students are given 24 clues relating to a theme which describe four different plant or animals.



Through my window Stage 1–4 Cross-curricular

A simple and engaging email activity designed to allow students to communicate about their world through words and images.



Avis d'ados Stage 6 Languages

An email activity for students designed to expand opportunities to use French purposefully and share opinions around a topic of interest to them.



Raps Stage 2–3 English, HSIE

An opportunity for students to participate in online discussions about books, topics, issues or events.



Newsday Stage 3–4 English, Cross-curricular

An electronic newspaper simulation that provides students with the opportunity of producing their own newspaper.



Backyard biodiversity Stage 3–4 Science

An invertebrate diversity study which apprentices students into scientific techniques and introduces them to current research.

These student Internet projects can be accessed from the Internet address below:

- select Student Internet projects, and then
- select Department of Education and Training projects.

<http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm>