

SCAN

Vol 22 Number 3 August 2003

Professional Support and Curriculum Directorate

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Creating
Empowering
the future
learning

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forums
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netiquette
FAQs



collaboration
ISP
portals
electronic classroom

Raps and book raps

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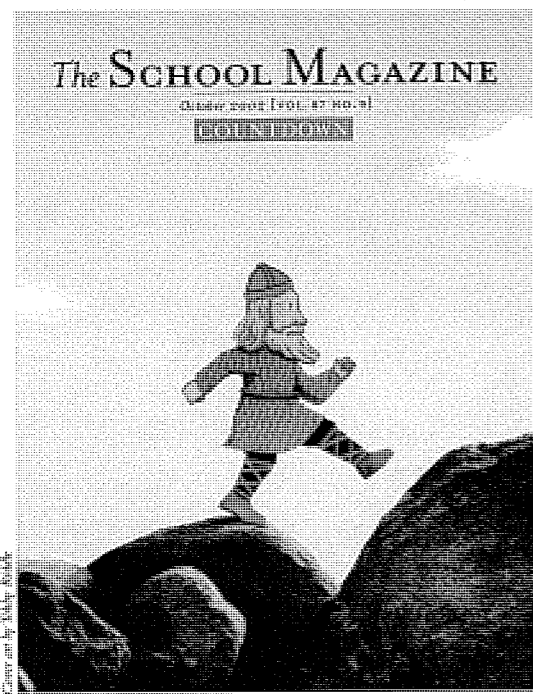
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information literacy
Internet
ICT

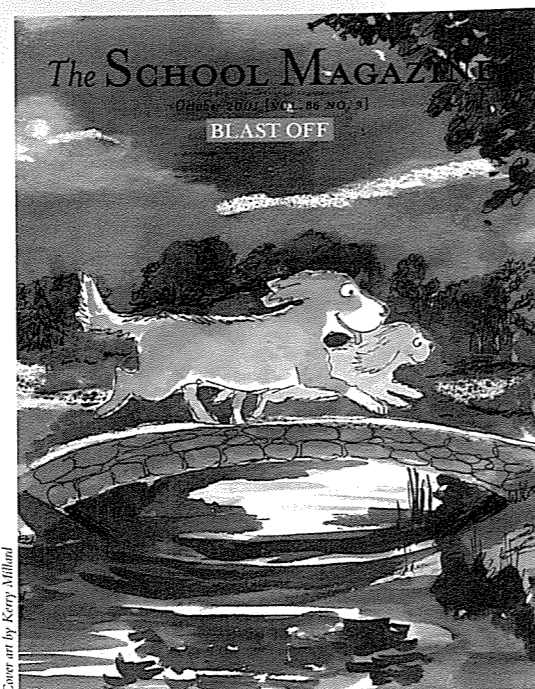


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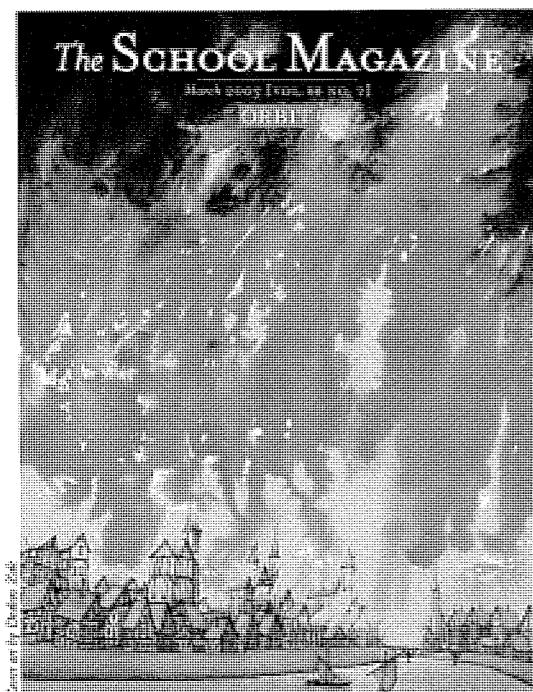
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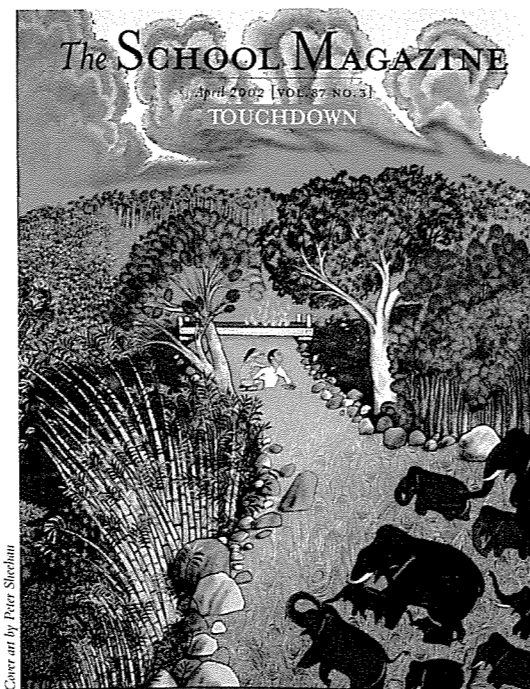
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Editor: Sally Basalah
 Graphic Designer: BLAGDESIGN
 Review Coordinator: Elizabeth Maxwell
 Front cover Background image: "Walking - working together", taken from Professional Support and Curriculum mural designed by Connie Ah See.
 Subscription enquiries:
 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.

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ISSN 07204137, SCIS 752744

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From the Editor



During the busy school year, there are many opportunities for teacher-librarians to celebrate the ways that they have made a difference to teaching and learning. Term 3 presents a plethora of such opportunities during Education Week, Book Week, and National Literacy and Numeracy Week. Included in this issue of *Scan* are articles showcasing a range of strategies supporting literacy and numeracy adopted by schools across different New South Wales Districts in preparation for National Literacy and Numeracy Week. Participation in raps and book raps also creates an opportunity for teacher-librarians to collaborate with colleagues in celebrating community events such as Book Week. The School Libraries and Information Literacy site hosts raps and book raps, including Book Week: Early Childhood books accessible from <http://www.schools.nsw.edu.au/schoollibraries/>.

Featuring in this issue of *Scan* is an article by Rod Gibbs, Principal of Barnier Public School, who explains how a collaborative culture has been established which has reframed the role of the teacher-librarian at Barnier. Bronwyn Hafey follows up on her previous article in *Scan* 21.4 with a report on the exciting results of the Peer Tutoring program. Cathy Sly shares an approach to the teaching of one aspect of the new *English 7-10 syllabus* that she has successfully trialled at Barrenjoey High School. Preserving digital information for future generations is the subject of Ross Harvey's article and Ross Todd continues this debate in *Research column* with Dr Anne Clyde's research into the current status and ongoing trends in school library web site design and usage.

When you create an opportunity at your school that has had a significant impact on teaching and learning, the readers of *Scan* would be interested in knowing about it. Contact the Editor of *Scan* in the School Libraries and Information Literacy team at Professional Support and Curriculum to discuss including the initiative in an article for *Scan*. Writers of articles and raps are practitioners in Districts and schools in NSW and have much to share with colleagues. Teacher-librarians lead by example and are instrumental in creating a learning community in their schools. This leadership can provide excellent models of pedagogy for colleagues and Principals and we would like to share this through *Scan*, so don't hesitate to let us know what is happening in your school.

Renewing your subscription to *Scan* for 2004

Your subscription renewal form for 2004 is on the carrier (address) sheet which accompanied this *Scan*. This sendout is earlier than it has been in some previous years. The decision to send renewal forms in August was in response to requests from some subscribers who wished to finalise budgets in Term 3 for the forthcoming year. Subscribing in Term 3 is also preferable for many subscribers who wish to avoid holding invoices over into the new year. Since the first issue of *Scan* is in schools week 3 of 2004, schools that have renewed the subscription in the previous year receive that first issue promptly. Anyone needing further information regarding this is welcome to call The Editor at School Libraries and Information Literacy.

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Currents



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Literacy
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S*can* continues to highlight the many and varied ways teacher-librarians and school libraries support teaching and learning in schools, exploring the opportunities, resources and ideas we can harness.

Pedagogy: reflecting on and improving practice

The Department's discussion paper, *Quality teaching in NSW public schools*, is now available at www.curriculumsupport.nsw.edu.au and you can read more about this significant opportunity to engage in discussion about pedagogy on pages 38 and 39 of this issue of *Scan*.

It is indeed important to reflect on our practice, how we teach and how learners learn, to continue to build on what we do well and respond to the challenge of new ideas. Integral to this is responding innovatively to the ongoing opportunity for collaboration as we explore ways the information skills framework can support computer competencies in the context of syllabus outcomes. Making these connections is a key aspect of how we contribute to our school teaching program and learning community.

I invite you to take this opportunity to use the discussion paper to reflect on and explore pedagogy with our teacher-librarian and teacher colleagues. How can the model presented in the discussion paper inform collaborative best practice? How could it support evidence based practice and making a difference to teaching and learning? What would it look like in practice for teacher-librarians? What concepts in the model presented are familiar to us, for example in the information skills framework we use to support syllabus outcomes? Watch the *School Libraries and Information Literacy* unit site at www.schools.nsw.edu.au/schoollibraries for additional opportunities to explore the issues and share ideas and implications for teacher-librarians.

With this in mind, the article in this issue by Rod Gibbs, Principal of Barnier Public School, provides stimulating reading about the power of a collaborative school culture and the significance of the teacher-librarian's role in achieving this. Integral to the school's process of reframing the role of the teacher-librarian is a whole school commitment to, for example, developing:

- higher order thinking, deep understanding and deep knowledge
- self direction and improvement.

OASIS Library pilot

The pilot in twenty New South Wales government schools to determine the appropriate installation and training strategy for the implementation of a Windows interface for *OASIS Library* is progressing well thanks to the hard work and enthusiasm of the schools involved. More detail about this project is available on page 43 of this issue.

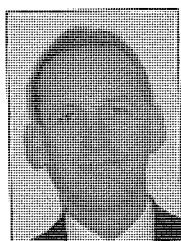
SCIS services

In NSW, government schools use SCIS for cataloguing. As mentioned in last issue, the CD-ROM (SCISCD) component of SCIS services for NSW government schools will be phased out at the end of this year. NSW government schools would continue to receive *SCISWeb* and the Subject Authority file updates with the normal *OASIS* updates on CD-ROM. If you have any concerns about phasing out the CD-ROM component please contact me. ■

The School Libraries and Information Literacy team

The unit can be found at Professional Support and Curriculum Directorate, 3a Smalls Road, RYDE NSW 2112. Contact the team on: (ph) 02 9886 7488 (fax) 02 9886 7413 Email colleen.foley@det.nsw.edu.au

Reframing the role of the teacher-librarian: the case for collaboration and flexibility



Rod Gibbs is
Principal of Barnier
Public School. In
this article, Rod
talks about the

significance of the teacher-librarian in
developing a culture of collaboration
and integration across the school.

The role of the teacher-librarian
needs reframing into a dynamic,
flexible, collaborative process
that is aligned with classroom
programs and reflects school
vision, beliefs and values.

been done." According to Fogarty, (1995) schools position themselves towards the end of the flow of the innovation continuum. This may be because educators may have preconceived ideas of what schools were like in the past where classes were often taught in isolation. This has been supported by Senge (2000) who suggests that schools have really only known one model of operation, the Industrial Age model, where innovation and change are based around the "one size fits all" belief. It is this underpinning which has characterised traditional school organisation and the professional relationships developed by staff. A lack of flexibility and collaboration has defined schools as "machine like." This has led to

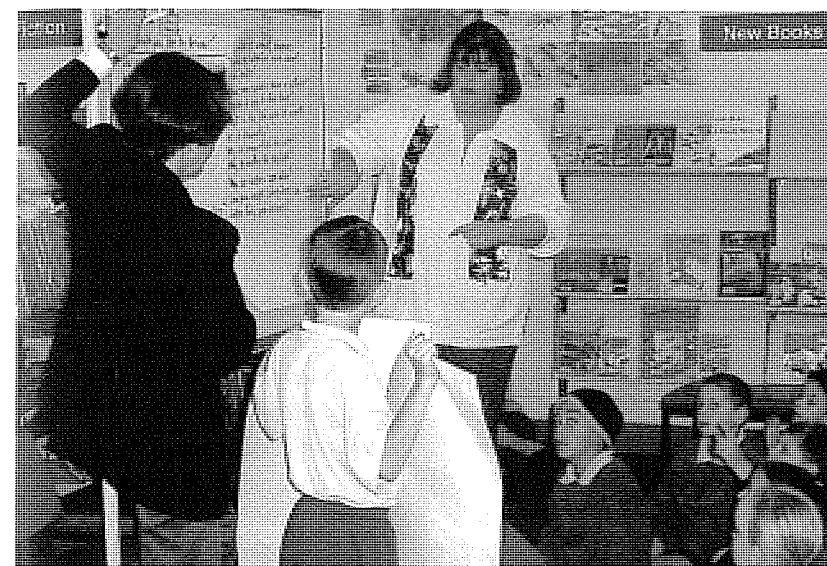
constraints of creativity and change. It has also led to the greatest enemy of change, that of fragmentation.

Fragmentation

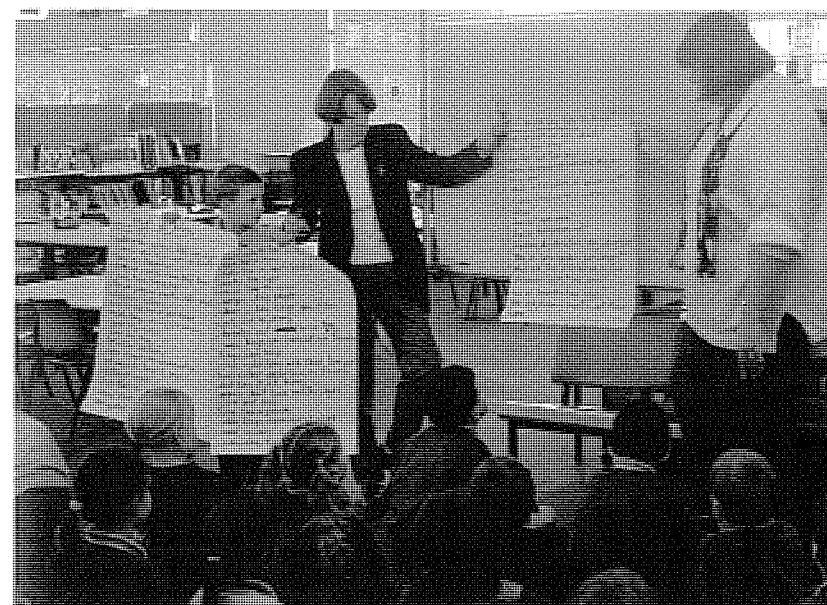
Schools can be characterised by the precept of fragmentation. This is reflected in our theory of knowledge, which assigns learning into compartments with no attempt at integration. This has profound implications for every dimension of education. We fragment the curriculum into discrete subject areas: teachers operate in isolation in classrooms and, in the past, teacher-librarians at times have been expected to run their programs independently.

The benefits of a collaborative culture

The role of the teacher-librarian needs reframing into a dynamic, flexible, collaborative process that is aligned with classroom programs and reflects school vision, beliefs and values. No longer can we expect to produce quality schools that improve the outcomes for students using traditional practices of isolation and fragmentation. Henri (1999) argues that, unless the teacher-librarian



Flexible timetabling has meant that classes now book in to use the library...



Jane Gee lists "What would you like to know" and "What we have learnt": part of a collaboratively planned and taught lesson in the library

works in partnership with staff, they have limited influence on learning outcomes. The reorientation needs to be collaborative and the relationship between staff and the teacher-librarian networked. Changes to work habits and mental models of operation are needed if a difference to the achievement of student outcomes is going to be made. Educational models, which have been steeped in an increasingly irrelevant, organisational dynamic, do not allow significant change to have an impact on learning outcomes.

Having staff continually reflect on
and evaluate the effectiveness of
current organisational structures
are powerful tools to establish
whether a new journey is
appropriate and relevant.

This leaves schools with a choice
between a journey designed by

fragmentation or one of collaboration and flexibility. New journeys of organisation only occur when changes in the way people think and interact begin to happen. Having staff continually reflect on and evaluate the effectiveness of current organisational structures are powerful tools to establish whether a new journey is appropriate and relevant.

From personal vision to shared vision

In recent times, and with an almost completely new executive, Barnier Public School has reflected on and evaluated many of its programs and structures. New perspectives have led to a new culture and provided a unique opportunity to challenge traditional thinking.

For innovation to occur in the
school library there needed to be
an ongoing, professional
relationship between the teacher-
librarian and the Principal.

When I commenced at Barnier, Jane Gee, the teacher-librarian, had already formed a vision of how the use of the library could be structured and the changes that could benefit staff and improve outcomes for students. Previous systems isolated the library giving little scope for negotiation, collaboration and flexibility. Change was therefore an imperative. For innovation to occur in the school library there needed to be an ongoing, professional relationship between the teacher-librarian and the Principal. Henri (1999) suggests that this relationship is crucial to the development of an information literate school. This partnership needs to be also grounded in the school vision.

Without the bigger picture, change becomes piecemeal, transitory and ineffective.

If the relationship is working towards common goals and a shared vision, it creates commitment, purpose and direction. Covey (1990) believes vision creates a frame of reference for professional relationships that can guide decision making and future direction. It needs to be a partnership which is underpinned by the big picture of what is going to make it better for the students. Often this involves movement away from traditional systems and traditions, towards ideas that break from the past and are aligned with vision and belief.

The vision

To facilitate the visioning process, staff, parents and students at Barnier reflected on the school direction in terms of exit outcomes for students and values and beliefs for staff. This resulting statement forms the underpinning of the future culture of the school. It is also an effective decision making tool. Decisions can be made to align teaching and learning programs with the school vision. It is an on going statement to be redefined and evaluated continually. Currently the statement includes:

The development of:

- higher order thinking, deep understanding and deep knowledge
- cooperative group process and communication skills
- decision making and accountability
- self direction and improvement
- problem solving
- instruction catering for individual differences
- flexibility and the acceptance of change
- teamwork through the assistance of others.

With this document, came the need to redefine the role of the teacher-librarian to embrace the new school vision. The library needed to play a

vital role in supporting and building on classroom programs. The fragmentation of the library from classroom programs needed to be reframed so there was instructional alignment across the school and the library could be developed as a vibrant, compelling environment.

The fact that the school library houses a vast amount of the school's resources and a large proportion of the school's technology further emphasised the need for changed thinking. This vast resource was being under utilised and its potential diminished as a result.

Culture

The development of a culture of collaboration and flexibility is still undergoing continual refinement and evolution at Barnier. The inherited organisation involved the library being used to provide some of the release from face to face teaching (RFF). This was constituted with the traditional approach of literature appreciation and individual borrowing for students. There was no obvious link between classroom programs and the library. Collaborative processes were limited in terms of their impact on planning and teaching and learning. As we set about the journey to redefine the culture of the school, it was apparent that significant changes to the infrastructure were necessary. These changes involved greater emphasis being placed on teamwork.

Flexible timetabling

To facilitate the library's new flexible timetable, the RFF program was excluded from the library. This freed up a significant proportion of the timetable allowing new processes to be introduced, and meant classroom teachers assumed responsibility for weekly book borrowing for students, furthering their involvement and interaction in the library. Classes now book in to use the library at different times and for more than one session a week. This allows a unit of work to be developed in an

What became obvious was the need for the teacher-librarian to become involved in the initial stages of planning with individual teachers and Stage groups.

intensive way so that effectiveness of learning, relevance and challenge are maintained. It overcomes the feeling of never gaining momentum throughout a unit of work, as student learning becomes more streamlined and teacher planning and resource usage more focused. This also means that Stages or grades can be targeted for specific periods during the year or intensive teaching can revolve around special dates or events. This has had a significant impact on work practices and professional collaboration amongst teachers.

Collaborative teaching

This structure was introduced with the objective of linking classroom programs with the development of information literacy. As classroom teachers team teach with the teacher-librarian, the use of library resources is developed through the teaching of information skills supporting syllabus outcomes which can then be enhanced in classrooms. A particular focus has been placed on ensuring that there is an acquisition of explicit higher order thinking skills and deep understanding and knowledge. What became obvious was the need for the teacher-librarian to become involved in the initial stages of planning with individual teachers and Stage groups. The knowledge that the teacher-librarian can impart in the application of the information skills process has significant benefits in planning, the development of units of work and assessment tasks and strategies. The integration of Key Learning Areas is also facilitated in this environment, leading to an enhanced view of the curriculum and the achievement of syllabus outcomes.

Stage planning

Towards the end of each term, each class teacher is released for one day and all Stages use this time to plan for the coming term. A common agenda is also developed at an executive level. This is followed by an open agenda. These two agendas serve the dual purpose of K-6 consistency and addressing individual Stage issues. The teacher-librarian and support staff attend these meetings. Planning for team teaching units of work occurs here and assessment tasks are developed.

Every second training and development staff meeting has been replaced with a Stage meeting, allowing a culture of collaboration to be further enhanced. These meetings have had a significant impact on the teacher-librarian's ability to access

groups of teachers. As units of work are planned, the process allows the teacher-librarian to contribute on a regular basis. A culture of collaboration and professional dialogue has been created and is now an institutionalised part of the school.

Executive development meetings

Every second week the Deputy Principal conducts a meeting with the school executive, each of whom supervise a Stage level. The goal of this meeting is to achieve consistency throughout the Stages. The meeting targets relevant issues for example, library usage. Key personnel such as the teacher-librarian are invited to these meetings to discuss programs and innovations. This sharing is an important checkpoint in achieving a culture of change.

ICT and the Learning Centre

Explicit instruction is focused upon in collaborative lessons during which ICT skills and knowledge are developed and transferred into classroom practice, enhancing information literacy across the school. The integration of ICT with teaching and learning is facilitated by the use of the Learning Centre in the library. The Learning Centre contains a bank of networked computers for student use, supporting all other library resources. Use of the Learning Centre

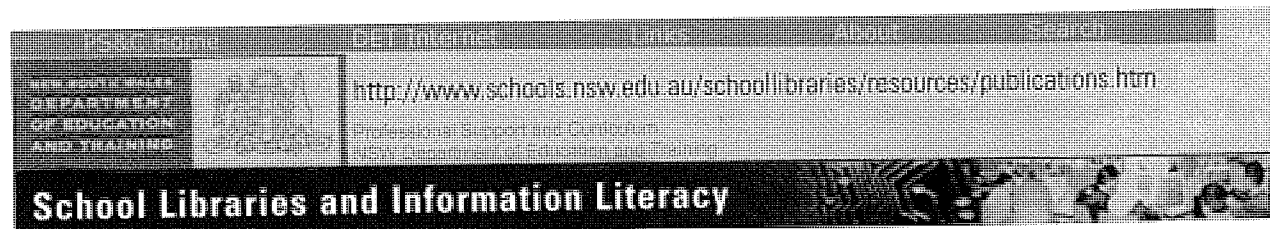
provides opportunities for students to initiate, plan and evaluate their own learning and work on special projects cooperatively. Students who have demonstrated that they have reached a specific level of ICT skills, and can apply and transfer these skills, may follow an individual program in the

Learning Centre. This contributes to the goal of self directed learning. It allows students the opportunity to take responsibility for their learning and to be accountable for the quality of their work. The library is a focal point for the school's gifted and talented program and the teacher-librarian plays a key teaching role in this program.

Explicit instruction is focused upon in collaborative lessons during which ICT skills and knowledge are developed and transferred into classroom practice, enhancing information literacy across the school.

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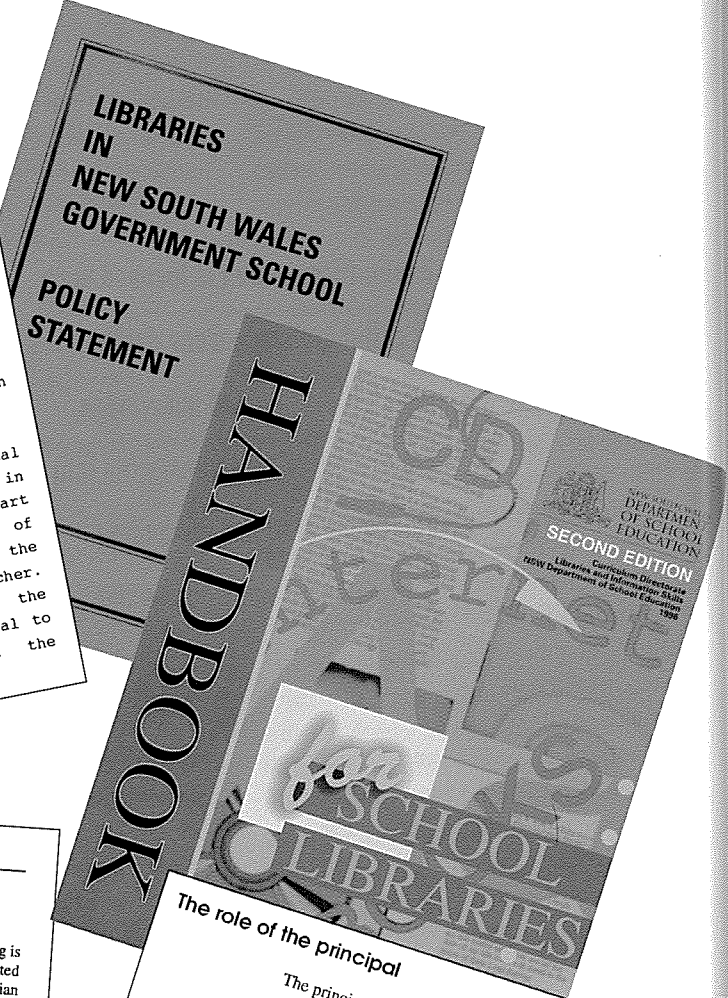


Publications for teacher-librarians can be accessed via the School Libraries and Information Literacy web site from Resources.

The Principal, as the educational and administrative leader in the school, plays an important role in establishing close co-operation between teachers and the teacher-librarian. Such co-operation contributes significantly to successful educational programs.

Because the class teacher has the immediate responsibility for meeting the educational needs of students, she/he must be involved in planning, implementing and evaluating the library's services with the teacher-librarian. This will help to ensure the success of the school's educational program. The class teacher must play an important role in students' activities in the library. Active involvement of the teacher with the students in the library will promote the extension of the classroom program into the library. Co-operation between teacher and teacher-librarian in both classroom and library is essential to this process.

The teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in teaching/learning processes. Teaching is an integral part of the work of the teacher-librarian. An awareness of teaching activities in the classrooms will enable the teacher-librarian to be a more effective teacher. Additionally, the teacher-librarian is involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the curriculum of the school.



The role of the teacher-librarian

Students are more likely to become information literate if learning is undertaken within the context of class-based activities; isolated information skills instruction is less effective. The teacher-librarian plays a key role in this process by:

- participating in the school's information literacy program within the context of the total curriculum
- managing the school's information sources and services.

The teacher-librarian has teaching qualifications, and ideally, qualifications in information science/librarianship. These qualifications assist the teacher-librarian to balance the many aspects of the role, which include:

- professional involvement in the school's teaching and learning processes by collaborating with teachers to plan, implement and evaluate learning activities, with an emphasis on information skills and student-centred learning
- identifying the information needs of the school community
- selecting, developing, organising and managing information sources, services and appropriate technology to meet the educational, cultural, recreational and professional needs of the school community
- facilitating access to sources of information outside the school
- providing experiences to encourage reading, viewing and listening
- responsibility for library management, including devising and implementing systems for efficient library operation
- preparing and administering the library budget training and supervising library staff, both paid and unpaid
- evaluating and reporting on library programs.

This description of the teacher-librarian's role should be read in conjunction with page 15 of *Information skills in the school*.

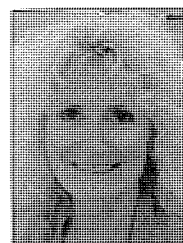
The role of the principal

The principal can promote information literacy by:

- ensuring the inclusion of the library and the information literacy program in the school's strategic plan
- ensuring library funding matches school curriculum needs
- supporting the teacher-librarian through supervision or the provision of a supervisor. Such supervision should result in regular discussion, feedback and advice regarding:
 - negotiation of the teacher-librarian's role within the school
 - balancing the duality of the teaching and library management aspects of the teacher-librarian's role
 - teaching practice
 - development of library policies and procedures
 - building the teacher-librarian's confidence in his/her role and abilities
 - provision of opportunities for the professional development of the teacher-librarian.

Page 11 of *Information skills in the school* lists eight actions the principal or other members of the school's executive can take to ensure information literacy is a learning outcome.

Peer tutoring, expanding across New South Wales



Bronwyn Hafey,
Senior Curriculum
Adviser and New
South Wales
Department of

Education and Training State
Coordinator of Peer Tutoring Program,
reports on the continuing success of this
statewide literacy program.

What does peer tutoring in NSW look like in 2003?

C Seventy three additional secondary and central schools are implementing the TAFE accredited peer tutor training and program for the first time this year, along with 142 central and secondary schools who are continuing the program. This brings the total number of schools implementing this exemplary program around NSW to 215. Forty seven central and high schools across the state will be supported in August and September in 2003, so that they can

implement the program in 2004, thus fulfilling the New South Wales Government commitment to fund an additional 120 schools for the program. This will mean that, in 2004, with both initiating and continuing schools, around 260 of our central and secondary schools (60%) will be implementing the program.

The involvement of feeder primary schools

Some of our high schools, for example Wagga Wagga, Tamworth and Maitland are supporting students in Years 5 and 6 in their feeder primary schools, with

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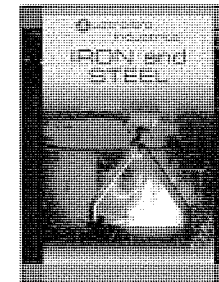
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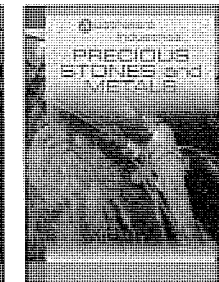
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Minister Refshauge chats with Raymond and Mohammed (Elayne Mackenzie is in the background).

the majority of schools supporting students in Years 7 and 8. More than 4000 tutors across the state are supporting students in their reading.

Canterbury Boys High School

The feature article in *Scan* 21(4) focused on the peer tutoring program at Canterbury Boys High. Canterbury Boys is now in the third year of implementation, expanding from 44 senior tutors in Years 10, 11 and 12 last year, to 55 senior tutors this year, supporting 55 junior student readers from Years 7 and 8. Lead by the Principal, Anne Martin, the program has a very high profile at this school. Elayne Mackenzie, the teacher-librarian continues to coordinate the program with the assistance of a most supportive team. This team monitors the progress of junior students using both systems and school data.

English Language and Literacy Assessment (ELLA)

The 2003 English Language and Literacy Assessment (ELLA) improvement data for the students involved in the program from Year 7 to Year 8 at Canterbury Boys High saw significant improvement for all students, with 70% of this cohort moving up one whole band. In reading overall, on the value added factor, the boys on the program outperformed the other students in the school in Year 8 (including some

students identified as gifted and talented) up to five times the state average. Elayne reports that again this year there was significant improvement in writing, with every student improving more than the state average.

"All teachers want to have their subjects supported in the program, as the students engage in classroom learning and demonstrate significant improvement in achievement. Parents are delighted with the positive change in attitude and achievement of their sons". Elayne

Elayne says that it is fantastic to see tutors returning a second and third year to participate in the program to support junior students in their reading. Fifteen Year 12 tutors have returned for a second year and four Year 12 tutors are participating for a third year. "They demonstrate such maturity and are so highly skilled in supporting students' reading," said Elayne, "the program develops leadership skills, and it is significant that almost all of our prefect body come from this group. This program forms the basis of the total literacy school focus and significantly enhances the entire culture of the school."

Visit by the Minister

On 6 June 2003, Dr Andrew Refshauge, Deputy Premier, Minister for Education and Training and Minister for Aboriginal Affairs, visited Canterbury Boys High to see the peer tutoring program in action

there. He spent some time chatting with the tutor/student pairs, and described the program as "wonderful" and said he would like to see it expanded. He said that across the state the program was delivering dramatic improvements in students' literacy and self esteem. "All students have significantly improved their reading and writing results in subject learning, some students topping their subjects".

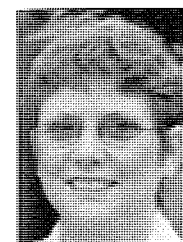
Peer Tutor Training

Senior school students enrol in TAFE and participate at school in the Theory (training) and Fieldwork (reading program) modules of TAFE NSW accredited course Literacy Volunteer Tutoring (Schools). They support junior students (Years 5 to 8) in reading the actual texts from their subjects. The school coordinator liaises with the teacher of the subjects being supported and then provides the texts intended for teaching the unit of work in each tutor's folder. The tutor is trained to adjust the reading support, according to the needs of the students and the subject material. This may mean decoding all the text, so the student will have access to the content. Alternatively, the student may be able to decode the material, but may need support in understanding the content. ■

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Reading a variety of texts



Introducing students to a range of texts and contexts is a requirement of the new English Years 7-10 Syllabus. In this article, Cathy Sly, an English/Drama teacher at Barrenjoey High School, shares a collaborative approach to the teaching of this aspect of the syllabus.

A sample unit

A unit of work on *Reading a variety of texts*, for example, taps into students' individual interests and uses these as a springboard for discovering, reading, and critiquing an assortment of related texts. I have found such a unit to be highly successful. It could engage students from the outset and retain their interest throughout. Working from a selected personal interest area, which allows for social and cultural diversity, set tasks could extend and enhance students' research skills, their awareness of a range of media used to communicate ideas, and their ability to analyse texts and reflect on the process of learning.

A unit such as this requires close collaboration between the teacher-librarian and the classroom teacher. Students are empowered by their ability to make choices about their selection of material and the opportunity to read and evaluate texts from a personal point of view. In addition, a unit on reading a variety of texts blends the language modes of reading, writing, speaking, listening, and viewing and representing, thus activating skills required by the new syllabus. It also recognises the validity of engaging with texts from cultural heritages, popular culture, and youth cultures as well as affording students the opportunity to execute dominant, alternative, or resistant readings of selected texts.

Drawing textual resources from a wide range of media fosters an appreciation of traditional print media, cultivates visual literacy, enables evaluation of audio and audio visual media, and incorporates ICT. In an increasingly complex world, our ideologies are very much shaped by language, thus literacy awareness across the expanse

of communication media is becoming increasingly important. With all of these concerns in mind, such a unit is aimed at developing skills associated with multiple literacies and recognising the contributions of these means of communication to our human development.

A class of Year 9 English students, for example, working on a unit such as this could focus on topics as diverse as: book illustrators; computer games; fashion; rap music; skateboarding; soccer; surfing and unexplained mysteries. Clearly this type of unit can be adapted to suit a vast array of interests. It is flexible enough for teachers to direct students towards particular topics or to be non specific. Allowing students to select their own interest topics certainly cultivates strong interest and enthusiasm in the task. Students are also delighted to discover the range of different texts that relate to their own interests, especially when they find treasures in places they would not have considered, for example poems on surfing, or young adult novels on computer games. This presents an opportunity for collaboration between the teacher-librarian and the class teacher as the students locate and select resources in the library.

A sample from *Reading a variety of texts*

With Fashion as the focus topic the references included: the film, *Clueless*; artwork by Eric Knoxville, an illustrator for *Vogue* magazine; a newspaper article on emaciated models; song lyrics by David Bowie; an advertisement for Sportsgirl; and an extract from *Harry Potter and the goblet of fire* (Rowling, J. K., 2000). Each of these items was supported by



Students investigating a range of different texts.



Students draw textual resources from a wide range of media.

the student's personal appraisal following the guidelines set in the task.

Teachers of the *English Years 7-10 syllabus* would find value in a unit of work such as this and encourage their

students to embrace and critically analyse the plethora of types of texts available in our contemporary world. The unit encourages students to select as a focus a topic or theme that personally interests them.

The following list offers some suggestions:

Ancient civilisations	Fashion	Skating
Animals	Film stars	Specific sports
Artists	Food	Strange events
Astronomy	Graffiti	Surfing
Computers	Medicine	Theatre
Dance	Monsters	Travel
Disasters	Rock music	Unsolved crimes
Fantasy	Science fiction	Unsolved mysteries

When students have decided on a theme or topic they are then required to find six (or more) different texts that relate to it.

Suggested range of resources includes:

- Cartoons
- Drama
- Fiction
- Films
- Non fiction
- Paintings or photographs
- Poetry
- Picture books
- Song lyrics
- Speeches
- Web site

Each of the texts can be read and evaluated by the student following teacher guidelines.

New terminology and implications for the school library

While encouraging students to engage with a much wider range of types of text than ever before, the new *English Years 7-10 syllabus* also requires the awareness of a wealth of new terminology. Contemporary cultural theories have had an enormous impact on studies of literature and have brought with them new terms that have been adopted by literary theorists. Becoming conversant with such terminology gives students the opportunity to interact more effectively with the texts they encounter.

A glossary of significant terms is included in the *English Years 7-10 syllabus* (p 67, October 2002). Supporting and extending this glossary, the table below suggests terms that may be linked to specific units of work for English students in Stage 4 and Stage 5. This analysis of aspects of the new syllabus can help guide understanding and planning for teaching and the types of resources needed in the school library. ■

Sample aspects being taught	Examples of traditional terminology (still in use)	Examples of new terminology
<p>In a unit on <i>Film and representation in Australia</i></p> <ul style="list-style-type: none"> • study of an Australian film • plot, character, setting, themes, film techniques, stereotypes • analysis of segments of film. 	<p>Genres: action; adventure; fantasy; historical; horror; realism; romance; science fiction; thriller</p> <p>Screen play</p> <p>Plot</p> <p>Characters</p> <p>Setting</p> <p>Exposition</p> <p>Climax</p> <p>Resolution</p> <p>Director</p>	<p>Stereotyping</p> <p>Point of view</p> <p>Cinematography</p> <p>Editing: cut; fade; dissolve</p> <p>Mise en scene</p> <p>Sound effects</p> <p>Sound track</p> <p>Lighting: artificial; natural; colour filters</p> <p>Shots: long; wide; mid; close up; extreme close up</p> <p>Camera angles</p> <p>Camera movement: pan; tilt; tracking; zoom; crane; aerial</p> <p>Atmosphere</p> <p>Voice over</p> <p>Motifs</p> <p>Symbols</p> <p>Intertextuality</p>
<p>In a unit on <i>Composing, presenting and reflecting</i></p> <ul style="list-style-type: none"> • composing and presenting different types of texts • students to be given a choice to present original works of poetry, a picture book, or a web site on a selected topic or theme • oral presentation to be given explaining reasons behind the choice of medium for presentation. 	<p>Purpose</p> <p>Audience</p> <p>Visual text</p> <p>Written text</p>	<p>Multimedia</p> <p>Non linear text</p> <p>Hypertext</p> <p>Banner</p> <p>Logo</p> <p>Menu</p> <p>Navigation</p> <p>Fonts</p> <p>Visual images</p> <p>Background</p> <p>Foreground</p> <p>Juxtaposition</p> <p>Icons</p> <p>*Composer</p> <p>*Responder</p> <p>*Note: the term "composer" is used in the new <i>English Years 7-10 syllabus</i> simply as a collective noun to cover all the possible text producers such as author, playwright, poet, director or web designer. When students are referring to a poem only, they should refer to the "poet"; when referring to a novel, they should refer to the "author"; when referring to a film, they should refer to the "director" or "screenplay writer".</p>
<p>In a unit on <i>Popular and youth culture in web and word</i></p> <ul style="list-style-type: none"> • study of web sites related to music and youth hobbies like: surfing, skateboarding, fashion, football, etc. • consideration of the style of web site design • appropriateness for anticipated audience 	<p>Purpose</p> <p>Audience</p> <p>Formal language</p> <p>Colloquial language</p> <p>Slang</p> <p>Jargon</p>	<p>*Composer (see note above)</p> <p>*Responder (see note above)</p> <p>Visual text</p> <p>Written text</p> <p>Multimedia</p> <p>Non linear text</p> <p>Hypertext</p> <p>Banner</p> <p>Logo</p>

Sample aspects being taught	Examples of traditional terminology (still in use)	Examples of new terminology
<ul style="list-style-type: none"> quality of written text, visual text, and site layout. 		Menu Navigation Fonts Visual images Background Foreground Animation ebook email etext Home page Search engines Netiquette
In a unit on <i>Wide reading in Australian literature with emphasis on Aboriginal and multicultural experiences in Australia</i> <ul style="list-style-type: none"> introduction to Australian literature of past and present through fiction and picture books. introduction to Aboriginal literature of past and present through fiction and picture books. comparison between Eurocentric perspective and Aboriginal perspective. 	Narrative Autobiography Dreamtime Colonisation Tradition Settings	Cultural difference/diversity Point of view Positioning the reader Visual literacy Different voices Dominant reading Alternative or resistant reading
In a unit on <i>Understanding film</i> <ul style="list-style-type: none"> close study of a film appropriate for this age group introduction to film techniques Internet research on the film, director, actors, making of the film etc. 	Genres: action; fantasy; historical; horror; realism; science fiction; thriller Screen play Plot Characters Setting Exposition Climax Resolution Director	Storyboard Point of view Adaptations Appropriations Cinematography Editing: cut; fade; dissolve Mise en scene Sound effects Sound track Lighting: artificial; natural; colour filters Shots: long; wide; mid; close up; extreme close up Camera angles Camera movement: pan; tilt; tracking; zoom; crane; aerial Atmosphere Voice over Motifs Symbols Intertextuality

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Celebrating National Literacy and Numeracy Week



Annalies van Westenbrugge

is the Project Officer: National Literacy and Numeracy Week

National Literacy and Numeracy Week (NLNW) has been celebrated since 1999 on or about the first week in September. This year, NLNW will be celebrated from 1.9.03 to 7.9.03 (the week preceding Education Week in NSW). There are many aspects to this week including:

- an awards ceremony to acknowledge schools across NSW which have exemplary programs that have enhanced literacy and/or numeracy outcomes for their students
- kits that are distributed to schools including promotional materials, booklets for parents of students from Kindergarten to Year 2, namely *Helping your child with literacy* and *Helping your child with numeracy*, and a booklet on *Ways to celebrate literacy and numeracy*.

Most importantly, NLNW is an opportunity to acknowledge and showcase the outstanding work of schools and their communities to enhance literacy and numeracy teaching and learning. All schools, both government and non government, primary and high schools are invited to share their programs and initiatives with others.

In previous years, schools as well as local libraries and community groups, have organised a range of activities and events from displays in the local shopping centre, to literature quizzes and challenges on a group web site. Many of these activities have been novel approaches to sharing what we all do well on a daily basis.

Some of these ideas include:

- a resource folder of teaching ideas contributed by teachers and shared amongst schools
- workshops for Stage 3 and 4 students where guest speakers from a variety of professions share how they use literacy and numeracy in their lives
- a literary afternoon tea for school staff and community members, celebrating books with a guest author, and sharing favourite novels
- a visual literacy challenge where students are encouraged to create a display based on the concept: 'What happens in my school in literacy and numeracy'
- parent and community workshops on numeracy with hands on activities that incorporate literacy and problem solving.

Further information and ideas for celebrating NLNW can be obtained from *National Literacy and Numeracy Week* at

<http://www.nlnw.nsw.edu.au> or by contacting Annalies van Westenbrugge by phone: 98867221, Fax: 98867654 or email: annalies.vanwestenbrugge@det.nsw.edu.au

The following articles highlight some activities supporting literacy and numeracy that have been implemented across a range of New South Wales Districts.

Literature and technology challenges



Cathy Welsford is the Literacy Consultant for the Armidale District. To celebrate

National Literacy and Numeracy Week 2002, primary students in the Armidale District were given the opportunity to participate in challenges based on the Children's Book Council shortlisted books.

National Literacy and Numeracy Week 2002

What made Libby Gleeson decide to include pages with no text in her book, "An ordinary day"?

Why and how does Shaun Tan reflect the work of other artists in his illustrations?

Can a person or animal really bring you good luck?

Which of the short listed Early Childhood books would you buy for your friend?

These are questions that students in the Armidale District were pondering for National Literacy and Numeracy Week in 2002. Based on some of the shortlisted books from the Children's Book Council (CBC), students in primary schools were invited to participate in the challenges set up on the District webpage and to create a PowerPoint presentation in response to those challenges.

Background

Previously, the district has run literacy expositions involving many students, visiting authors and teachers. These events involved both literacy and literature activities and have always had integration with ICT as a focus.

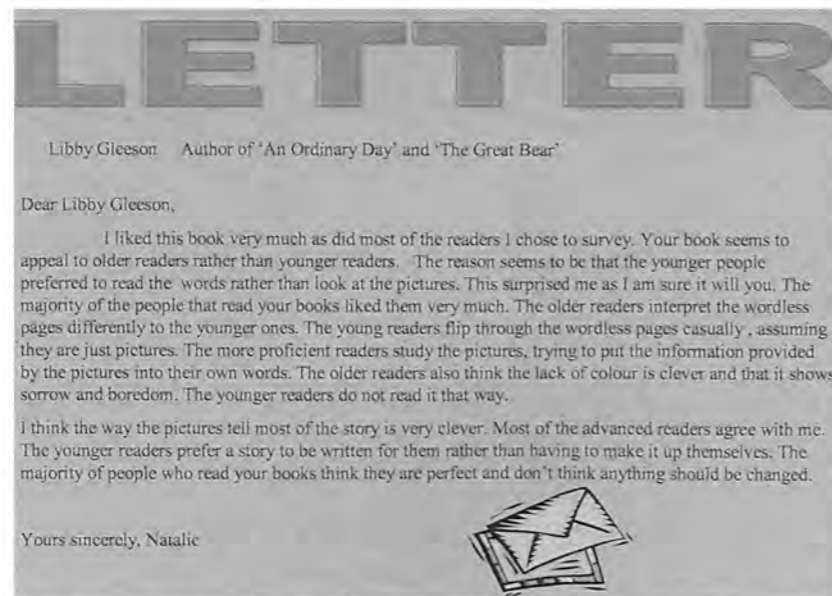
The first technology based challenges occurred in 2001, with literacy and numeracy activities facilitated through the District Mathematics and Literacy Consultants. Year 5 students created web pages displaying student work in both literacy and numeracy.

In 2002, using the CBC short listed books, four literary challenges were created, focusing on developing student knowledge and understanding of the Learning about syllabus outcomes and, in particular, visual and critical literacy. All schools were able

to access the challenges at <http://www.armidaledet.nsw.edu.au>, create their own PowerPoint presentations and email these to District Office. A team from District Office set up criteria for the assessment of the presentations. All schools that entered were eligible to receive a prize.

The first challenge

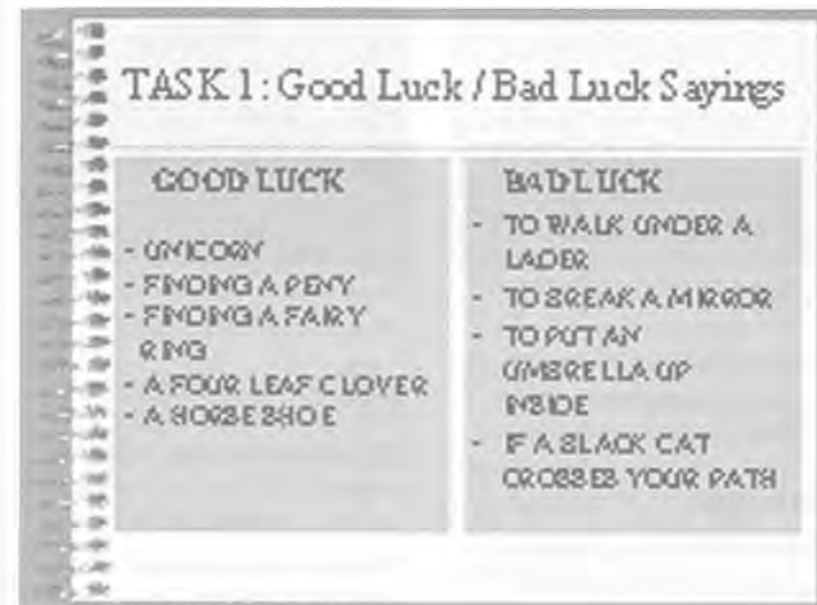
The first challenge for Stage 2 or Stage 3 students was based on the author/illustrator relationship and, in particular, the working relationship between Libby Gleeson and Armin Greder. After exploring the reasons why Libby Gleeson and Armin Greder decided to omit text in the final sections of the book, the students had to survey groups of readers, respond to some statements made by other readers and then write to the author with the publisher's recommendation.



Letter to Libby Gleeson by Natalie, Year 6.

	Purpose of Text	Type of Illustrations Used	Use of Colour	References to other artists	Why the illustrations suit the purpose
The Red Tree	To let people know children suffer depression. To give hope when people are feeling depressed.	Painting, collage, drawing, blended paint, haunting, depressing, murky images.	Bright colours for happy and happiness, dark colours when the world is sad and gloomy.	Jeffrey Smart, "The Cable" and other works by Jeffrey Smart. The fish picture looks like the cover of "Lake of Tears" by Emily Rau.	People are sad, but there is always a highlighted red part of hope on every page. Bright and eye-catching on happy pages.

A slide taken from the PowerPoint presentation by students at Kellys Plains Public School.



Good luck, bad luck by Rowan, Year 3.



...from a presentation by Kirsten, Year 2.

The second challenge

The second challenge for Stages 2 and 3 focused on one author/illustrator, Shaun Tan, and particularly on the book, *The red tree*. Students read and responded to the text, read and wrote a review and then completed a detailed analysis in four books illustrated by Shaun Tan. Students from Kellys Plains Public School upper division spent considerable time searching for the visual references to the work of other artists in Shaun Tan's books, *The lost thing* and *The red tree*, and responding to the visual techniques of books that he has illustrated, *Memorial* by Gary Crew and *The rabbits* by John Marsden.

Challenge 3

This was for Stage 2 students and focused on *Sarindi and the lucky bird* by Janine Fraser. Students researched sayings and beliefs about good and bad luck, found similes in the text and then wrote a letter to Sarindi and his family giving advice about what to do next time things go wrong.

Challenge 4

This required younger students to read four books, decide which one would be most suitable for their friend and write a note to Mum or Dad saying why this would be the best.

Where to from here?

We have decided to run the 2003 activities in three sections: upper division classes from small schools; Stage 3; and Stage 4, to expand the scope of the literary challenges and involve secondary teachers and students. This year's event will be a collaboration of all the student authors in one class submitting jointly and independently written pieces of prose or poetry on a theme. We will continue to run *actual* as opposed to *virtual* literary events because we want to develop that wonderful and personal connection between authors and readers.

The new Armidale District challenges will be posted on the web site. Other districts, such as Deniliquin and Blacktown, have also created web based activities for National Literacy and Numeracy Week. ■

Author visit: Simon French



Lynda Mulder
is the Literacy
Consultant for the
Clarence/Coffs
Harbour District



and **Nigel Paul**
is the teacher-
librarian at South
Grafton Public
School. Lynda and

Nigel describe one of the highlights of National Literacy and Numeracy Week 2002 in their District.

Background

Simon spoke about the writing process and then worked with students and their writing. Students were intrigued to find that Simon French had written his first novel whilst he was still a student at Blacktown Boys High School.

"Since I write stories for children, school is a major influence on my writing. My contact with the school community informs my portrayal of characters, their interactions and their pattern of conversations. The degree to which school features in a plotline may vary from novel to novel, but I strive for realism so being a teacher is pretty handy when it comes to portraying characters aged, say 5 to 12!" Simon French

Workshops

The workshops involved students from Years 5 to 11 in class sized groups. Simon was impressed with the articulate, insightful questions from the students he encountered in the workshops, such as:

What do you do with your rough drafts? (Simon has bequeathed them to the Lu Rees Collection in Canberra).

Simon asked the students to describe what they did when they woke up that morning. In order to move the students from static visual description, he asked them to write a sentence to evoke mood. An expressive example from a Stage 3 student was:

I woke up and found out there was absolutely nobody home. Andrew

Another exciting aspect of the Simon French workshops was discussion



Workshops were a highlight of this author visit.

around the artwork for his picture book, *Guess the baby*. The illustrator, Donna Rawlins supplied the beautiful originals for Simon to incorporate into the workshops.

"I hope the tour humanised the writing process a little...that stories are created by real people and based a little on real, ordinary experiences. And of course I hope that every child who enjoys reading and writing felt even more motivated to continue developing these very important and lifelong skills". Simon French

Editor's note: Two of Simon French's books, *Guess the baby* and *Where in the world*, are shortlisted for the 2003 Children's Book of the Year Award. Reviews of these books can be found on the *School Libraries and Information Literacy* site at: <http://www.schools.nsw.edu.au/schoollibraries/teaching/bookweek03.htm> ■

Numeracy—beyond

1+3=4



Amanda Threlfall,
supporting schools
as a Count Me In
Too facilitator in the
Newcastle District,

explains what it means to be numerate in today's society.

Students need to be taught specific mathematical skills as well as the problem solving strategies of working mathematically, to enable them to apply their numeracy skills in real life situations.

Often when people hear the term numeracy they instantly think of mathematical processes such as addition and subtraction. This is like saying literacy is only reading, and does not include speaking and listening, using and comprehending written text and writing for a variety of purposes.

To be numerate, one is not only able to accurately perform a mathematical operation but, when presented with a problem in daily life can: decide if mathematics could be useful in finding a solution; select the appropriate mathematical skill; apply the chosen strategy and communicate the findings. Students need to be taught



These students are working out how many different ways they can represent 16.

specific mathematical skills as well as the problem solving strategies of working mathematically, to enable them to apply their numeracy skills in real life situations.

Numeracy skills can be developed in all key learning areas. Students need literacy and numeracy skills in key learning areas to understand charts, tables, graphs, directions, and statistics. By using these opportunities to teach and reinforce numeracy skills, teachers are giving students the message that numeracy is valuable and useful.

Resources

There are a number of resources published to assist teachers to develop students' numeracy skills. All new syllabus documents include cross curriculum content and this can be used as a starting point for including

numeracy in all areas of teaching. Each year the Department produces publications that link the Basic Skills Test (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Programs (SNAP) to the curriculum. These include teaching strategies for linking literacy and numeracy to all areas of the curriculum and include many classroom teaching ideas.

Parents are also important partners in the educational process. As with literacy, parents need to model the use of numeracy skills in their daily activities with their children, for example: having children count the cutlery while setting the table; helping to measure ingredients during cooking; and paying for goods and receiving change whilst shopping.

Numeracy is a lifelong learning skill used to make sense of the world, be it in daily work, at home or during leisure activities.

Numeracy is a lifelong learning skill used to make sense of the world, be it in daily work, at home or during leisure activities. The development of students' numeracy skills begins at home. Teachers need to build on these skills and plan meaningful and structured learning experiences beginning from a child's first day at school.

Count Me In Too and Counting On

To promote and support numeracy on a day to day basis, all schools in the Newcastle District have now trained teachers in the *Count Me In Too* (CMIT) program and many schools are now implementing the project across Years K to 4. The CMIT project provides teachers with a *learning framework* which outlines the development of students' number skills. The project also provides an assessment process which allows teachers to determine students' current mathematical thinking. Once teachers have assessed their students, they are able to plan a variety of whole class, small group, and individual activities to meet the needs of the students.

There are also a several clusters of schools implementing the *Counting On* program. This Department project also supports teachers in assessing



...reconstructing the 100s chart using place value.

students' numeracy skills. *Counting On* has been developed for Stage 3 and 4 students who have not achieved all of Stage 2 and 3 outcomes. As with CMIT, the *Counting On* assessment process allows teachers to effectively plan activities to meet the needs of the students. The emphasis is on the development of mental computation skills and increasing the efficiency of problem solving strategies used by students. A strength of the project is the interaction between high schools and their feeder primary schools in supporting the continuity of students' mathematical development. ■

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Past Scan articles about supporting the teaching of numeracy:

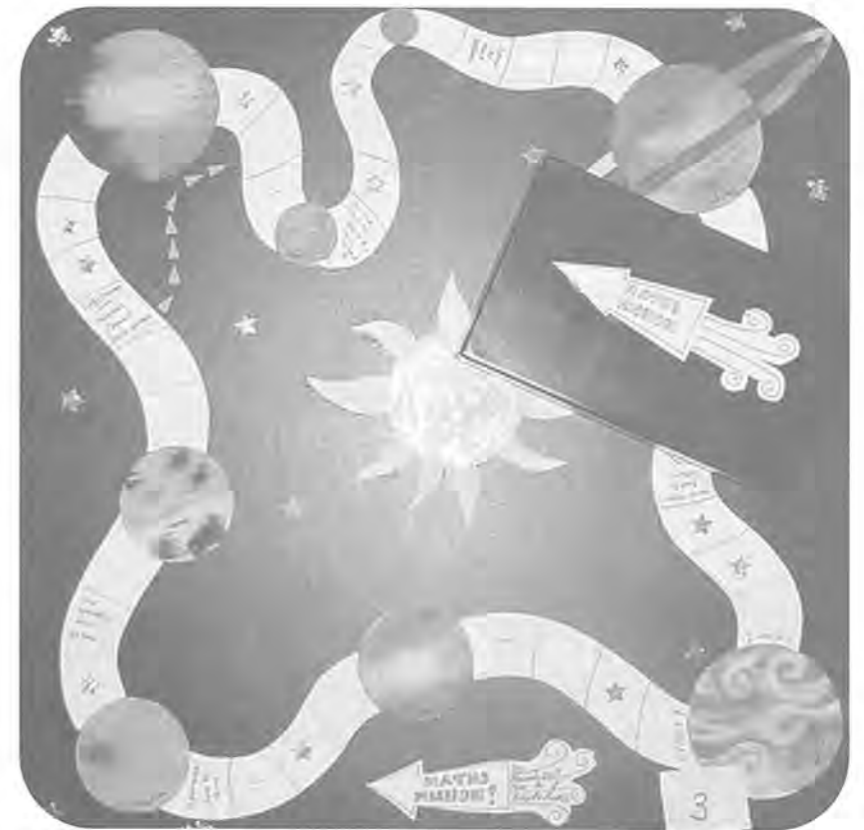
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A mathematical board game competition and a WebQuest for primary schools in the Hornsby District



Carol Field,
 Mathematics
 Consultant
 Hornsby District
 Office, describes

two activities supporting numeracy in her District for National Literacy and Numeracy Week in 2002 and 2003.



The mathematical board games were original, creative and challenging for both judges and players.

In 2002, as part of the celebrations for NLNW, K-6 students in the Hornsby District were invited to design a board game with a mathematical theme, subject to a number of design criteria. Schools judged their best entries from Early Stage 1 to Stage 3 and these became the district finalists. A judging panel comprising Professional Support and Curriculum Directorate personnel, a representative from the Mathematical Association of NSW, a primary

Principal and two Stage 3 students met at District Office and assessed the board games against the criteria, and prizewinners were decided.

All finalists were invited to a game playing morning and presentation ceremony at Hornsby's Westfield shopping centre during NLNW. Local

businesses generously provided morning tea for over 100 students and the prizes were presented by the District Superintendent, Denis Osborne. The board games that were entered into the competition can be viewed at http://www.hornsbydet.nsw.edu.au/maths/mathematics_resources.htm

SCAN

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 Hornsby water clock features a Chinese water wheel, a Greek (filling) Clepsydra clock, a Swiss pendulum clock and a carillon.

In the nick of time

To mark NLNW in 2003 a WebQuest, *In the nick of time*, has been developed to support numeracy. Based on the theme of time and its measurement,

it is suitable for classes or individual students, K-6. The WebQuest has a distinctly local flavour with a scenario which focuses on a well known landmark in Hornsby, the water clock

in the local shopping mall. Our students will be challenged to undertake a number of quirky, enjoyable web based tasks in order to convince the council to save the clock from being demolished to make way for a car park. As the deadline approaches, the students will communicate via a Webboard and finally compile a petition to present to the council during NLNW. *In the nick of time* provides an opportunity for teachers to participate in an enjoyable interactive teaching activity while their students develop a range of skills in measuring time and problem solving using carefully selected web resources. The content is based on Mathematics K-6 syllabus outcomes and the WebQuest will be available on the Hornsby District Office web site at www.hornsbyd.det.nsw.edu.au after National Literacy and Numeracy Week, September 2003. ■

Athena + Marigold

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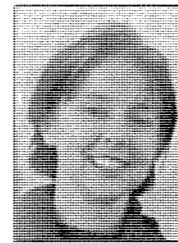
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World Poetry Day: a collaborative approach to supporting literacy



Sarah Leicester,
the Literacy Consultant for the Port Jackson District explains

one initiative that schools in this District developed to support the teaching of literacy.

Harmony

The theme for the project was 'Harmony' as Harmony Day was also celebrated in schools on the 21 March.

Harmony Day is part of the Commonwealth Living in harmony initiative and each year provides Australians with an opportunity to get to know each other better by:

- promoting our community's success as a multicultural society;
- re-committing ourselves to respect, goodwill and understanding between all Australians of all backgrounds; and
- saying no to racism.

Harmony Day is at: <http://www.inmi.gov.au/multicultural/harmonyday/index.htm>

Aims of the project

The main aims of the project were:

- to provide a creative context for students to write poetry in any chosen form to freely express themselves through a collage of images and emotive description
- to combine *Making in Visual Arts* and *Movement in Drama* to illustrate the themes within the poems
- to upskill teachers and students in presenting ideas creatively through ICT by: developing and gathering images; using a range of technologies such as digital cameras and scanners to convert the images digitally; sequencing these using

storyboard planners; and integrating the images in *Microsoft PowerPoint*, enhancing their presentation of performance poetry.

All primary schools in Port Jackson District were invited to participate in the initiative. Tempe Public School hosted two afternoons of practical workshops for poetry writing and presentation ideas using Creative Arts and ICT, and an afternoon of practical ideas for performance of poetry by the Melbourne based, *Living Poets Society*.

The participating teachers of Tempe, Summer Hill, Drummoyne and Marrickville West Public Schools trialled some of the ideas in their classrooms. After writing their poems, each class cooperatively developed a bank of images

To celebrate World Poetry Day, 21 March 2003, the Port Jackson District involved primary students, teachers, parents and special guests in an initiative bringing poetry to life through performance, the arts and technology. This involved a collaborative planning approach by three District Consultants including: Bernard Cheng, Computer Skills Assessment Consultant K-10; Rosina Grieves, Creative Arts Consultant K-12; and myself as Literacy Consultant K-8. This was an invaluable opportunity for training and development for teachers in each of these curriculum areas with an integrated approach. Teaching and learning activities were developed as part of this project, in Visual Arts, ICT, Music, Drama and *Movement*.

FAX
To Principals and Staff K-6

PORT JACKSON DISTRICT OFFICE

Let's celebrate
World Poetry Day
 Bringing poetry to life through performance, the arts and technology

Incorporating the theme
Harmony

This project involves hands on approach for students and teachers to Poetry using a variety of stimulus including visual arts, technology, music, drama and movement.

This is an invaluable opportunity for T&O in

- Computer Technology
- Creative Arts
- English

Involvement: Please complete an expression of interest form (see following page).

Commitment: Two afternoons of practical workshops ideas for 'presentation' of Poetry including using Creative Arts and Computer technology, e.g. inserting images on CD ROMs using Power Point and digital technology.

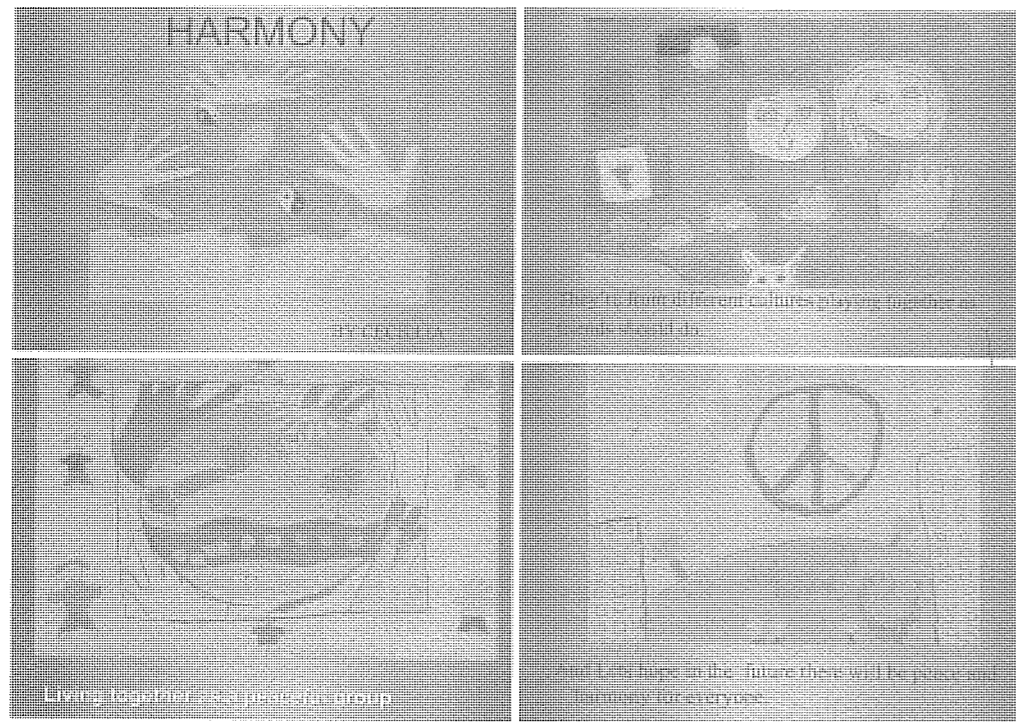
Venue: Tempe PS
 Time: 4.00-5.30pm
 Workshop dates: Tuesday 18th February 2003 (Week 4)
 Monday 3rd March 2003 (Week 6)

Workshops culminate in a celebration of student works at
WORLD POETRY DAY & HARMONY DAY
 Friday, 21st March - Week 8
 Tempe Public School Hall

Students, teachers, parents, and special guests will be invited to attend this presentation. A compilation CD Rom will be created of selected school works. This will be distributed to participating schools and displayed on the DET website. A 'poetic license' certificate will also be given to each participating student.

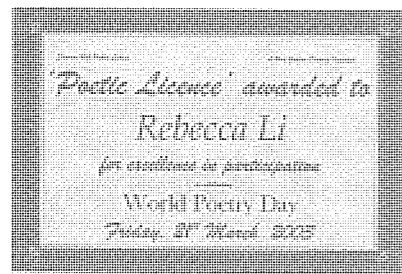
Sarah Leicester Literacy Consultant Bernard Cheng Computer Skills Assessment Consultant
 Rosina Grieves Creative Arts Consultant

All primary schools in Port Jackson District were invited to participate in the initiative.



These images are group responses and have been reproduced with kind permission of Tempe Public School.

to accompany their creative expressions. The workshops culminated in a celebration of the students' poetry on World Poetry Day. Students presented their work at whole school assemblies which parents, Consultants and special guests attended (guests included performers, Tony Thexton and Trude Aspelling from *The Living Poets Society*). Each participating student and teacher was presented at their assembly with a *Poetic licence* certificate.



Each participating student and teacher was presented...with a *Poetic licence* certificate.

CD-ROM

A CD-ROM of the students' poetry and presentations is being created at Port Jackson District Office and will be distributed to each of the participating schools. This successful model will be implemented in the future to highlight a range of celebrations and purposes supporting community participation in teacher and learning. ■



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Related reviews to support literacy and numeracy

Art in children's books

<http://nosferatu.cas.usf.edu/lis/lis6585/class/art.html>

Comprised of lecture notes from a university course on children's literature, this site provides teachers with detailed notes on a range of visual literacy related topics. The topics include: definitions of the variety of illustrated books; the role of art in children's books; elements of visual literacy, line, space, colour, shape, perspective and texture; and the role of these elements in positioning the reader. Each element is supported by a comprehensive list of picture book examples. Teachers will find this site helpful in understanding the various elements that comprise graphics, their significance in positioning readers and viewers and the detailed references to a wide range of picture books. Teachers using this site will be assisted to support students' learning linked to the *Learning to and Learning about* outcomes in the *English K-6 syllabus*. C. Patterson

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Children's literature; Picture books
PUBLISHER: University of South Florida
AUTHOR: Stauffer, Marilyn
REVIEW DATE: 10/7/03 [741.6] SCIS 1138812

Notes on creating a visual interpretative analysis

<http://www.scils.rutgers.edu/~kvander/Syllabus/creation.html>

Created by a lecturer at Rutgers University, the site provides a brief introduction to the interpretation of visual images and a *Visual interpretative analysis page*. Each analysis is briefly described and proposes several interpretations of one graphic from the featured book and provides further links to the author and illustrator. The site includes links to sixteen picture books including: *Voices in the park*; *Sweet Clara and the freedom quilt*; *The old man and his door*; and *Amazon diary: the jungle adventures of Alex Winters*. Teachers of English from Stages 2 to 4 will find the site valuable in providing a snapshot of a wide variety of picture books for older readers. Links from the home page guide teachers in developing their own interpretive analyses. C. Patterson

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Children's literature; Picture books
PUBLISHER: School of Communication, Information and Library Studies, Rutgers State University of New Jersey
AUTHORS: Platzner, Rebecca and Vandergrift, Kay E.
REVIEW DATE: 10/7/03 [741.6] SCIS 1138817

Picturing books

<http://picturingbooks.imaginarylands.org/>

Devoted to promoting children's literature, this site concentrates on picture books. The home page includes: *Resources*, leading to *International picture books* and *Informational picture Books*. *Anatomy* divides sections that make up a picture book, including *Borders* and *Wraparound cover*. *Artistic media* and *Artistic style*, provide information which will assist teachers in interpreting the *Creative Arts K-6 syllabus*. *Links* leads to 100 picture books everyone should know which provides support for teachers of the *English K-6 syllabus* in locating picture books for every occasion.

Teachers should allow time to verify the curriculum relevance of these linked sites. C. Patterson

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Books and reading; Children's literature; Illustration of books; Picture books
PUBLISHER: D. I. Matulka
REVIEW DATE: 10/7/03 [808.06] SCIS 1128767

New Zealand Book Council

<http://www.bookcouncil.org.nz/>

With links to a range of organisations and interests, this comprehensive site contains an up to date listing of New Zealand literary endeavours. *New Zealand book organisations*, *New Zealand book media*, *New Zealand book events*, and *Writing and publishing courses* provide a wealth of information of interest to authors and readers. *Literary tourism* and *Travelling to New Zealand: a readers' guide* give historical perspectives and background information about New Zealand's literary heritage. *Awards, grants and competitions* includes *Margaret Mahy medal*, won in 2003 by Jack Lasenby, and *Maori literature awards*, designed to foster and encourage Maori writers. This site has much to offer educators and readers from New Zealand and beyond. S. Rasaiah

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Authors, New Zealand; New Zealand Book Council; Te Reo Mauri text
PUBLISHER: New Zealand Book Council
REVIEW DATE: 10/7/03 [NZ820.9] SCIS 1108843

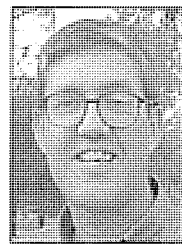
Is school ready for my child? The case of numeracy and the transition to school

<http://www.ccc.newcastle.edu.au/cerc/conference%20papers/Counting%20on%20Words%20Bobis.pdf>

The information on this site consists of an academic paper presented at *Counting on words*, a joint initiative with Yerra, Early Childhood Studies Centre at the Central Coast Campus of the University of Newcastle and Hunter Institute of Technology. One of the keynote speakers, Janette Bobis from the Faculty of Education University of Sydney, delivered the address which is presented on this web site as a PDF file. Pertinent to parents and early childhood educators, this address focuses on emergent numeracy. The discussion highlights the significance of the early childhood years in a students' development of numeracy and draws on the teaching in the *Count Me In Too* (CMIT) program. The inclusion of scenarios, relevant research and a description of the parent video *Parents Count Too*, increases the relevance of this informative address to stakeholders. S. Rasaiah

USER LEVEL: Community; Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Count Me In Too Project; Education, Primary; Mathematics _ Study and teaching; Numeracy; Student adjustment
PUBLISHER: Children and Education Research Centre, University of Newcastle
REVIEW DATE: 10/7/03 [510.07] SCIS 1138889

Maintaining your school's web site for the future



Ross Harvey
is Professor of
Library and
Information
Management at

Charles Sturt University, Wagga Wagga,
Australia.

We cannot fully ensure that our school web sites will be accessible in the future, but we need to try.

Why digital information is vulnerable

Information in digital form is fragile and vulnerable. Without human intervention it will not remain accessible for more than a few months or years. For example, a hard disk failure could mean the loss of the most recent version of a school's web site. To this we need to add the problem of hardware and software obsolescence. Let's use our school web site example again. We backed it up on CD-ROM, assuming that digital information on a CD-ROM will last for many decades. But did we think about whether the hardware and software required to access the information on the CD-ROM would be available in the future? We need to make a deliberate effort to ensure that they survive in working order. Preserving digital information requires planning and conscious action to ensure accessibility. In comparison to paper, which will keep, even when we ignore it, active intervention is required for preserving digital information. Other factors such as degradation of the media, loss of manipulation capabilities, and loss of contextual information needed to interpret the data, also affect the longevity of digital information (Ross 2000, p 12).

What should schools keep?

Although this article is mainly about web sites, it is worth thinking about the kinds of information that schools have found worth keeping. NARA (the United States National Archives) suggests that school archives could keep:

- student handbooks
- student newspapers
- yearbooks
- photographs
- school lunch menus
- course catalogues
- rare text books
- student term papers about the school or community
- artefacts (trophies, flags, uniforms, donated objects, memorabilia)
- newspaper articles from the local newspaper
- special awards received by the school
- records of special school programs
- special research files developed by teachers (this could provide a place to preserve valuable files that otherwise would be lost when a teacher retires or moves)
- audiotaped or videotaped oral histories
- scrapbooks
- videotapes of school performances and athletic events.

NARA: *digital classroom* is at http://www.archives.gov/digital_classroom/building_an_archives/school_archives.html (Cited 26.05.03)

Several items on this list are now likely to be in digital format. The obvious categories are photographs (increasingly being

A regular schedule for backing up is as important for web sites as it is for other digital information.

taken on digital cameras), audiotaped or videotaped oral histories, and videotapes of school performances and athletic events. Schools will, therefore, need to become aware of how to maintain this digital information so that it can be used in the future.

How can web sites be preserved?

As sites undergo frequent changes how often are old versions kept? A schedule for backing up computer files, such as financial or student records, is now commonplace, but is this also the case for web sites? A regular schedule for backing up is as important for web sites as it is for other digital information. Much more information will be stored on CD-ROMs in the near future, for the simple reason that CD-ROM burners are now freely available for home computers. We need to know more about them as an archival medium. How long will they last? What are the issues associated with keeping them?

Strategies for preserving digital information

What strategies are available to us today for preserving digital information? Schools need to become aware of current strategies and implement them where appropriate. We can categorise current preservation practice for digital information into three groups:

1. **Museum** approaches consist of maintaining museums of working computing equipment, software and documentation. This is considered to be unviable because of the difficulties and costs of maintaining old equipment (Ross & Gow, 1999).
2. **Digital storage media** relates to the capabilities of storage media to

retain data and improving storage and handling practices. These are being translated into sets of guidelines capable of immediate application, such as the National Library of Australia's *Practical Advice for Preserving Publications on Disk* (Woodyard, 1999).

3. **Active methods** are based on the principle that digital information can be maintained and kept accessible regardless of the hardware and software on which it was developed and currently resides. This set of strategies provides the solutions most likely to be successful. These methods include:
 - refreshing, copying the data to a more stable carrier
 - migration, porting or modifying the data into a more recent or widely accepted format
 - emulation, using software that can emulate or pretend to be a different software or operating system (Woodyard, 1999)
 - encapsulation grouping together a digital object and anything else necessary to provide access to that object.

Refreshing is probably the oldest of the digital preservation practices. *Migration* is also a tried and tested

practice (Whatley, 2000). Both refreshing and migration are expensive because of the costs of: new media; appropriate climate controlled storage facilities for these media; and the human resources required. *Emulation* had its beginning in the games industry, and is now being explored energetically as a possible strategy (Granger, 2000). *Encapsulation* is not a new strategy, but rather the combining of other strategies. A combination of these practices is usually applied.

An overview of this subject is available on the National Library's web site, *Preserving Access to Digital Information (PADI)* at <http://www.nla.gov.au/padi/> (cited 26/5/03) and also at the National Library site, *First steps in preserving digital publications* at <http://www.nla.gov.au/pres/epupam.html> (cited 26/5/03).

Archiving the Web

Increasingly, school web sites are becoming the repository of a school's history: the digital photographs of events, the histories, the parent bulletins, and the school handbooks. Some examples illustrate this. *Emerald Primary School's* web site at <http://www.eps.vic.edu.au/index.php> contains local news and school news.

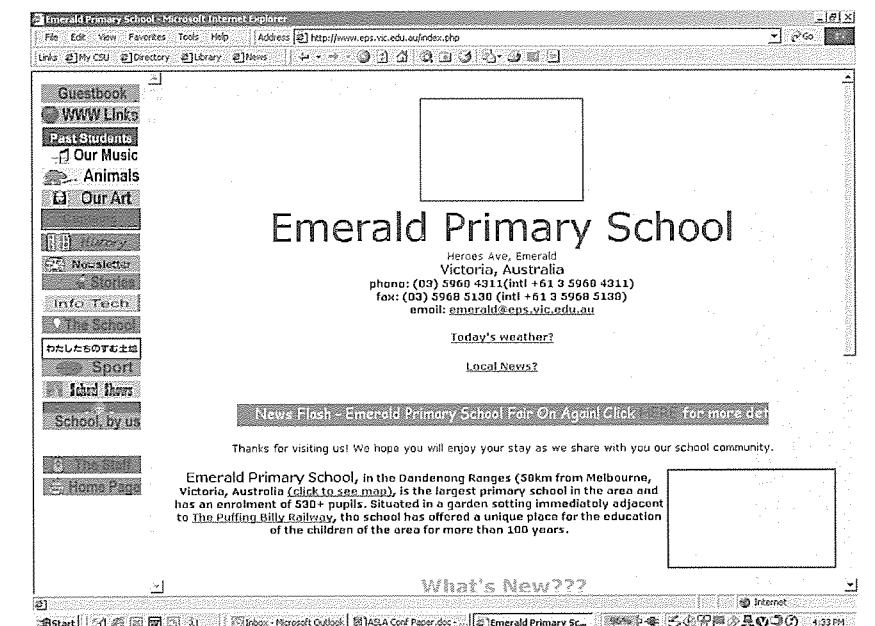


Figure 1



Figure 2

Byron Bay High School's web site at <http://main.nrg.com.au/~bbayhigh/> includes news and some history about the school.

One of the difficulties is that web sites are dynamic, with links leading to other pages, both internally (within the web site) and to external sites.

The homepage of Alfred Deakin High School at <http://www.alfreddeakinhs.act.edu.au> includes the school handbook.

There is no short answer to the question How can I archive my web site? One of the difficulties is that web sites are dynamic, with links leading to other pages, both internally (within the web site) and to external sites. How do we preserve the full effect of this if we can't also preserve the external links? This illustrates the point that we need to make some

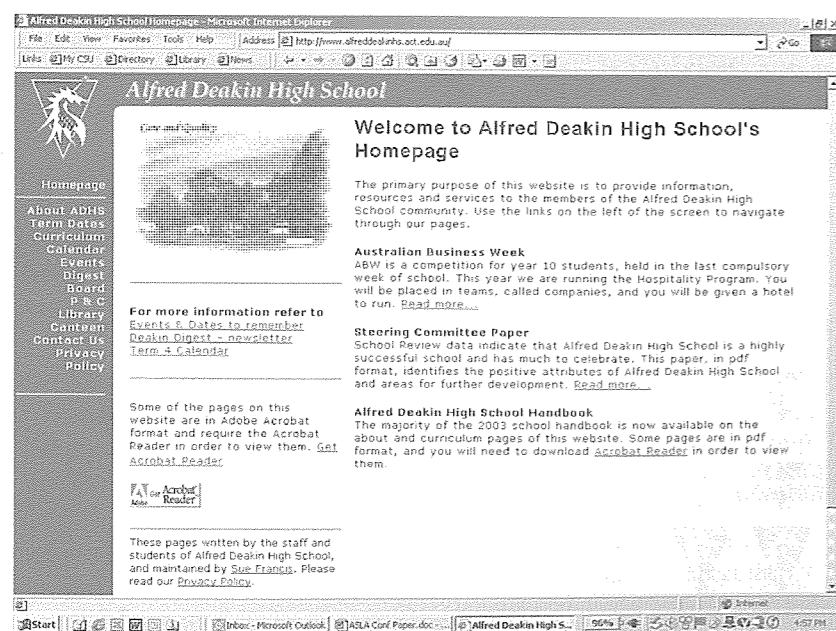


Figure 3

decisions about how much of our web site we should try to archive.

PANDORA Archive

The National Library of Australia's PANDORA project is a large scale Australian project designed to capture and preserve web sites of long term Australian significance. Pandora Archive is at <http://pandora.nla.gov.au/index.html>

PANDORA was developed in 1996 when the National Library addressed the issue of long term access to online publications.

PANDORA was developed in 1996 when the National Library addressed the issue of long term access to online publications. It compiled an archive of online publications, copied with the publisher's permission, and preserved and made available for the future. Each web site selected contains significant Australian content or is on a subject of social, political, cultural, scientific or economic significance and relevance to Australia and written by an Australian author. PANDORA includes school sites,

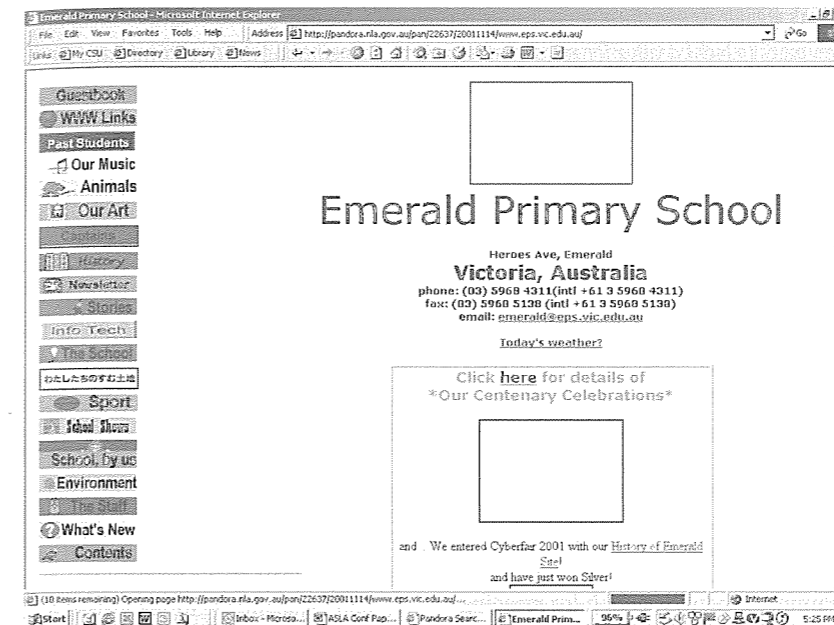


Figure 4

including Emerald Primary School's site. Note the differences between this archived copy (Figure 4) and the later version (Figure 1)

I strongly encourage teachers and teacher-librarians to look at the PANDORA web site, in particular the Internet archive and Wayback machine. This is an ambitious United States project to archive the entire Internet.

What can we do?

There are no tried and tested strategies and practices for preserving digital information that we can identify as standard practice. Until this is identified, what can we do to maintain the digital information we need to keep so that it can be used in the future?

One way is to keep informed about advances in digital archiving. This is

easy to do, thanks to the National Library of Australia's PADI web site at <http://www.nla.gov.au/padi/>. Another way is to incorporate some simple practices into our normal operations.

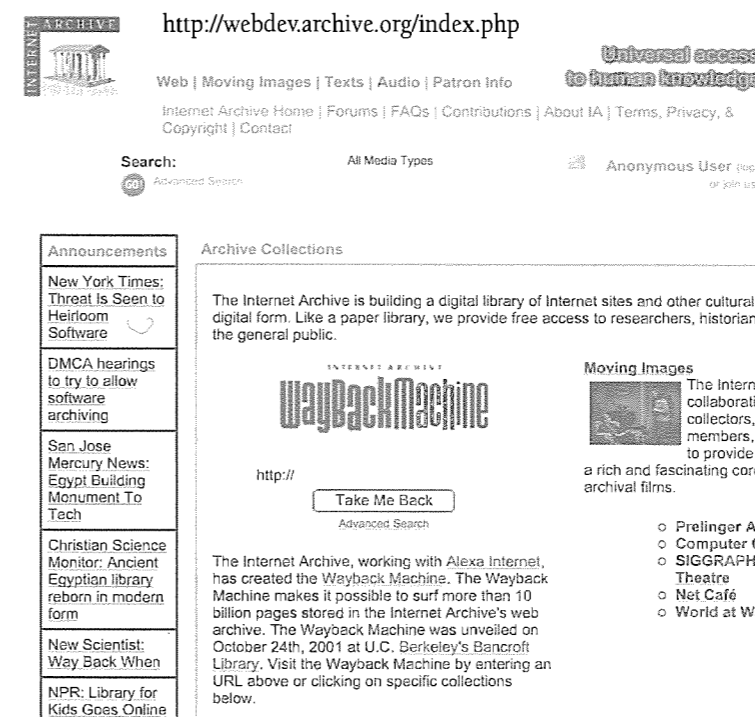
Best practice for preserving school web sites

Schools should:

- develop and implement a regular backup regime
- back up the data onto the most durable media that is affordable at the time, for example high quality CD-ROM
- keep monitoring what the best media is, as it could change
- set up a checking mechanism for the media so that the school knows when media start to fail
- set up a migration regime.

If schools do this, then the likelihood is that our school web sites will remain accessible for future generations. ■

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



Internet archive and Wayback machine web site.

References and further reading

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three 2003



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

University, New Brunswick, New Jersey, USA.

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. In this issue, Ross challenges teacher-librarians to examine the ways in which the design of their library's web presence assists teaching and learning and provides an effective gateway of information for the school.

Within the context of the mission of schools as communities of learning, a school library's web site has to be much more than an access portal to vast information resources and a retrieval mechanism for finding information. The central purpose of a school library is to engage students in authentic learning, to actively search for meaning and understanding, to build new knowledge, skills, attitudes and values, and to transform prior knowledge. This would suggest that the school library web site can play an essential role in engaging students in an active personal process of construction, fitting in new information with what they already know and extending this knowledge to create new perspectives. The mission of a school library can be expressed in the quote "celebrate the understood, not the found" (source unknown). The focus is not on access, locating and finding. It is on engaging with the world of ideas to build new understandings. The challenge of school library web sites, as with all the services provided by the school library, is to enable this. What does the school library web site tell about the mission and focus of the library? Does it celebrate the found, or the understood?

Creating an effective web site

Creating an effective web site is a complex business. What makes a great web site? Here are some general design principles that teacher-librarians could focus on in establishing their library web sites. Some are fairly standard design notions, others ask us to think a little more about the learning role of the web site. The library web site must:

- be useful to learners with diverse abilities, and avoid segregating or stigmatising any users
- accommodate a wide range of individual preferences and abilities, provide choice in methods of use, facilitate the learner's accuracy and precision, and be adaptable to the learner's pace and learning styles
- be easy to understand (regardless of the learner's experience, knowledge, language skills, or current concentration level), eliminate unnecessary complexity, accommodate a wide range of literacy and language skills, arrange information consistent with its importance, and provide effective prompting and feedback
- communicate necessary information effectively to the learner, regardless of ambient conditions or the learner's sensory abilities using different modes (pictorial, verbal, tactile) for presentation of essential information, providing adequate contrast between essential information and its surroundings, maximising legibility of essential information, and making it easy to give instructions or directions
- have a design that minimises hazards and errors and the adverse consequences of accidental or unintended actions, that is, the linkage structure must ensure that learners do not get lost in cyberspace or reach dead ends
- have a design that can be used efficiently and comfortably and with a minimum of fatigue and effort as research on adolescent web based searching indicates that students can be quite impatient

I have recently attended the annual *Libraries in the digital age* conference in Dubrovnik, Croatia organised by the Department of Library and Information Science at Rutgers University. One of the central themes at this conference was the nature of digital services provided by libraries, and exploring contemporary problems, advances and solutions. Considerable attention was given to understanding information seeking and use patterns of target audiences so that web sites could be designed more effectively. This begs the questions: why do our libraries provide extensive web based networked services; and what do we want users to do and become, in this information environment?

- have a design that is responsive to what we know about adolescent information seeking behaviour on the web as research tells us that students search with high levels of uncertainty and insecurity, approaching searching as knowledge novices rather than as knowledge experts and approaching judgments of relevance and quality in fairly superficial ways.
- One of the key challenges of school library web design is that the design also provides tools for constructing knowledge rather than just finding information. This suggests that the web sites provide tools for developing and improving a range of information literacy skills so that students can engage independently in effective searching and using information. This *Research column* presents some timely insights and issues in relation to school library web design. The study focuses on public web sites, and

not on school wide intranets. Of course, it may be that school libraries are providing a range of information literacy tools and independent learning experiences to develop information competencies. This would be worthwhile exploring with further research, as suggested in the *Research column*. But it does ask us to consider what is the public face of school libraries, is it celebrating the understood or the found? And against this backdrop, what services should appropriately be provided on the public web sites and behind the fire wall on the school's intranet? These are worthwhile questions for our profession to take up.

The author of the *Research column* is Dr Anne Clyde, Professor in the Department of Library and Information Science in Faculty of Social Science, University of Iceland, and Adjunct Professor in The Graduate School of Management at

the University of Western Australia. Anne is known to teacher-librarians around the world, and many teacher-librarians in Australia had the privilege of being in her classes during teacher-librarianship courses in the 1980s at Charles Sturt University in Wagga Wagga and Edith Cowan University in Perth. Anne teaches courses related to the Internet, online searching, library automation, and database management. Her ongoing scholarship and research have contributed enormously to our field. Her current research projects relate to: the use of the Internet and online information services; how people learn about, and learn to use, the Internet; and characteristics of research and researchers in the field of teacher-librarianship. Anne is also Webmaster for the International Association of School Librarianship (IASL). *IASL: school libraries online* web site is at <http://www.iasl-slo.org/> ■

School library web sites: current status and ongoing trends

Laurel A. Clyde is Professor in the Department of Library and Information Science in the Faculty of Social Science, University of Iceland, and Adjunct Professor in The Graduate School of Management at the University of Western Australia.

1995, School libraries.net at <http://www.school-libraries.net/> (Milbury) and *School libraries on the web* at <http://www.sldirectory.com/> (Bertland) provide access to school library web sites around the world, and a means for studying them. How are school libraries using their web sites? Have there been any changes over the years? What are the current expectations and trends in relation to school library web sites? A school library web site represents an expenditure of time and funds. Teacher-librarians considering the establishment of a web site for the school library, as well as those who are evaluating an established site, need to be aware of the current state of the art and of current trends and developments in this field.

This article describes research that has investigated school library web sites through a six-year period. A small scale study of school library web sites carried out in the second half of 1996 (Clyde, 1996) was designed to identify the characteristics and features of these web pages or sites, and the type of information that school libraries were providing on the web. The research was purely descriptive; it was an attempt to provide a picture of the then current state of the art in relation to school library web pages or sites. It served a number of purposes, one of which was that it established a base line against which future developments could be measured. While the original intention was to do a one off study, subsequent monitoring of the

literature and observation of changes in the web sites, suggested that follow up studies would be useful. Thus the 1996 study was repeated in 1999 and again in 2002.

Aims

The basic aims of the 2002 work were to identify the current status of school library web sites (as of November 2002) and to compare this with the findings of analyses carried out in 1996 and 1999 to identify any changes over time. The longitudinal study, as a whole, had a number of more specific aims, some of which are not relevant to the coverage of this particular article. These will be addressed in articles currently in preparation. The specific research questions that are discussed here are as follows:

- what is the current state of the art of school library web pages or sites
- have school library web pages or sites changed in the period from 1996 to 2002?

As indicated above, since some changes in school library web pages or sites were observed in the years after 1996, it was anticipated that the research would both confirm this and provide more comprehensive information about the nature of the trends and developments to late 2002.

This study was concerned with publicly available school library web sites. It did not consider school library intranets nor local area networks (LANs) in schools that may have some school library content. To study them, either alone or in conjunction with the web sites, a different research methodology would be needed. Further, the research was concerned with what school libraries are doing in relation to a web presence. It was not designed to explore perceptions of what they *should* be doing.

Methodology

The 1996 study was carried out at a time when there was very little research or professional literature

related to the topic. The articles that were available tended to discuss the issue of whether or not a school library, or any library, should have a web page at all. This was still the case even into 1997 when all three papers about school library web sites, presented at the ITEC virtual conference of that year, incorporated arguments for having a school library web site (Hay & Henri, 1998). Now, of course, it is almost expected that libraries will have web sites, and the literature, covering all aspects of library web site development, is vast.

In the absence of any guidelines or established methodologies for studying web sites, it was decided to use content analysis as the basis of the 1996 research (Clyde, 1996), on the grounds that this technique had been used successfully to study other communications media (including electronic mail; see Clyde, 1997). This decision was validated in retrospect. The 1996 study has been replicated elsewhere for example, by Lopez (1998), who studied Icelandic and Spanish public library web sites. The content analysis methodology has also been used as the basis for a number of other studies since 1996, including studies of personal home pages (Bates & Lu, 1997) and university web sites (Agingu, 2000). In 2000, McMillan analysed the reports of a number of research projects that had used content analysis to study the web (including the author's 1996 study) and concluded that it was an appropriate and effective technique for studying many different aspects of this dynamic environment.

The 1996 study took the form of a content analysis of 50 school library web pages or sites, identified using the directories of Milbury and Bertland (see above). All the sites were accessed on the one day, in November 1996, to reduce the potential effects of problems associated with the constantly changing nature of the web. All content items and features on the

web pages or sites were recorded. After all the pages or sites had been examined, the final list of contents and features was reviewed to make sure that the same type of content or feature had not been listed more than once in different ways. No attempt was made to evaluate the various features of the different web sites, because of the absence of any generally accepted criteria for the evaluation of school library web sites or their features (Clyde, 1999, p 232). In addition, so little was known about school library web sites in 1996, that it was useful to find out what school libraries were actually doing in terms of a web presence, regardless of quality issues. Three years later, in 1999, the 50 web pages or sites included in the 1996 study were revisited and the remaining 37 pages or sites subjected to content analysis. The procedure was repeated again in 2002, with the remaining 32 pages or sites again being subjected to content analysis. This repetition of the original study has enabled the comparative analysis of the same group of web pages or sites over time, with the results of each new study being compared with previous results, to draw conclusions about changes over a period of six years.

Data analysis

The web sites in the original sample were from nine different countries, with a little over half (54%) located in the United States of America (see Table 1). There were many more secondary schools represented in the original sample than primary schools; in fact, the secondary schools accounted for approximately half the total number of web sites (26 or 52%; see Table 2). In addition, there were some schools with secondary classes among the other schools (K-12 schools, middle schools, and special schools) that made up approximately a quarter of the schools in the sample in 1996. Although the total number of sites in the study decreased through the

School library web sites 1996 to 2002 by country			
Country	1996	1999	2002
United States of America	27 (54%)	22 (59.5%)	19 (59.4%)
Australia	7 (14%)	4 (10.8%)	4 (12.5%)
Canada	7 (14%)	4 (10.8%)	3 (9.4%)
Sweden	3 (6%)	2 (5.4%)	2 (6.2%)
Singapore	2 (4%)	1 (2.7%)	1 (3.1%)
Iceland	1 (2%)	1 (2.7%)	1 (3.1%)
Kuwait	1 (2%)	1 (2.7%)	1 (3.1%)
New Zealand	1 (2%)	1 (2.7%)	-
Norway	1 (2%)	1 (2.7%)	1 (3.1%)
Totals	50 (100%)	37 (100%)	32 (100%)

Table 1

School library web sites 1996 to 2002 by type of school			
Type of school	1996	1999	2002
Primary/elementary	11 (22%)	10 (27%)	8 (25%)
Secondary/high	26 (52%)	19 (51.4%)	17 (53.1%)
Other (including middle schools, K-12 schools)	13 (26%)	8 (21.6%)	7 (21.8%)
Total	50 (100%)	37 (100%)	32 (100%)

Table 2

The most common contents or features of school library web sites 1996 1999 2002					
Content/Feature	1996 (50 sites)	1999 (37 sites)	% Change 1996-1999	2002 (32 sites)	% Change 1999-2002
1. Name of school and library	41 (82%)	31 (83.78%)	1.78	29 (90.62%)	6.85
2. Links to selected resources on the Internet	31 (62%)	25 (67.56%)	5.56	22 (68.75%)	1.19
3. Information about the school library	29 (58%)	25 (67.56%)	9.56	22 (68.75%)	1.19
4. Interactive email contact address	28 (56%)	25 (67.56%)	11.56	23 (71.87%)	4.32
5. Link to a school home page	24 (48%)	20 (54.05%)	6.05	28 (87.5%)	33.45
6. Date of the last update of the page	19 (38%)	20 (54.05%)	16.05	14 (43.75%)	-10.03
7. Links to Internet search engines	15 (30%)	21 (56.76%)	26.76	18 (56.25%)	-0.51
8. Address of the school/library	14 (28%)	16 (43.24%)	15.24	16 (50%)	6.76
9. Counter	11 (22%)	9 (24.32%)	2.32	6 (18.75%)	-5.57
10. Information about Internet projects undertaken in/through the school library	9 (18%)	3 (8.1%)	-9.9	6 (18.75%)	10.65
11. Research skills information, e.g. the "Big 6", "Be Definite", research guides	8 (16%)	9 (24.32%)	8.32	9 (28.13%)	3.81
12. Links to Internet resources for teachers	8 (16%)	12 (32.43%)	16.43	12 (37.5%)	5.07
13. Links to Internet resources for school librarians	8 (16%)	9 (24.32%)	8.32	4 (12.5%)	-11.82
14. List of CD-ROMs in the school library	8 (16%)	6 (16.22%)	0.22	2 (6.25%)	-9.97

Table 3

period as web pages and sites disappeared, the proportions of sites from particular countries or representing particular types of schools remained similar.

The 1996, content analysis of the school library web sites identified 26 different content items or features; the most common of them are listed in Table 3 according to the number and percentage of sites on which they appeared. This table also shows changes recorded in these web site features in 1999 and 2002. The incidence of some features increased through the six year period for example: the inclusion of the name of the school and the library on the web page or site; the use of a link back to a school home page; and the provision of information for library users about compiling bibliographies. The incidence of other features increased to 1999 and then declined, for example: the inclusion of a last update date on the page or site; the provision of links to Internet resources for

The most common additional contents or features of school library web sites 1999 and 2002

Content/Feature	1999 (37 sites)	2002 (32 sites)	% Change 1999-2002
1. Links to online indexing, information, and current news services	12 (32.43%)	20 (62.5%)	30.07
2. Links to the school library OPAC	12 (32.43%)	14 (43.75%)	11.32
3. Links to other library catalogues	11 (29.73%)	17 (53.13%)	23.4
4. Links to online encyclopedias, reference works	8 (21.62%)	16 (50%)	28.38
5. Mission/goals of the school library	8 (21.62%)	7 (21.88%)	0.26
6. Classroom-library projects (not Internet based)	7 (18.92%)	3 (9.38%)	-9.54
7. Link to the home page of the school librarian / media specialist	7 (18.92%)	4 (12.5%)	-6.42
8. Information or links for parents	6 (16.22%)	2 (6.25%)	-9.97
9. IT awards or citations won by the school library or web site	6 (16.22%)	3 (9.38%)	-6.84
10. Information about courses run through the school library	5 (13.52%)	5 (15.63%)	2.11
11. Information about the school / library computer network	5 (13.52%)	4 (12.5%)	-1.02
12. School library club activities	5 (13.52%)	3 (9.38%)	-4.14
13. Virtual tour (in photos) of the school library	5 (13.52%)	5 (15.63%)	2.11

Table 4

school library staff; and lists of CD-ROMs in the school library. The decrease after 1999 in the number of pages or sites that provided the last update date is of some concern, since this is one of the features that provide clues to the currency of the information that is being made available, and students are advised, in a number of web site evaluation guides, to use this feature as an indication of the reliability of the information on a site, see Evaluation rubrics for web sites [web site].

Some 28 additional items of content or features were found in the content analysis of the remaining 37 web pages or sites in 1999. The most common of the new items or features are shown in Table 4; this table also indicates changes in the incidence of these features by 2002. The 1999 analyses showed that sixteen (43.24%) of the 37 sites were, by then, providing links to online resources outside the school library, in addition to the links to free web pages that had been common in 1996. Of these sixteen sites, twelve (32.43%) were providing links to commercial online information services such as *SIRS publishing*, at <http://www.sirs.com/>,

eLibrary at <http://ask.elibrary.com/>, and *NewsBank* at <http://www.newsbank.com/>. Eleven (29.73%) sites were providing links to the catalogues of other libraries, including catalogues of local public libraries, a state library, and/or a library consortium, and eight (21.62%) were providing links to online encyclopedias and other online reference tools. In addition, twelve (32.43%) of the remaining 37 school library web sites were providing a link to the school library's own online public access catalogue (OPAC).

The 2002 content analysis showed that the use of school library web sites to provide access to online information services of various kinds, and to library catalogues (including the school library's own OPAC) had increased over the three years. For example, while 32 per cent of the school library web sites provided access to commercial online information services in 1999, this had almost doubled, to 62 per cent, by 2002. Further, the proportion of school libraries that were providing access to their own OPAC through their web site increased from 32 per cent in 1999 to 43 per cent in 2002. The other features that were introduced in

1999, appeared on fewer of the web sites, and many of them, such as the provision of an online guest book or links to news stories featuring the school library, had declined or disappeared by 2002.

Table 5 shows twelve additional items of content or features that were found in the content analysis of the web pages or sites in 2002, over and above those found in 1996 and 1999. None of these new items appears on as many sites as the most popular of the new items noted in 1999. Further, the new item that was noted most often, on seven of the 32 sites or 21.86%, was related to the most striking development of 1999, the use of the school library web site to provide access to commercial online information services and the library OPAC. By 2002, one fifth of the school library web sites were providing users with access to the commercial online information services from home as well as from within the school. Other new features included: a site search engine (on five of the 32 sites, or 15.63%); use of the web site to coordinate reading programs (four of the 32 sites, or 12.5%); and a collection development policy made

Additional contents or features of school library web sites 2002

Content/Feature	2002 (32 sites)
1. Access to online databases and services from home as well as school	7 (21.86%)
2. Site search engine	5 (15.63%)
3. Reading programme	4 (12.5%)
4. Collection development policy	3 (9.38%)
5. List of new periodicals/books in the library	2 (6.25%)
6. Statement of purpose/goals of the web site	2 (6.25%)
7. Library webcam	1 (3.13%)
8. Web page hosting for library users	1 (3.13%)
9. New library materials request form	1 (3.13%)
10. Interactive "Ask a Librarian" service (through a web-based form)	1 (3.13%)
11. Virtual museum	1 (3.13%)
12. Welcome message from the librarian	1 (3.13%)

Table 5

available via the web site (three of the 32 sites, or 9.38%). Only two or three of the school library web sites provided an indication of the existence of an intranet or organised and accessible content on a school or school library Local Area Network (LAN). For a number of reasons (some of them technical) it is not possible to be more specific about the existence of such local network resources or the uses to which they might be being put in the school.

Table 6 indicates the extent of the changes in the school library web sites in general from 1996 to 2002. In each

three year period, more than half of the sites became more sophisticated in: the number of pages; or the resources available through the site; or the graphics and design; or a combination of two or more of these. However, in each case, the rate of change slowed in the second three year period. Thus, while 29 of the 50 sites (58%) became more sophisticated from 1996 to 1999, nineteen of 37 (51.35%) became more sophisticated between 1999 and 2002. More tellingly, the figures in Table 6 show that the rate of change within each of the three aspects under consideration slowed to a greater

Changes in school library web sites 1996 to 2002

Changes	1996-1999	1999-2002
Sites that became more sophisticated	29 (58%)	19 (51.35%)
- in terms of the number of pages	- 26 (52%)	- 6 (16.21%)
- in terms of resources available through the site	- 26 (52%)	- 14 (37.8%)
- in terms of graphics and design	- 22 (44%)	- 10 (27.02%)
Sites on which there was little change	4 (8%)	6 (16.21%)
Sites on which there was no change	3 (6%)	4 (10.81%)
Sites that had declined	1 (2%)	3 (8.1%)
Sites that had disappeared	13 (26%)	5 (13.5%)
Totals	50 (100%)	37 (100%)

Table 6

extent than the overall figure would suggest, for example between 1996 and 1999 there was an increase in the number of pages on 26 of the 50 sites (52%), but between 1999 and 2002, only six of 37 sites (16.21%) showed an increase in the number of pages. For resources that were made available through the web sites, 26 of the 50 (52%) showed an increase between 1996 and 1999, while only fourteen of 37 (37.8%) showed an increase between 1999 and 2002. Similarly, in graphics and design of the web sites, 22 of the 50 (44%) showed an increase in sophistication between 1996 and 1999, while only ten of 37 (27.02%) showed such an increase between 1999 and 2002.

The proportion of sites on which there was little change doubled in the second three year period, from 8% between 1996 and 1999 to 16.21% between 1999 and 2002). Little change, in this context, meant small updates to content on individual pages of a web site, such as: changing the name of the person responsible for a task; changing an email contact address; or making small additions to lists of resources, but no change in the total number of pages or the resources available through the pages or the basic design of the site. The proportion of sites on which there was no change, also increased in the second three year period, as did the proportion of sites that declined in the later period, though the numbers involved are very small.

Discussion

As was indicated under Aims this article focuses on two of the research questions that guided the longitudinal study. The question related to the current state of the art of school library web sites will be addressed below, followed by a discussion of the changes in school library web sites over the six year period covered by the research.

The current state of the art of school library web sites

The most sophisticated of the school library web sites provide: information about the school library; collections of evaluated links to Internet resources for library users (including students, teachers, the library staff and parents); a link to the school library OPAC and other useful library catalogues (such as the catalogue of the local public library and/or a local library consortium catalogue; and links to commercial online information services (with access available for teachers and students from home as well as from school). Information content on the most sophisticated school library web sites might include: information about the library opening hours and services (perhaps with a virtual tour of the library in photographs); information about locating material for school assignments (perhaps in the form of pathfinders); and information about creating bibliographies. Some of these sites have navigation features designed to assist people to use the site for example, a site search engine and/or a site map. One or two are experimenting with new features such as a webcam or a form based virtual reference service.

Changes in school library web sites 1996 to 2002

Though there has been an overall development of school library web sites that development has not proceeded evenly through the six years, nor has it affected all web sites. In the first three years, more than half of the school library web sites became more sophisticated, as indicated by an increased number of pages on the site and/or an increase in the resources made available through the site. More than a third became more sophisticated in graphics and design. New features were added to the majority of the web sites through the six years. While some of the new features added in the first three years were fairly trivial (and several disappeared again some time

after 1999), others, such as the provision of a site map, perhaps indicate an increasing awareness of the needs of users. In the second three year period (1999 to 2002), the rate of development slowed down somewhat, reflecting the research of O'Neill, Lavoie and Bennett (2003) which shows that "the public web's rate of growth has been slowing" by a small amount, but steadily, over the last few years. Although slightly more than half the sites continued to develop, less than one fifth showed an increase in the number of pages on the site and less than two fifths showed an increase in the resources made available through the site. The percentage of sites that became more sophisticated in graphics and design also declined. In addition, fewer new features or content items appeared on the web sites than in the first three year period, and the number of sites that adopted these new features also declined.

Between 1996 and 1999, the most striking development in the school library web sites was the increasing use of these sites to provide links to commercial online information services, online references works, and the catalogues of other libraries. This is in addition to the collections of web page links that had featured so prominently in 1996. Another important development that was evident by 1999 was the use of the school library web site to provide search access to the library's own OPAC. The proportion of school library web sites that were providing access to these electronic resources again increased substantially between 1999 and 2002. The only other area in which there was notable growth was the provision of links to recreation resources on the Internet for school library users. The most significant new feature observed in 2002 was related to one of the main growth areas: the provision of access to commercial online information services from home, as well as from within the school. These changes suggest an increasing emphasis on the school library web site as a

gateway to quality resources, including resources in the school library collection (through remote access to the OPAC) and fee based and free information services available via the Internet.

Different commentators (including the author) have different views about what information and services should be available on a school library web site. This study was designed to investigate what has been and is available on a sample of school library web sites over time. In looking at these sites today, it has to be taken into account that some information, learning resources, and services may be available via the school library intranet or LAN. The use of intranets or LANs could not be investigated through the methodology used for this study; a survey of the libraries by email, mail or telephone would be required.

Conclusion

While new features are still appearing on school library web sites, there is also evidence that developments are slowing down, a finding that may be attractive to those who are trying to keep up with trends. Nevertheless, teacher-librarians planning to create a web site for their school library, or who are evaluating an existing web site, need to be aware of the current state of the art. What would have been considered satisfactory in past years will not be considered satisfactory today. There is evidence of an important emerging function for the school library web site as an electronic information portal or gateway for the school community, whether that information is available within the school library through the library catalogue or is external to the school. However, the development of this kind of web site requires ongoing planning as well as significant investment of time and resources. It is not something that can be done by a teacher-librarian working in spare time. If it is to be successful, it has to be seen as integral to the services of the school library, and supported by realistic allocation of funds. ■

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Abstracts

SEELS, B., CAMPBELL, S., and TALSMA, V. Supporting excellence in technology through a community of learners', *Educational Technology Research and Development*. 51(1), 2003, pp 91-104.

This report documents the evaluation of an exciting technology project *Preparing tomorrow's teachers to use technology*, centring on the creation of a Collaborative Community of Learners (CCOL). The project involves the University of Pittsburgh, public and private schools, and industry. It provides rich insights into strategies and principles for the effective integration of technology into teaching and learning. The implementation of the project relies on cycles of collaboration, enhancement, enactment and reflection. Operational strategies include: intensive learning through discussion; demonstrations and workshops; regularly scheduled meetings; individualised

mentoring for each participant; self evaluation and reflective journaling strategies encouraging input from principals and stakeholders; and skill building opportunities. Through the project evaluation, a number of instructional design principles have been formulated. These include providing:

- ongoing, flexible support staff for training and technical assistance
- follow up through constant contact with learners
- documentary support for when working alone
- concept map software and other visual tools for learners to use in project planning, time management, and setting and achieving goals
- opportunities for sharing, collaboration and community building through many formats and groupings
- opportunities to share successes
- projects that matter and are relevant to learners
- teaching for learners to write reflectively. ■

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A renewed focus on pedagogy

Robert Randall is Director, Professional Support and Curriculum Directorate.

In Term 2, the Department released a discussion paper titled *Quality teaching in NSW public schools*. Schools received multiple copies of the discussion paper, along with other materials to support the discussion in the school community about quality teaching, or pedagogy.

The discussion paper describes a model of pedagogy that reflects what the best research from Australia and overseas is saying about teaching practices that make a difference to student learning outcomes. Central features of the model call for teaching practices that focus on three dimensions: high standards of "intellectual quality", "quality learning environment" and "significance".

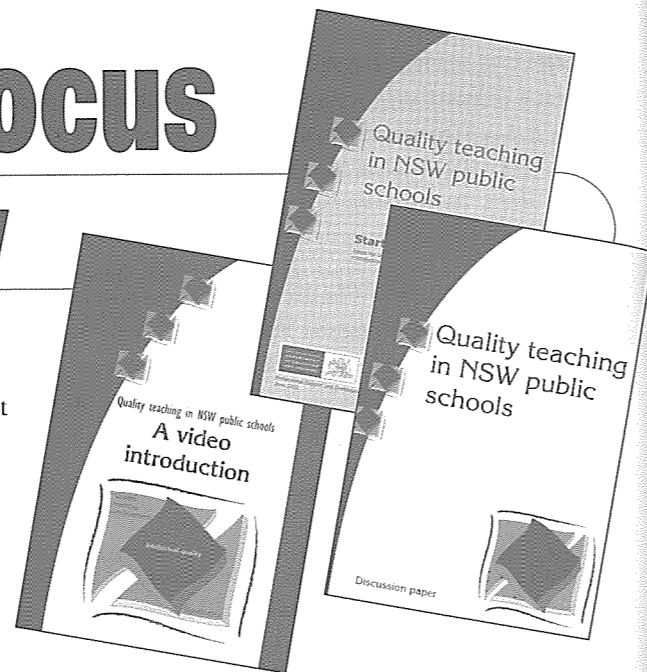
We asked Dr James Ladwig and Professor Jennifer Gore from The University of Newcastle to develop the paper to provide a framework for supporting and developing quality pedagogy as a long term strategic priority in NSW public schools. Dr Ladwig and Professor Gore have drawn from and improved on work that has occurred in NSW schools, along with research that has been undertaken in Queensland and internationally, to develop the NSW model of pedagogy.

You can use the model as a reference point for planning and redesigning learning activities, lessons, units of work and assessment tasks, or as a framework to guide self-reflection and

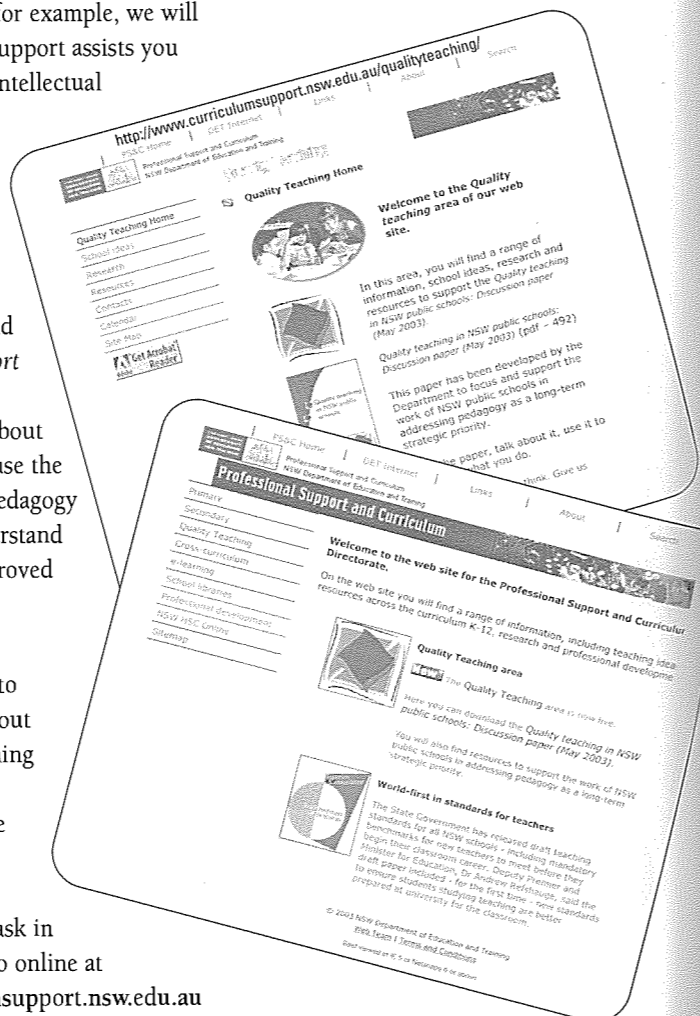
evaluation about what you do. It doesn't matter what subject you are teaching, or to what year, the model can apply and support you equally in this work.

We will use the model described in the discussion paper as a reference point for our own work in supporting you with curriculum implementation as we develop sample teaching ideas and other resources to support all syllabuses K-12, for example, we will ensure that this support assists you to enhance the "intellectual quality", "quality learning environment" and "significance" of your work with students. *Scan and Curriculum Support* will also begin to include articles about ways you could use the NSW model of pedagogy to help you understand and plan for improved teaching in your classrooms.

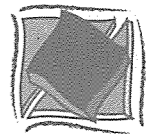
I encourage you to find out more about this quality teaching initiative. If you have not seen the discussion paper and the other support with it, ask in your school or go online at www.curriculumsupport.nsw.edu.au



I hope you find this work of benefit to you as you work with K-6 and new 7-10 syllabuses and continue the implementation of the new HSC. ■



Extract from the discussion paper at <http://www.curriculumsupport.nsw.edu.au/qualityteaching/>



The NSW model of pedagogy

The three dimensions of the NSW model

- Intellectual quality** refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.
- Quality learning environment** refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.
- Significance** refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

1. Intellectual quality
2. Quality learning environment
3. Significance

Elements of the NSW model

Each of the three dimensions of pedagogy can be described in terms of a number of elements. Each element has been selected and defined on the basis of:

- a sound and reliable research base linking the practices or qualities of the element to improved student learning outcomes
- the practical capacity of each element to act as an indicator of the underlying dimension.

Each of the three dimensions of pedagogy can be described in terms of a number of elements.

	Intellectual quality	Quality learning environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge
	Deep understanding	Engagement	Cultural knowledge
	Problematic knowledge	High expectations	Knowledge integration
	Higher-order thinking	Social support	Inclusivity
	Metalanguage	Students' self-regulation	Connectedness
	Substantive communication	Student direction	Narrative

Table 1: The dimensions and elements of the NSW model of pedagogy

A summary discussion of each dimension is provided on the following pages, along with an elaboration of what each element looks like if you were observing a classroom or if you were reviewing a documented assessment task.

Film Asia: new perspectives on film for English



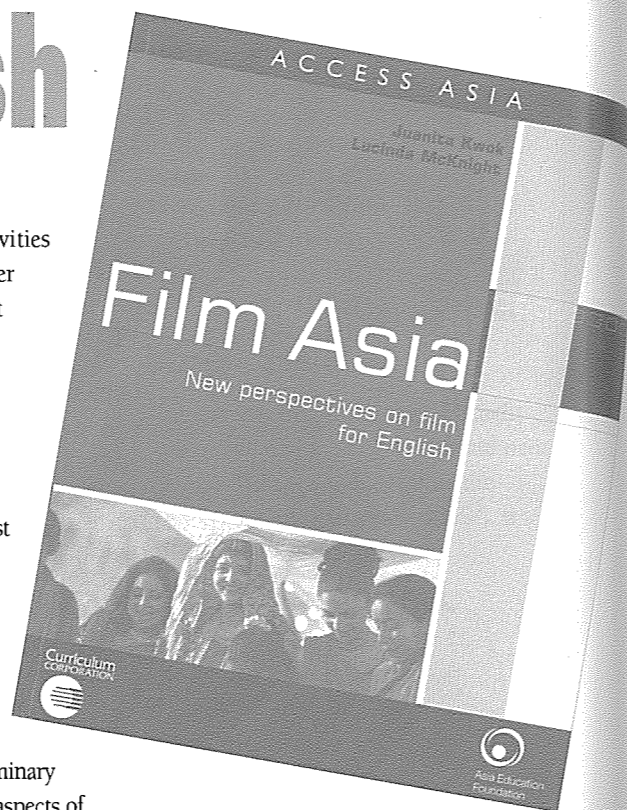
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K-12.

techniques; extension activities and related texts for further reading; and activities that allow students to access additional content and related texts.

One of the films selected is *Chicken rice war*, a comedy that gives a Singaporean twist to Shakespeare's classic, *Romeo and Juliet*. The film has been composed in the style of a mockumentary (mock documentary). This would be a valuable study for students in Stage 6 Preliminary English courses as it covers aspects of satire as well as adaptation and appropriation. The film borrows heavily from the production techniques used so much in television, as well as from Baz Luhrmann's film version of *Romeo and Juliet*. Teachers should note that *Chicken rice war* has not been classified yet and contains some course language that may make it unsuitable for use in some classes.

The analysis of this film would help students in their understanding of contemporary perspectives of gender and class as well as Chinese culture.

The award winning, *Crouching tiger hidden dragon*, rated M15+, has links to the action film genre. The many versions



of *Romeo and Juliet* could be used as related texts as well as excerpts from different types of action films such as those from Bruce Lee and Jackie Chan. The analysis of this film would help students in their understanding of contemporary perspectives of gender and class as well as Chinese culture. Web sites that show promotional material are excellent sources to help students' understanding of how these texts 'work' and allow for responding and composing activities in a variety of text forms.

Availability of films and copyright issues for schools

All fifteen films featured in this resource are commonly available through local video lending libraries or can be hired from the national lending library at the Australian Centre for the Moving Image, formerly Cinemedia (see accompanying review of

The classification of most films is provided in this book. Teachers in NSW Department of Education and Training schools will need to refer to the *Use of videos in school: memorandum to Principals* to ensure compliance.

this web site). Information regarding copyright in schools can be obtained from *Scan 21*(4), November 2002, 30-37.

Classification

The classification of most films is provided in this book. Teachers in NSW Department of Education and Training schools will need to refer to the *Use of videos in school: memorandum to Principals* to ensure compliance. An electronic copy of this memo is available at: <http://www.det.nsw.edu.au/policies/curricul/usevideo/index.htm> The recommended retail price for *Film Asia: new perspectives on film for English* is \$34.95 and orders can be made through Curriculum Corporation at <http://www.curriculum.edu.au/> ■

References and further reading

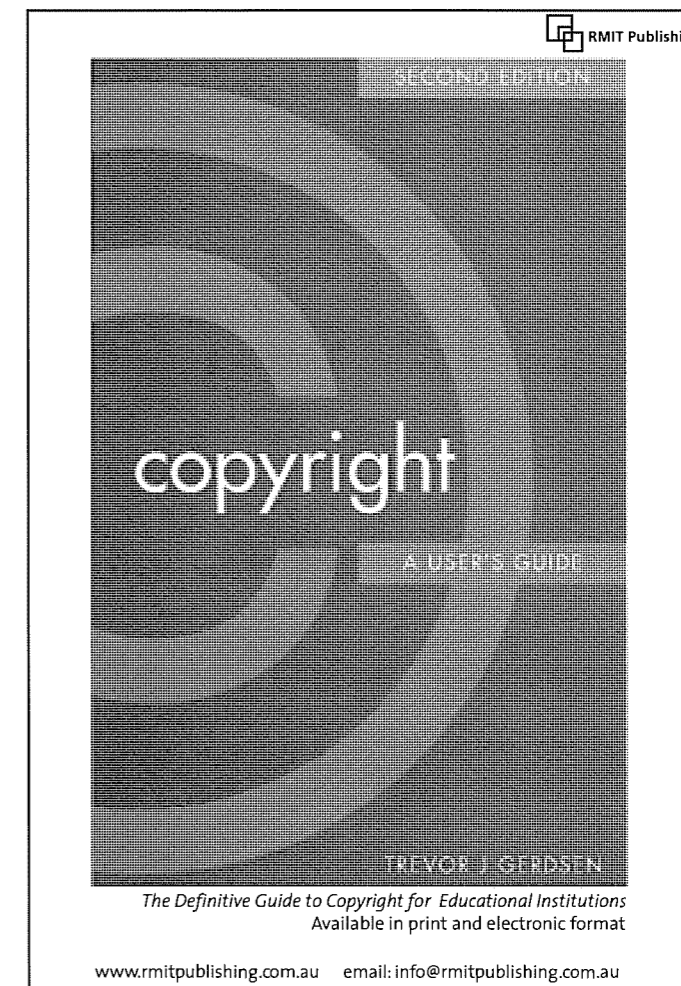
- Australian Centre for the Moving Image**
(website) at <http://www.acmi.net.au/index.htm> (Cited 11.6.03)
- Kwok, J. & McKnight, L. *Film Asia: new perspectives on film for English*, Curriculum Corp., 2002.
- National film and video lending service**
(website) at <http://www.nla.gov.au/film/> (Cited 11.6.03)
- Sly, C. 'Learning to read film', *Scan 22*(1), 2003, p 14.

ACMI (Australian Centre for the Moving Image)
<http://www.acmi.net.au/index.htm>

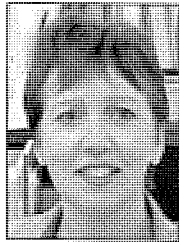
Membership to ACMI provides access to over 35 000 films, videos, CD-ROMs and DVD titles. The purpose built facility in Melbourne hosts the world's largest screen gallery and provides exhibitions, screenings, educational resources, and production events. The site includes student and teacher programs and a calendar of seminars and short courses on using, analysing, and creating film, television, and news media in the classroom. While these courses are open to Victorian teachers only, study guides may be purchased. Research resources hosts a collection of essays and checklists on screen studies and links leads to film, television, Internet, and digital media. Developed for use in Victorian schools, the articles and information on various film genres may prove useful for the teaching of film studies in NSW secondary English syllabuses. Teachers need to be aware that some resources require careful supervision and that parental permission may be needed to use these resources with students. F. Campbell

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Australian Centre for the Moving Image; Films
PUBLISHER: Australian Centre for the Moving Image
REVIEW DATE: 19/6/03 [791.40994]

SCIS 1135827



Premier's Reading Challenge



Rosie Charles is
Senior Curriculum
Advisor, Special
Projects, in
Professional

Support and Curriculum Directorate.

covering Australian fiction, classics, fantasy, historical, humorous, adventure, mystery and suspense, science, poetry, short stories, family and sports.

Last year, 6 000 students from 500 schools successfully completed the Premier's Reading Challenge. All 6 000 students received certificates signed by the Premier. At a special morning tea at Government House, several schools received awards for participation.

Students and teachers attending the Premier's reception in November met the Premier, the Minister and other special guests, including Libby Gleeson, our Premier's Reading Challenge ambassador.

A new Challenge for Years 3 and 4

There are some exciting proposals for the Premier's Reading Challenge in 2003/2004. Younger readers in Years 3 and 4 will have the opportunity to participate in their own Challenge in 2003/2004 and to choose from a wide range of texts specially selected for them. For readers in Years 5 to 8, more than 100 new texts will be added to the existing list and all these new texts will be flagged. To assist teacher-librarians, more detailed publication information on all list books will be provided on the web site. For the first time, newspaper texts will be included as part of students' personal choices. More information on reading newspaper texts will be available on the web site for the new challenges.

The support given by *Dymocks Literacy Foundation* and *The Sun Herald* as sponsorship and print



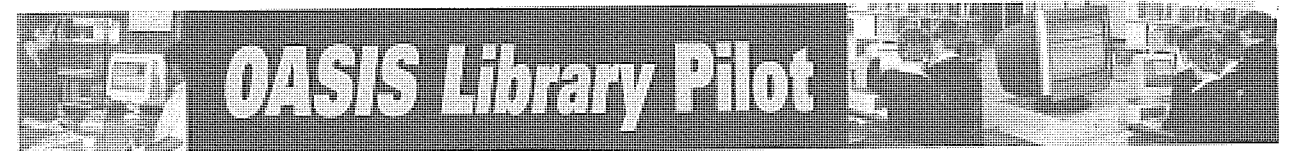
partners is greatly appreciated. Strong links are being formed between schools and their local *Dymocks* stores. As part of their promotion of the Premier's Reading Challenge for the *Dymocks Literacy Foundation*, the *Dymocks* booksellers at Tuggerah donated ten of the top twenty reads to Tuggerah Public School. *The Sun Herald* will assist in the provision of newspaper texts for students and information on books included in the Premier's Reading Challenge.

If you have students completing the Premier's Reading Challenge for 2002/3 and have not registered on the web site this year, please do so immediately. All information about the Premier's Reading Challenge is available from the official web site at <http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm>

For further enquiries, please contact Rosemary Charles, Special Projects Officer, on (02) 9886 7336. ■

Professional Development Day for teacher-librarians in new schools

Teacher-librarians from six new New South Wales schools met at the School Libraries and Information Literacy Unit at Ryde to share their experiences and gain skills and knowledge. The collegial day was convened by the Manager, School Libraries and Information Literacy. Focuses for the day included: DET policies and frameworks; strategies for planning and collection building; curriculum mapping; time management and prioritising; support available (including the core collection list), *OASIS Library* and *Using SCISWeb and SCIS .OPAC* training opportunities. ■



The Department of Education and Training is piloting an installation and training strategy that could be used to inform proposals for the implementation of a Windows version for *OASIS Library*. This is a collaborative project between Professional Support and Curriculum Directorate and Information Technology Directorate. The project team consists of:

- Geoff Jones, Senior Project Manager, Information Technology Bureau
- Colleen Foley, Manager, School Libraries and Information Literacy unit
- Anne Dowling, Cataloguing Coordinator
- Doug Jenkins, Manager, IT Help Services -Wollongong

The pilot is being conducted in twenty schools across New South Wales. The selection of schools gives a cross section of the different types of schools and sizes. The following criteria were used in the selection of the schools:

- type of school: high school, primary school, central school and collegiate
- size of school: small, medium and large
- dual platform: Windows and Macintosh

- multiple administration sites sharing one library site
- schools using TAFE Card
- schools involved in the Web Services Pilot
- distance education
- agricultural high schools.

The schools involved in the pilot project are:

- Barnier Public School
- Granville East Public School
- Marayong Public School
- North Sydney Boys High School
- Emmaville Central School
- Farrer Memorial Agricultural High School
- Glen Innes High School
- Peel Technology High School
- Tamworth Public School
- Dubbo College, Delroy Campus
- Dubbo College, Senior Campus
- Dubbo College, South Campus
- Dubbo School of Distance Education
- Gilgandra Public School
- Moss Vale High School
- Mount Keira Public School
- Mount Terry Public School
- Great Lakes College, Senior and Junior Campus
- Great Lakes College, Foster Campus
- Liverpool Girls High School

The project commenced on Monday 17 March 2003 with the project team nominating the schools to be involved. The pilot will run over a number of months and be completed by mid October 2003.

The pilot will be used to evaluate a number of different installation and training models for the implementation of the software, with recommendations being made for the preferred model. Further information is available on the School Systems website on the DET intranet, accessed from *School Libraries and Information Literacy* at www.schools.nsw.edu.au/schoollibraries ■

Briefly...

Island journeys: a quest for inspiration

Joint conference of the CBCA and ASLA, 2 October 2003 to 5 October 2003, Wrest Point Hobart Tasmania. Register at www.islandjourneys.com.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 (primary & secondary);
- English** English (primary & secondary);
- HSIE** Human Society & its Environment;
- Languages** Languages other than English;
- Mathematics** Mathematics (primary & secondary);
- 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.

Guest review editors: Cath Keane and Carol Thomas

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*.

Tape services online

<http://www.tapeservices.sa.edu.au/>

Operating under Part VA of the Copyright Act, this service provides off air VHS copies of televised, educationally relevant programs, to educational institutions. The collection of approximately 20 000 programs offers valuable curriculum support for lower primary to upper secondary students. Access to resources is by way of a keyword Search or Advanced search based on title, year level, or broadcast date. Search results contain a brief annotation of the resource. Services include: taping complete series; compilations; or single programs on the one tape and are available to order online or via a printable order form. Costing provides concise information for online ordering. S. Rasiaiah

USER LEVEL: Professional
SCIS SUBJECTS: Television programs – Catalogues; Video recordings – Catalogues

PUBLISHER: Department for Education and Children's Services, Tape Services, South Australia
REVIEW DATE: 29/6/03 [011] SCIS 1137696

Kidcyber

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

Produced and maintained by a primary teacher and a primary teacher-librarian, this excellent site contains clear, easy to read information on many topics. This information site would be particularly useful in supporting the *Change and continuity*, *Cultures* and *Environments* strands of the HSIE K-6 syllabus and the *Living things*, *Information and communications*, *Physical phenomena* and *The Earth and its surroundings* strands of the Science and Technology K-6 syllabus. Topic page is divided into the following areas: **Sports; Planet Earth; Australia; People & places; Space; Technology & inventions; Animals; and Food & my body**. It is written in a simple format and interspersed with pictures and animations. There are suggested links for most topics, but time would be needed to verify their curriculum relevance. A section of information for teachers and parents and a special page for students to contact a researcher regarding a specific question, with a minimum one week response time, are also available. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: General knowledge
PUBLISHER: S. Sydenham, Australia
REVIEW DATE: 25/6/03 [030] SCIS 1136591

Islam: empire of faith

<http://www.pbs.org/empires/islam/siteindex.html>

Based on the video series of the same name, this site accompanies the program with an extensive range of information on Islam. The contents menu divides the history of Islam into four categories: **Faith**, with information on Allah, the Five Pillars, and the Koran; **Culture** covers Art, Architecture and Literature; **Innovation** links to Algebra and trigonometry, Engineering, Astronomy, Medicine, and Paper and publishing, and Profiles identifies Muhammad, Saladin, Mamun and others. Also provided are video clips of Islamic architecture and information on the film production. Lesson plans to support the video series, include An introduction to Islam and Muhammad, and printable blackline masters. A Timeline of Islamic history is provided, with an event magnifier that allows the user to focus on a particular time period to highlight the faith, politics, culture or innovation of the period selected. F. Campbell

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
 Community Professional
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5; Modern History Stage 6; Society & Culture Stage 6; Studies of Religion 7-10; Studies of Religion Stage 6
SCIS SUBJECTS: Civilisation, Islamic; Islam – History
PUBLISHER: PBS, USA
REVIEW DATE: 27/6/03 [297.09] SCIS 1137609

Indigenous Australia

<http://www.dreamtime.net.au/>

Part of the Australian Museum site, these pages provide excellent information and resources to support Aboriginal studies and perspectives in the *Cultures* strand of the HSIE K-6 syllabus. Background information provides teachers with a broad overview

of Aboriginal Australia, and this leads to topics such as **Social justice**, **Land**, and **Cultural heritage**. An annotated **Timeline** from 1555-2000 is also a useful reference. A highlight of the site is the inclusion of twenty **Stories of the Dreaming**, available in text, audio, and video formats that can be experienced online. There are also support pages for students and **For teachers**, including information on contacting Aboriginal communities, and teaching Indigenous studies. A. Byron

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Aboriginal peoples – Dreaming
PUBLISHER: Australian Museum
REVIEW DATE: 27/6/03 [298] SCIS 968110

Future scapes

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

Here is an invaluable interactive web site, where students can readily calculate the impact of their **future** lifestyle choices on the **environment**. **Teacher's notes** provides lesson plans and instructions for the students' effective use of the site. Decisions students make, for example, on the size of their future house and transport mode give them a score that measures personal impact on **Land**, **Biodiversity**, **Air**, **Waste**, **Water** and **Greenhouse emissions**. In **Add actions**, students can alter their chosen future and, as the interactions continue, build a picture of how personal action affects environment. This is a powerful and motivating learning tool that will help students understand **sustainability**, the goal of the NSW *Policy on Environmental Education for Schools*. This site is a rich resource for classes studying Board of Studies units such as *Environment matters* and is particularly relevant to HSIE outcomes ENS3.5 and ENS3.6. J. Kennelly

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Conservation of natural resources; Environmental education; Human ecology; Sustainable development
PUBLISHER: Gould League, Australia
REVIEW DATE: 27/6/03 [304.2] SCIS 1137651

Business entry point: welcome to business entry point

<http://www.business.gov.au/BEP2002/>

Business dealings with all levels of government are covered on this site, which is directed at the Australian business community. Students working on *Business management and change* will find a practical perspective of the nature and responsibilities of management. **Set up your new business** has practical and relevant advice for the topic *Establishing a business*. The best selections, from the **Home** page, are **Manage your business**, **Expand your business**, and even **Close down your business**. The site is well worth a visit for relevant and practical data. A valuable **Jargon buster**, of government and business terms, is a useful glossary, and students might find this the most useful feature. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Commerce; Commercial law – Australia; Ecommerce; Employment – Australia; Industrial relations – Australia; Industry and state – Australia; Small business

resources

PUBLISHER: Commonwealth Dept. of Industry, Tourism and Resources, Australia
REVIEW DATE: 27/6/03 [322] SCIS 1051795

UNICEF Australia online

http://www.unicef.com.au/fr_contact.htm

Access to a range of information related to human rights and other thought provoking issues affecting children, including those in developing countries, is provided through this easily navigated and readable site. Media centre from the side bar menu leads to, Press releases which provides a wealth of resources about various childhood issues which are useful as stimuli for discussion. The side bar menu remains, providing easy navigation to access the Learn online section, from which Voices of youth focuses on broad aspects of children's rights and will clearly help broaden understanding of how events in the world affect the young by linking the user to related web sites. The screen must then be closed to return to the Learn online page to access a link to Teachers talking about learning which includes useful overviews of such considerations as learning styles, effective learning environments, and aspects of classroom organisation. J. Hawkes

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: CEC Exploring Early Childhood Stage 6; Geography Stages 4-5; Geography Stage 6
SCIS SUBJECTS: Children – Care and health; Children – Civil rights; UNICEF Australia
PUBLISHER: UNICEF Australia
REVIEW DATE: 27/6/03 [323.3] SCIS 1137528

NSWALC: NSW Aboriginal Land Council

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

A great starting point for teachers and students of Aboriginal Studies Stages 4 to 5 and Stage 6, this site includes general information about the NSW Aboriginal Land Council, its work and funding. An annotated timeline of Aboriginal history, focusing on the Land Rights movement, high profile cases and changes to NSW and Federal legislation, help make this an excellent resource. A series of facts sheets, on Land Rights and native title issues, can be downloaded and an extensive glossary of terms, relating to material on the site, is included. Also available is information about the Land Rights Unit, the Aboriginal Land Rights Act (amended 2002) and a list of sites organised by themes such as Arts, Education, and Health. These interesting links need to be checked for curriculum relevance. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6
SCIS SUBJECTS: Aboriginal peoples – Land rights; Aboriginal peoples – New South Wales
PUBLISHER: NSW Aboriginal Land Council, Australia
REVIEW DATE: 27/6/03 [333.2] SCIS 1135675

Murray Darling Basin

<http://www.wwf.org.au/default.asp?p=MDB.htm>

A succinct analysis of the three major problems facing the Murray-Darling Basin: salinity; vegetation clearing; and water management, is presented on this clearly designed and easily navigated site. Demonstrating how effective, well planned action at local, state and national levels can contribute to solutions for major ecological

problems, this useful site also provides printable fact sheets on relevant topics. Clear links direct users to the World Wide Fund for Nature's home page. A description of this organisation's vision, its actions for the Murray Darling Basin and information on other major campaigns are listed. Students may need some teacher assistance to interpret the site's language, and make full use of its information. W. Smith

USER LEVEL: Stage 3 Stage 4 Community
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
SCIS SUBJECTS: Land use – Australia – Environmental aspects; Murray-Darling Basin – Environmental aspects; Murray-Darling Basin – Management; Soil salinity; Water salinity
PUBLISHER: World Wide Fund for Nature, (Australia)
DATE REVIEWED: 27/6/03 [333.73] SCIS 1137681

Welcome to basin kids

http://www.mdbc.gov.au/education/basinkids/basinkids_animation.swf

Part of a much larger site, the cheeky and attractive introductory animations of this easily navigated site show it has been designed specifically for students. It has three main sections. The Challenge is an eight page file, which requires a colour printer for best results. It features the Murray-Darling Basin and focuses on its problems and importance to all Australians. Find out is the most useful section, with information on thirteen relevant topics from Agriculture to Wetlands and links to related parts of the parent site. Games offers printable puzzles and interactive games to reinforce knowledge and understandings developed by students working through the other two sections. The site relates to HSIE outcomes ENS2.5, ENS2.6, ENS3.5 and EN3.6. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Educational games; Land use – Australia – Environmental aspects; Murray-Darling Basin – Environmental aspects; Murray-Darling Basin – Management
PUBLISHER: Murray-Darling Basin Commission, Australia
DATE REVIEWED: 27/6/03 [333.73] SCIS 1137663

Diversity

<http://www.snaithprimary.eril.net/diversit.htm>

Developed as part of a comprehensive web site, information here assists students investigating the differences amongst plants, animals and human beings. The contents page is divided into Plants, Animals and Humans. Each has links to more specific sites which, although entertaining for younger students, would need further investigation for curriculum relevance. Plants has an excellent interactive activity on Photosynthesis which could be helpful for learning about explanation texts. Animals could support the achievement of outcomes for the Stage 1 HSIE unit, Wet and dry environments, as well as the Living things strand of the Science and Technology K-6 syllabus. Humans is disappointing, but does offer teaching and learning opportunities for the HSIE Stage 1 unit, Identifying us. This valuable, easily navigated site has external links to more difficult sites which are well worth investigating. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Biodiversity

PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 26/6/03 [333.95] SCIS 1135819

FLAPA (Food Law and Policy Australia)

<http://www.ausfoodnews.com.au/flapa/>

For those requiring up to date and comprehensive information on food law, this easily navigated site is an essential tool. Maintained by a legal firm, FLAPA specifically provides information about Australian food laws, and law related issues, for the food industry. Users able to negotiate the legalese will find a huge number of links to information on a wide range of topics from Genetic engineering to Food recalls to Storage/transport. The site manages a wealth of information in a simple, colourful, and user friendly format. Laws, regulations, codes and industry standards, one of six major headings, is dealt with in clear detail. M. Timperley

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6; Hospitality Stage 6; Tourism Stage 6
SCIS SUBJECTS: Food – Law and legislation; Food handling – Law and legislation
PUBLISHER: Lawmedia, Australia
REVIEW DATE: 27/6/03 [338.4] SCIS 1133057

Textile industry

<http://www.spartacus.schoolnet.co.uk/Textiles.htm>

A fine historical overview of the textile industry in the UK is provided for teachers and students on this interactive site. With a crystal clear layout of sections, navigation and finding information is easy. Information is provided on such areas as The domestic system, Inventors, Textile entrepreneurs, Life in a textile factory, interviews with Factory workers from the 1800s, and the Debate on child labour. Students can take part in a simple Child labour debate activity through Internet research, with links to information sites. Overall, this is a good site for preliminary students to gain a brief understanding of the historical aspects of the textile industry. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design 7-10; Textiles & Design Stage 6
SCIS SUBJECTS: Children – Employment; Great Britain – History – 19th century; Industrial Revolution; Textile industry – History
PUBLISHER: John Simkin, UK
REVIEW DATE: 27/6/03 [338.4] SCIS 1048821

Blundstone footwear

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

Exporting some 20% of their product, this Hobart based footwear company operates actively in the global economy. Whilst some material of direct syllabus relevance is presented too briefly, the site will be greatly appreciated by those who need or respond to the briefest and simplest information presented in animated and eye catching pictures. Our home touches on History and Technology involved in manufacturing the boots. By selecting The story and Environment in the History option, it is possible to build up a reasonable case study resource. There is plenty of visual interest for students. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE

SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Blundstone Pty. Ltd.; Shoes and shoe industry
PUBLISHER: Blundstone, Australia
REVIEW DATE: 27/6/03 [338.7] SCIS 1130056

Corpwatch: holding corporations accountable

<http://www.corpwatch.org>

Promising critical analysis and investigation of global companies' activities and development, this organisation provides some balance to the globalisation debate, with featured articles, current Campaigns, History & mission, and current topics In the news. Excellent and varied resource material, raising many points for the topic Global business can be found here, with basic facts about corporate power and explanations of key terms. The Issue library covers such concerns as human rights, Globalization, and WTO, with each selection giving brief interpretations and further links. Research tools provides useful steps to guide students' investigation of a company's operations, financial status, environmental and social records. The site's information is useful for the perspectives presented, and the class discussions these will stimulate. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation – Moral and ethical aspects; Multinational companies; Responsibility
PUBLISHER: CorpWatch, USA
REVIEW DATE: 27/6/03 [338.8] SCIS 1121662

The International Court of Justice: general information

<http://www.icj-cij.org/icjwww/igeneralinformation.htm>

Providing an outstanding overview of the International Court of Justice, this site is essential for students looking at International studies in peace and conflict. The module United Nations as peace-keeper 1946-1999 has direct reference to the International Court of Justice. A short description of the role and function of the Court is outlined in The Court at a glance. In addition, A guide to the history, composition, jurisdiction, procedure and decisions of the Court is provided. Links to past and pending Decisions are also included, and the site has very recent information. The language, format, style and concepts are most suitable for senior students. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: International Court of Justice; International law
PUBLISHER: International Court of Justice, Netherlands
REVIEW DATE: 27/06/03 [341.5] SCIS 1137048

The Timor Gap Treaty

http://www.caa.org.au/publications/briefing/timor_gap_treaty/treaty.html

Presenting extensive information on the Timor Gap Treaty, this site explores the agreement between Australia and Indonesia regarding the area between East Timor and Northern Australia. A detailed account of the Treaty, its implications and complications, are provided, with an outline of the geographical area, managing agencies, and economic issues. Links show Decade long negotiations, the impact of Independent East Timor, and The role of

Gap oil. An extensive Bibliography provides a good source of additional resources, and issues associated with the Treaty are regularly updated. This would be an outstanding resource when examining *Australia in the world 1946-1996*. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Australia – Foreign relations, East Timor; Australia – Foreign relations, Indonesia; East Timor – Foreign relations, Australia; Indonesia – Foreign relations, Australia; Petroleum; Timor Gap Treaty
PUBLISHER: Oxfam Community Aid Abroad, Australia
REVIEW DATE: 27/06/03 [341.7] SCIS 1137119

EMA for schools

<http://www.ema.gov.au/ema/emaSchools.nsf>

All aspects of Emergency management, including Prevention, Preparedness, Response, Recovery and Community safety are available on this excellent site. Extensive staff and students resources and activities are provided. For students, there is information about the various types of emergencies, a disaster image gallery, managing animals in disasters, and activities from the *CSIRO Helix* files magazine. Lesson plans are available for teachers on bushfires, cyclones, droughts, earthquakes, hazards, severe storms and flooding, with Case studies highlighting Australian disasters. They include lessons to incorporate research activities and can be used alongside the ABC video series *Hazards, disasters & survival*. This easily navigated and constantly updated site is worth bookmarking for classroom use. F. Campbell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Geography Stage 6; HSIE K-6; Science Stages 4-5
SCIS SUBJECTS: Assistance in emergencies; Disaster relief
PUBLISHER: Emergency Management Australia, ACT
REVIEW DATE: 27/6/03 [353.95] SCIS 1047569

National ACROD Limited

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

ACROD is the National Industry Association for Disability Services. With the aim of promoting quality services and opportunities for those with all types of intellectual, physical, psychiatric and sensory disabilities, a most important aspect of this organisation's site is the access provided to specific government departments and other organisations concerned with disability support in each of the states. Summaries of research and government publications are concise and link to additional information to give insight into key issues about various disabilities. A tool bar, with links to the home page and each Australian state and territory division, is available at the top of each page which makes this site easy to navigate. This well constructed resource will be useful to support the study of *Groups in context* and to increase the understanding of issues for specific groups. J. Hawkes

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Australian Council for Rehabilitation of Disabled; Disabled – Care and health; Disabled – Policy; Disabled in Australia; Rehabilitation
PUBLISHER: ACROD, Australia
REVIEW DATE: 27/6/03 [362.4] SCIS 1137548

The black box: an Australian contribution to air safety

<http://www.dsto.defence.gov.au/corporate/history/jubilee/blackbox.html>

The history of the black box flight recorder is outlined on this site, which is part of the Defence Science and Technology Organisation (DSTO) web site. It chronicles the often frustrating attempts by the Australian inventor, Dr David Warren, to have his concept of a flight memory recording box recognised. Civil and government agencies were initially uninterested in its development owing to the lack of flight accidents in Australia, and pilots protested against having a spy on board for every flight. The information is in essay format, with accompanying pictures which highlight the development of the recorder. Further links include a look at David Warren's journey with the final acknowledgement of his invention, and how the black box recorder works. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Aeronautics – Accidents; Inventions; Sound recording and reproducing
PUBLISHER: Defence Science and Technology Organisation, Australia
REVIEW DATE: 27/6/03 [363.12] SCIS 1137618

New South Wales. Rural Fire Service

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

The NSW Rural Fire Service is responsible for fire suppression and prevention activities in over 90% of the state. Click on the Fire safety heading from the main menu for access to a range of interesting topics: Bush fire safety checklist, Bush firewise, Fire safety publications and Other publications. Fire safety procedures, personal safety, and laws and regulations related to hazard reduction are well documented. A detailed case study of the January 1994 fires, is worth investigation. Extensive Teacher resources, located in the Other publications section, are outcomes based units to support the primary and secondary Science syllabuses. This comprehensive site has easy navigation tools and would be worth bookmarking. F. Campbell

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community
KLA: Science; ST
SYLLABUS: Science Stages 4-5; Science & Technology K-6; Senior Science Stage 6
SCIS SUBJECTS: Bushfires – Safety measures; Firefighting; New South Wales. Rural Fire Service
PUBLISHER: NSW Rural Fire Service, Australia
REVIEW DATE: 27/6/03 [363.37] SCIS 1074875

Welcome virtual teacher

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

Containing information and sources of interest on all aspects of computer use, this is an extremely useful site for all primary teachers. From here it is possible to access online lesson plans, computer tips, templates, timesavers, recommended sites, including some excellent WebQuests, search engines, both old and new, image search and tutorials on many aspects of computer technology. Cathy Brown, the author of this site, is an educator with over twenty years teaching experience, who gives seminars and inservices in computer technology and has written several

excellent articles in *Classroom* magazine, all of which are available from *Virtual teacher*. There is also a biweekly newsletter to which teachers can subscribe. This site is a must for all primary teachers who wish to enhance their technological skills and locate some great resources. J. Eade

USER LEVEL: Professional
KLA: CA; English; HSIE; Mathematics; PDHPE; ST
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS: Computers in schools; Education, Primary; Teaching – Aids and devices
PUBLISHER: C. Brown, [Australia]
REVIEW DATE: 27/6/03 [371.33] SCIS 1137172

Legends

<http://legends.dm.net>

Interesting source material, large, clear images, and extensive academic references feature on this fascinating site. The logical layout assists users to access in depth material, and to read a wide selection of original texts, comments, and critiques. A huge number of links will take users, pursuing an area of interest, in definite and useful directions. The site ably discusses many legends, from ancient tales such as *King Arthur & the matter of Britain*, to swashbuckling DVDs. English students will find material applicable to *The journey in the Area of Study, English Stage 6 syllabus*. Senior history students looking at *Case studies* will find useful primary material. The site makes excellent use of visuals, and senior art students working through *Practise in artmaking, Art criticism and art history*, could be illuminated by the comprehensive sections on *William Morris* and *Howard Pyle*. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Ancient History Stage 6; English Stage 6; Visual Arts Stage 6
SCIS SUBJECTS: Legends
PUBLISHER: Marmor, USA
REVIEW DATE: 26/6/03 [398] SCIS 1136748

EuroTales

<http://www.eurotales.eril.net/>

Designed to help students explore different cultures and beliefs, this entertaining site has much to offer. A brightly coloured home page provides links to four interactive sites, produced in collaboration with teachers from schools across Europe. Our famous stories features traditional tales from countries such as Finland, France, Greece, and Latvia. Each story contains easily accessible bilingual text with colourful, student created, illustrations. An option for students to write their own versions of these stories is provided with blank text boxes, accompanied by illustrations. Le Euro-quiz, Our festivals, and Travelling stories, provide opportunities for fascinating investigations and interaction, and would provide excellent support for the HSIE K-6 units *Celebrations*, and *People and their beliefs*. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Festivals – Europe; Folklore, European
PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 26/6/03 [398.2094] SCIS 1135791

Nursery rhymes: tales to learn by

<http://home.freeuk.net/elloughton13rhymes.htm>

Vibrant pictures, clear text, and recognisable characters provide instant appeal in this charming nursery rhyme site. Young explorers will browse enthusiastically, eagerly sharing their discoveries as they click the keyboard picture for a musical accompaniment, and then sing while reading the words to selected rhymes. Questions, posed at the end of each rhyme, will promote discussions about roles, rights, and responsibilities. Using visual cues to locate and match titles, scrolling down the page, and controlling the mouse, will develop skills when selecting the **Print** and **Colour** option. A4 size, blackline drawings of seven rhymes may be printed by clicking the hypertext titles. On the home page, a cute cat provides a connection to *Our links for little people*. Here, sixteen excellent interactive books and word games appear. *Peg the hen* will lead you to the excellent *Starfall* site. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Human behaviour; Nursery rhymes
PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 26/6/03 [398.8] SCIS 1135799

Starfall

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

Entertaining characters and activities make this interactive site a must for K-2 students. Designed for emergent readers, the easily navigated web site offers four menu options: **Interactive books and word games**; **Plant a flower**; **Make a snowman!**; and **Go on a word hunt!**. Moving pictures with matching text, phonological cues, highlighted click on words, and audio reinforcement, are prompts to enable independent access by young readers. Fifteen short stories will delight with their vibrancy, while other activities also make learning to read an entertaining experience. Free downloads, printing of writing journals and copies of the featured online books, provide reinforcement to develop phonemic awareness, sight vocabulary, and comprehension skills. The printed books would also make great take home readers. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Reading materials
PUBLISHER: Boulder Interactive Learning Group, USA
REVIEW DATE: 26/6/03 [428.4] SCIS 1137319

Find out why: exploring the science and technology all around you

<http://www.nsf.gov/od/lpa/events/fow/fowtflkv2n3/htm/start.htm>

Simple experiments, demonstrating that some materials are easily melted, are presented in this US National Science Foundation sponsored site. Requiring good reading skills and cheap, easily obtained materials, the activities are designed for experimentation at home with parental supervision, but are also suitable for classroom use. Clearly written and easily followed instructions can be printed for easy reference. There is an emphasis on adult assistance and supervision when necessary. Investigating how chocolate melts and making a model thermometer are just two of the sixteen archived science topics available and five new topics are added each year. The addition of diagrams and illustrations would make the activities more accessible to a wider range of learners. W. Smith

resources

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Science – Experiments; Technology – Experiments
PUBLISHER: National Science Foundation, USA
REVIEW DATE: 25/6/03 [507.8] SCIS 1133113

Rainforest– Australia

<http://rainforest-australia.com/>

Extensive information on many aspects of the Atherton Tableland rainforest is provided in this clearly organised and easily navigated site. Over twenty sections cover the history, geography, flora and fauna of the region. Aboriginal occupation and use, forest ecology; layers of the rainforest and their specifically adapted plants and animals; insects; birds; reptiles and mammals are areas of focus. Each subsection includes: a clear coloured photograph of the subject; its common and scientific name; and relevant and accessible information about habitat, food and behaviour. Visual and written information about platypuses, bats, birds and frogs is particularly comprehensive. Although intended to promote ecotourism for overseas visitors, the site is highly relevant to the Stage 3 unit, *Global environments: rainforests*. W. Smith

USER LEVEL: Stage 3 Community
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Animals – Australia; Plants – Australia; Queensland, Northern; Rainforests
PUBLISHER: Chambers Wildlife Rainforest Lodges, Australia
DATE REVIEWED: 27/6/03 [577.34] SCIS 1137685

3M world wide

<http://www.3m.com>

As a case study for the topics *Global business* or *Marketing*, this site provides interesting and accessible examples of products from a huge corporation. The A-Z product index displays evidence of a wide diversity of goods. *Technologies* reveals innovative examples of products. *Innovation at 3M* illustrates the culture of change developed in the firm and adaptations of marketing approaches. Concise background, plus *Vision & strategy for Australia* in the 3M worldwide component, demonstrates how the company adapts to meet local needs in their world network. Interesting *Milestones* trace the development of the company and its products. *Environmental, social and economic sustainability* issues are considered in *Other sites of interest* and add to the worth of this site for its range and depth of information. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: 3M Company; Inventions; Marketing – Moral and ethical aspects; Product management
PUBLISHER: 3M Company, USA
REVIEW DATE: 27/6/03 [608] SCIS 1121654

Ottawa Charter for Health Promotion

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/\(Pages\)/Ottawa_Charter_for_Health_Promotion?OpenDocument](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/(Pages)/Ottawa_Charter_for_Health_Promotion?OpenDocument)

Opening with an overview of the Ottawa Charter for Health Promotion, this site is essential for students studying the PDHPE Stage 6 syllabus, as the Charter is an overriding theme within the

course. On the home page, the basic strategies for health promotion are outlined, local needs and possibilities are addressed, and the areas for priority action are summarised. Under *Related articles*, a range of supplementary references are included that provide information relating to health promotion in the Australian context. The site is easy to read with student friendly language, style, and format. A. Frost

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Public health
PUBLISHER: Better Health Channel, Australia
REVIEW DATE: 27/06/03 [613] SCIS 1137055

SIGNAL

<http://www.nphp.gov.au/signal/index.htm>

The Strategic Inter-Governmental Nutrition Alliance is a national partnership of government health authorities whose function is "to coordinate action to improve the nutritional health of Australians". These authorities are listed on this site which promotes good health and nutrition, gives users an insight into national nutrition strategies, topical issues from a government perspective, updated nutrition information, available resources, expert advice and links to relevant web sites. There are regular updates of minutes from meetings about nutritional diseases, promotion of food groups, and Aboriginal and Torres Strait Islander strategic plans. This is an informative resource for teachers and students. M. Timperley

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6
SCIS SUBJECTS: Health; Nutrition
PUBLISHER: Signal, National Health Partnership, Australia
REVIEW DATE: 27/6/03 [613] SCIS 1083481

Fast food facts

<http://www olen.com/food/book.html>

Great for students and teachers, this small and simple interactive site will help users research the nutritional makeup of foods found in outlets such as McDonalds. In providing tables of the nutrients in fast food, the site allows quick access to useful data, using Imperial measurements, in a clear but bland format. The site outlines why fast foods are so popular; it recommends daily dietary amounts, books on nutrition, and healthy recipes, and it briefly discusses how to make better fast food choices. In accessing *Fast food finder*, users can investigate particular outlets and food items, and build a personal menu based on choice and health. M. Timperley

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6
SCIS SUBJECTS: Convenience foods; Food; Food industry – United States; Nutrition
PUBLISHER: Olen, USA
REVIEW DATE: 27/6/03 [613.2] SCIS 1133052

Foodwatch

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

In this outstanding site from Catherine Saxelby, users will find a plethora of information on dietary guidelines, nutrition, and healthy eating. The site includes an extensive glossary in *Nutrition*

A-Z, a *Nutrition FAQ* section where questions can be submitted, and an outline of *Nutrition issues* today. Detailed discussion on the functions of *Minerals* and *Vitamin basics* is also provided in the *Nutrients* section. Language, format, and style are appropriate for junior students studying the PDHPE module: *Active lifestyle balanced diet*, and also in Food Technology, the module: *Food and nutrition composition*, plus the *Focal issues exemplars*. The site is also useful for the PDHPE Stage 6 Preliminary Course module: *Better health for individuals*, and the Food Technology Stage 6 Preliminary Course module: *Nutrition*. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE; TAS
SYLLABUS: Food Technology Stages 4-5; Food Technology Stage 6; PDHPE Stages 4-5; PDHPE Stage 6
SCIS SUBJECTS: Food; Nutrition
PUBLISHER: Foodwatch, Australia
REVIEW DATE: 27/06/03 [613.2] SCIS 9800982

Philips

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

The multinational Philips company is a fine potential case study of electronic goods, as well as the communication, medical, and automotive industries. The site provides information on business strategies and the role of multinationals as drivers of globalisation. Although challenging for students of the Preliminary course, the site is really useful for *Establishing a business: utilising and exploiting technology*, and as a resource for *Business management and change*. For the latter topic, where change and social responsibility in business are the focus, select *Key inventions* in the *Global profile*, plus *Design*, and *Environment*, from the main menu. By selecting an image of interest from the *Design* page, for example, you will find plenty of evidence to justify the company's international reputation in design innovation and technological development. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Electronic apparatus and appliances; Industrial design; Philips Electronics N.V.
PUBLISHER: Koninklijke Philips Electronics N.V., Netherlands
REVIEW DATE: 27/6/03 [621.38] SCIS 1022236

Home Economics Institute of Australia (NSW Div) Inc.

<http://www.heia.com.au/heiansw>

With the stated aim of informing and educating the community and acting as an advocate for the government, this interesting site has great potential. The areas of focus on the home page deal with business, teaching, community and conferences but it is the toolbar feature at the top of this page that will be of most help to teachers with its numerous links to *Contacts*, *awards & prizes*, *Careers*, *Links* and more. Clicking the *Links* option opens another page with yet more choices for *Professional links* and *Educational links*. Hypertext headings with synopses for relevant sites, which are too numerous to mention, are offered. Teachers will need to allocate time to clarify the relevance of each of these to the syllabus. *Nutrition Australia* provides a wealth of excellent information for home economics students with up to date data on nutrition and nutrition related diseases. This site would also be useful for the Stage 3 Science and Technology unit *Food for the tucker box*. M. Timperley

USER LEVEL: Stage 3 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6; Science & Technology K-6
SCIS SUBJECTS: Home economics
PUBLISHER: HEIA, Australia
REVIEW DATE: 27/6/03 [640] SCIS 1083495

BPLANS.COM: planning for success

<http://www.bplans.com>

Teachers and students will find this site perfect for the topic *Developing a business plan*. The site is very easy to navigate, with plain language describing such things as a rationale for the writing of plans, sample plans, starting a business, and finance. **Write a business plan** has a wonderful selection of **Articles**, including: **What makes a good business plan?**, with excellent, practical, and clear cut advice, a first class diagrammatic model, and key point summaries; and students working on *Financial planning and management* will appreciate the excellent explanations in the two Cash flow pieces. Follow this research up with the wide ranging coverage in *More writing a business plan articles*. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Corporate planning; Ecommerce
PUBLISHER: Palo Alto Software, USA
REVIEW DATE: 27/6/03 [658.4] SCIS 1130154

The Franchise Council of Australia

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

The topic *Establishing a business*, requires an understanding of franchise as a key consideration in setting up a business. Although this site does not cover syllabus requirements completely, there is some useful material for teachers in the option *About franchising*, such as what to consider before *Buying a franchise*, the need for specialist advice, and most useful of all, *Franchising your business*. The *Facts at a glance* selection gives a 1999 statistical summary of business growth, numbers, employment, and national and international penetration. Another important feature is the *Franchising code of conduct*, found in *About Franchise council*, which will have special appeal to students with a particular interest in ethical and legal considerations. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Franchise Council of Australia; Retail trade
PUBLISHER: Commonwealth Bank, Australia
REVIEW DATE: 27/6/03 [658.8] SCIS 1130113

Food science Australia

<http://www.dfst.csiro.au/>

A colourful site, with interesting graphics, this very contemporary resource is a combination of current and past *Media releases* on food issues, and an overly introspective look at *Food science Australia*. The site offers a wealth of information, with access to recent scientific publications, links to the CSIRO site, information on *Postgraduate scholarships*, practical and useful *Fact sheets*, and an extensive contact list for further exploration. Enter *Seminar notes* into the *Search* facility, and a comprehensive set of papers is available for detailed research. Once the mass of information presented here is mastered, the site will prove essential for both students and teachers. M. Timperley

resources

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6; Hospitality Stage 6; Tourism Stage 6
SCIS SUBJECTS: Australian Food Industry Science Centre; CSIRO; Food, analysis; Food, research; Food industry
PUBLISHER: Food Science Australia
REVIEW DATE: 27/6/03 [664] SCIS 1133039

Institute of Food Science and Technology

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

Current and relevant information, on food safety, events, and food products, will be found in this exciting, award winning web site. For teachers, there are experimental food science links, which are excellent for the new HSC syllabus, but further training links, and updating skills information, is tempered by the overseas origin of the site. Students are directly catered for on the site, with the same proviso, and they will find the jazzy presentation interesting as they gain excellent insight into careers in the food industry. Site users have the opportunity to become members of the Institute. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
SCIS SUBJECTS: Food, analysis; Food industry; Food, research
PUBLISHER: Institute of Food Science and Technology, England
REVIEW DATE: 27/6/03 [664] SCIS 1133026

Encyclopedia Smithsonian: textiles and quilts

<http://www.si.edu/resource/faq/nmah/textiles.htm>

There are plenty of intriguing ideas and images on this site, and students will enjoy researching here when starting their major textiles project. The **Textile hall** option is also useful for information on the American history of textiles and fibres. The site has clear links to detailed information on quilts, **Online exhibits**, activities, and information on textile fibres. In **Quilts, counterpanes, and throws**, there are inspirational pictures of textiles presented in virtual exhibitions. Users can also use a link to access the **National Museum of American History** for virtual tours of textile exhibits. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Fabrics; Fibres; Smithsonian Institution
PUBLISHER: Smithsonian Institution, USA
REVIEW DATE: 27/6/03 [677] SCIS 1132986

Creating music

<http://www.creatingmusic.com>

Ease of navigation and a simple interactive environment are the strengths of this site. The activities are designed to develop musical literacy skills, and each one addresses selected musical concepts. Through creative play children can create music and hear the result. Dynamics, tempo, melody, rhythm, tonality and structure, are reinforced through such activities as drawing **Melodic contours**, **Puzzles** for matching musical phrases, **Cartoon conductor**, and a **Rhythm band** for playing and experimenting. The audio and animations run smoothly, and young children should be able to manipulate the activities with ease. Teachers will find the activities useful to support classroom teaching and as a tool for assessment. A. Wisdom

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Games with music; Music
PUBLISHER: M. Subotnick, USA
REVIEW DATE: 26/6/03 [780] SCIS 1137016

Essentials of music

<http://www.essentialsofmusic.com>

Basic information about **Composers** and periods in music history is presented in a very accessible manner on this well organised site. By going to **Eras**, students can find information about any musical period, including references to **Historical themes**, **Musical context**, and the musical **Style** of the era. A second list of **Composers**, within the section **Eras**, links to specific information about each composer, providing an overview, list of major compositions, discussion of style, and audio excerpts from some of the major works. The text is succinct and relevant, providing a good starting point for musicology assignments. A. Wisdom

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Music 7-10
SCIS SUBJECTS: Composers – biography; Music, Classical
PUBLISHER: Sony Music Entertainment, USA
REVIEW DATE: 26/06/03 [781.6] SCIS 1137020

Yothu Yindi

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

Home of the Australian Indigenous band, this site goes beyond the music of Yothu Yindi and is an excellent resource. It discusses the Yolgnu people of the Northern Territory, the country of many of the band members. A video welcome from Mandawuy Yunupingu, singer and former Australian of the Year, and information about culture and music provide excellent reference materials for Stage 5 Aboriginal Studies core and options studies. A section on Yolgnu art includes images of contemporary artworks, and videos of popular Yothu Yindi songs which can be downloaded. The site is regularly updated and provides an interesting source of information for students. A. Byron

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10
SCIS SUBJECTS: Music, Aboriginal; Rock music; Songs, Aboriginal; Yolngu (Aboriginal people)
PUBLISHER: Yothu Yindi, Australia
REVIEW DATE: 27/6/03 [782.42166] SCIS 994960

The New York Philharmonic kidzone!

<http://www.nyphilkids.org/main.phtml?>

An introduction to instruments and musicians in the orchestra is available from this interactive site. For a brief interview with members of the orchestra enter the **Musicians lounge**. To find out about instruments in the orchestra and those from non western countries, enter the **Instrument storage room** where details, illustrations, sound files and video clips are available. The **Instrument lab** describes how to make a range of homemade musical instruments and includes a link to an online inventor for inventing and enhancing your own instruments. The **Composer's workshop** provides interactive games ranging from matching sounds to composing original works. Brief biographical details are found in the **Composer's gallery**. A wealth of engaging basic information is provided in ways that are entertaining and educational. J. Montague

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4

KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
SCIS SUBJECTS: Orchestral music; Orchestras
PUBLISHER: New York Philharmonic, USA
REVIEW DATE: 27/6/03 [784.2] SCIS 1136807

Cinema

<http://www.learner.org/exhibits/cinema/index.html>

Designed to provide clear explanations about the various roles in the making of a Hollywood film, this site is easy to use, with informative and accessible material. Chapters on **screenwriting**, **directing**, **producing**, **acting** and **editing** explore the creative processes, from the screenwriter's idea to the editor's final cut. The site user is taken on a journey through the creative and decision making process with this excellent and evaluative tool. An interactive user can write their own dialogue for a scene, or manage the production of a film, considering budget, time, and creative constraints. Many valuable links to film sites can be found in **related resources**. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Film industry
PUBLISHER: Annenberg/CPB, USA
REVIEW DATE: 26/6/03 [791.43] SCIS 1136766

Bell Shakespeare Company

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

Since 1990, John Bell's touring theatre company has been educating and entertaining Australians by presenting the works of Shakespeare and modern classics in relevant and accessible productions. Their web site supports performances by providing educational resources and performance information. As *Hamlet* is being performed in 2003, there are educational resources suitable to use for the module *Critical study of texts in the English Stage 6 syllabus*. In **Education**, a **Teacher's kit** for *Hamlet* is available online, covering such things as plot, Shakespearean tragedy, and language, with online quizzes and current production details including the role the crew. **Master classes for teachers**, and **Specialised text workshops** for students are advertised. There is relevance for the *Drama Stage 6 syllabus*, particularly in the production and performance information provided. F. Campbell

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6: *Advanced*; Drama Stage 6
SCIS SUBJECTS: Bell Shakespeare Company; Theatre – Australia
PUBLISHER: Bell Shakespeare Company, Australia
REVIEW DATE: 27/6/03 [792] SCIS 1137230

Bangarra Dance Theatre

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

Information contained on this comprehensive site will be useful to all of those interested in this impressive dance company, featuring many exciting Indigenous dances. The main page provides access to aspects such as the history of the group, their productions, venues, biographies, press releases and reviews, videos featuring short snippets from performances, sponsors and contact details. Each production in their repertoire is described in summary accompanied by colourful photographs of their performances, including *Fish*, cited in the *Dance Stage 6 syllabus*. Summaries include detailed information on the time period depicted and the symbolism used throughout. This site could be invaluable to all

elective dance syllabuses in Stages 4-6, and especially beneficial for HSC Dance Stage 6, for which *Ochres* is a prescribed work. J. Eade

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; Dance Stage 6; HSIE K-6; Society & Culture Stage 6
SCIS SUBJECTS: Aboriginal peoples – Dance; Bangarra Dance Theatre; Dancing – Australia
PUBLISHER: Bangarra Dance Theatre, Australia
REVIEW DATE: 27/6/03 [792.8] SCIS 1137144

ELAC theatre arts' writers workshop

<http://www.perspicacity.com/elactheatre/workshop/workshop.htm>

Students constructing plays will find this organised and interesting site to be an excellent resource, and a delight to use. Amongst a wealth of material, most useful for students is the **Guide to playwriting resources**. This takes you to **The playwriting seminars**, a rich source of practical techniques and theory, efficiently laid out under such headings as **Content**, **Structure**, and **Format**. The seminars are insightful mini lessons on playwriting, using short sentences, a knowledgeable yet friendly tone, and extensive quoting. Each major heading has a **What's here** option, which is very useful before a more intensive look, and most helpful for users following a line of research, such as character development. The seminars include an extensive biographical section in **Playwrights**, and a database of **Quotes** on craft. An award winning site, regularly updated, this is well worth a look for aspiring playwrights. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6: *Extension 2*; Drama Stage 6
SCIS SUBJECTS: Drama; Theatre; Writing, authorship
PUBLISHER: East Los Angeles College Theatre Arts, USA
REVIEW DATE: 26/6/03 [808.2] SCIS 1136733

Kids love a mystery.com

<http://www.kidsloveamystery.com>

Aiming to improve literacy, and to highlight the fact children prefer the mystery genre, this mildly interactive site encourages young users to read independently. Opening the colourful **MysteryNet's kids mysteries**, students will be entertained by a hundred stories, such as **Solve-it** and **Chiller**, plus magic tricks. These readable mysteries contain the only relevant site material for younger students. Beyond this choice, multiple crossovers to adult information could confuse site users. Adult users should go to **More about** on the kids' home page, to get their bearings, to find short biographies of mystery writers and interesting information on **TV & movies**, as well as an extensive and useful resource section including **Lesson plans**. Accessing **MysteryNet**, leads to a complex site of advertisements, messages, and adult material that is broadly entertaining rather than detailed in content. C. Thomas

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Crime stories; Mystery and suspense stories
PUBLISHER: MysteryNet, USA
REVIEW DATE: 26/6/03 [823] SCIS 1136739

Libby Hathorn

<http://www.libbyhathorn.com/lh/>

By entering this well organised site, students are able to explore Libby Hathorn's excellent books, and also gain insight into how and why she enjoys writing. From the main menu, it is possible to

access My books, Autobiography, From my study, Let's play, Email me and FAQ. A fantastic memory jogger, the My books section contains short summaries of Libby's writing under the categories *Picture books, Novels, Poetry, Songs and online presentations* and *Educational resources*. *Autobiography* and *From my study* present insights into Libby's life and inspirations, while *Let's play* focuses on games based on some of her books. Overall this is an informative and enjoyable site which supports the *English K-6 syllabus* outcomes RS2.7 and RS3.7. J. Eade

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Australian fiction – Biography; Australian poetry – Biography; Authors, Australian; Children's literature, Australian
PUBLISHER: Hathorn Enterprises, Australia
REVIEW DATE: 27/6/03 [A823] SCIS 1004118

Tim Winton

<http://www.middlemiss.org/lit/authors/winton/winton.html>

As part of a larger site about Australian authors, this site contains brief biographical notes about Tim Winton, which are sure to be popular with his many fans. From this page it is possible to access details about many of his books. Included in these details is a picture of the book's cover, a dust jacket synopsis, the first paragraph, a review quote and a hyperlink to any award which the book has won. This information would be useful for any student in making their choice as to which book they would like to read. A bibliography on the main page lists his work under subheadings such as *Novels, Short story collections, Children's, Non-fiction, Dramatisations, and Film adaptations*. There is also reference to the *Tim Winton Award for Young Writers* and other web sites, and teachers would need to allocate time to verify their curriculum relevance. J. Eade

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Authors, Australian; Winton, Tim
PUBLISHER: P. Middlemiss, Australia
REVIEW DATE: 28/6/03 [A823] SCIS 1137161

The stowaway adventure: adventures on the high seas

<http://k12science.org/curriculum/shipproj/>

Six carefully planned and presented lessons use a multidisciplinary approach in a loose, undefined time frame, in this well constructed and easily navigated site. Students are sent on a hypothetical journey on a real ship, to a real destination. Using links to high quality, real time data, students must track to identify their ship, calculate its speed, deduce its destination and time of arrival, and investigate and report on the destination. Students are encouraged to read, discuss, plan, hypothesise, research, discover, and present their findings. Background information, for students, and valuable and extensive teacher notes, are available as Acrobat files but teachers will need to investigate the extensive links for relevance. Student projects may be submitted for display on the site, which is highly recommended for group and extension activities. W. Smith

USER LEVEL: Stage 3
KLA: English; HSIE; Mathematics
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6

SCIS SUBJECTS: Geography – Problems, exercises, etc.; Ocean travel – Problems, exercises, etc.; Weather – Problems, exercises, etc.
PUBLISHER: Centre for Improved Engineering and Science Education, Stevens Institute of Technology, USA
REVIEW DATE: 27/6/03 [900] SCIS 1133172

Time line

<http://home.freeuk.net/elloughton13/timeintr.htm>

Sequencing historical events in chronological order is the aim of this extensive and informative site. A variety of timeline styles are featured to suit a range of ages and purposes. Two of the offered site links are inactive, but there are enough options for students to explore various approaches to organising sequenced information, supporting the development of skills required for HSIE syllabus outcomes. Sometimes complex, at other times visually appealing and easily understood, timelines about *HyperHistory Online*; English kings and queens, Ann Frank, *Star Wars*, Canada, flight, and exploration, will keep the most voracious browsers well occupied. The link to the *History Channel* opens with *Timeline of toys and games* which is wonderful to use with the Stage 1 Science and Technology unit, *Toy world*. The sites mentioned are easy to navigate, but associated links would need further investigation for curriculum relevance. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Community
KLA: HSIE; Mathematics; ST
SYLLABUS: History Stages 4-5; HSIE K-6; Mathematics K-6; Mathematics 7-8; Science & Technology K-6
SCIS SUBJECTS: Chronology, Historical
PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 26/6/03 [902] SCIS 1135814

Ancient/classical history

<http://ancienthistory.about.com/>

Often posing quirky questions that entice the reader to explore the hypertext links, this extensive site highlights feature articles which change on a daily basis. For Stage 4 History, there are great maps and links to general sites on all ancient civilisations. Further investigation will uncover specific, theme based sites about women, warfare, religion, and more. For Ancient History Stage 6, there are more specific sites on both societies and personalities, including Augustus, Caesar and Cleopatra, and Greece, Rome and Persia. Well organised and easy to navigate, this site is worth revisiting every now and then for new resources, feature articles and links. A. Byron

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Civilisation, Ancient; History, Ancient
PUBLISHER: About.com, USA
REVIEW DATE: 27/6/03 [930] SCIS 1039851

The tomb of Senneferi

<http://www.newton.cam.ac.uk/egypt/t99/index.html>

Easy to navigate and providing a comprehensive study of an ongoing archaeological dig in Egypt, this is a great site for students of Stage 4 History or Stage 6 Ancient History to explore. Fascinating information about Senneferi and his family is based on discoveries of artefacts and artworks in the tomb and other sources. *Dig diaries* and explanatory notes on the excavation of the site provide the basis for an archaeological case study that could be adapted for Stage 4

History or the Stage 6 History elective course. Maps of the dig site and surrounding area, a slide show and QuickTime movies of the findings are sure to engage the interest of students. A. Byron

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Archaeology; Tombs
PUBLISHER: N. Strudwick, UK
REVIEW DATE: 27/6/03 [932] SCIS 1135654

First World War.com: the war to end all wars

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

Providing primary source material and covering a wide range of topics, this extensive site is an excellent resource for Stage 6 Modern History. A menu at the top and a **Primary navigation** tool box on the left provide easy hyperlinked reference points for research. These navigation tools appear on each page and a drop down side bar on the right provides specific topics, such as *Battles* and *Who's who*, for relevant navigation. A comprehensive **Summary timeline** through to 1919 has links to detailed periods of the war and an interesting **On this day** feature looks at what was happening on the western, and eastern fronts, as well as naval battles and politics. An excellent range of audio and visual resources, biographies and a section on war poets are welcome inclusions. Well organised and easy to navigate, this site is highly recommended for students and teachers. A. Byron

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: World War, 1914-1918
PUBLISHER: M. Duffy, [USA]
REVIEW DATE: 25/6/03 [940.3] SCIS 1135773

The Peace Treaty of Brest-Litovsk; March 3, 1918

<http://www.yale.edu/lawweb/avalon/brest.htm>

A concise introduction to the Peace Treaty of Brest-Litovsk, this one page site clearly summarises each of the fourteen articles of the Treaty with reference to a list of the ratifying countries, the end to propaganda, sovereignty, demobilisation, peace, territorial divisions, prisoners of war, and war compensation. An excellent overview of the Treaty, the site is most applicable to students researching the module *Russia and the Soviet Union 1917-1945*. The site is easy to navigate, with a link to the Avalon home page revealing a large amount of primary source material. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Treaty of Brest-Litovsk; World War, 1914-1918 – Sources
PUBLISHER: Yale University, USA
REVIEW DATE: 27/06/03 [940.3] SCIS 1137105

Trench warfare

<http://www.spartacus.schoolnet.co.uk/FWWtrench.htm>

An excellent site for use with the Core Study *World War I and its aftermath*, this resource provides excellent insight into the nature of **Trench warfare**, **The trench system**, and **Life in the trenches**. Choices clearly laid out on the home page under these headings include: **Etaples base camp**; **The Western Front**; **Parados**; **Front-line trenches**; **Patrols**; **Infantry tactics**; **Tunnelling**; and **Snipers**. Each link contains

text, large and clear images, and primary source diary recounts of soldiers' experiences. This is a clearly written, useful, and comprehensive resource for the study of trench warfare in World War I. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: World War, 1914-1918
PUBLISHER: Spartacus Educational, England
REVIEW DATE: 27/06/03 [940.4] SCIS 1137127

Greenfield history site

<http://www.johndclare.net/>

A great time saver for history teachers, this site focuses on 20th century Germany, from the **Treaty of Versailles** and its implications, to the **Cold War**. Clearly signposted topics feature source material, notes, and questions for students. Links are provided to maps, primary, and secondary sources, and other topics relevant to the area of study. Revision sheets on each area can be completed online, or downloaded as a Word document, allowing teachers to tailor materials to student needs. The site has a wealth of information and sources, for both teachers and students. A. Byron

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: Germany – Foreign relations; Germany – History – 1918-1933; Germany – History – 1933-1949; Nazism; World War, 1939-1945
PUBLISHER: Clare, England
REVIEW DATE: 27/6/03 [940.53] SCIS 1129998

Battle for Australia

<http://www.battleforaustralia.org.au/index.html>

Providing comprehensive coverage of Australia's involvement on the Pacific front in World War 2, this site is a valuable resource for history teachers. **Bombing Darwin**, and battles of the **Coral Sea**, **Milne Bay**, and **Kokoda**, are covered in lengthy detail, and each section includes maps, images such as paintings and photographs, speech extracts, and other source documents. The **Battle beachheads** at Gona, Buna, and Sananada are also discussed. An **Overview** explains the role of each key event in the battle for Australia. The site is easy to navigate and the language is accessible for students. A. Byron

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Australia – History – 1929-1945; Darwin (N.T.) – Bombardment; Kokoda Trail; World War, 1939-1945
PUBLISHER: Battle for Australia Commemoration National Council, Australia
REVIEW DATE: 27/6/03 [940.54] SCIS 1130148

AkaKURDISTAN: a place for collective memory and cultural exchange

<http://akakurdistan.com>

Called a *borderless space*, this site seeks to display and add memories of Kurdish people and places. It offers a glimpse of some personal histories, and a visual snapshot of fragments of Kurdish life through the ages. The site provides a map and timeline with stories and photographs from Kurds and Westerners about Kurdistan's history and culture. Photographs that have been unearthed are displayed.

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With the aim of creating a national archive of shared memories, an interesting feature is the invitation to add your own personal story to the ongoing history of this dispersed community. There is also a review and promotion of the book, *Kurdistan: in the shadow of history*, from which this site has evolved. Easily navigated, this site would prove useful for anyone wishing to understand the troubled history of the Kurds. F. Campbell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6; Modern History Stage 6
SCIS SUBJECTS: Kurdistan; Kurds
PUBLISHER: www.akaKURDISTAN.com, [USA]
REVIEW DATE: 27/6/03 [956.6] SCIS 1137596

Australians

<http://www.abc.net.au/btn/austs.htm>

Developed to accompany the ABC TV program series of the same name, the 49 short biographies on this easily navigated site show Australians from many backgrounds. The series aims to inspire students with stories about the lives of interesting famous Australians, male and female, historical and contemporary. Grouped into nine categories, including Medicine, Aboriginal, Social justice and Sport, the biographies usually contain direct quotations from their subjects about their life goals, difficulties and successes. Each biography is presented in text only, as a single printable page; a busy background makes on-screen viewing difficult. Relating directly to HSIE outcomes CCS3.1 and CCS3.2, the series may stimulate further student research on individual lives. W. Smith

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia – Biography
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 27/6/03 [994.009] SCIS 1137645

Convicts of the First Fleet

http://www.cap.nsw.edu.au/bb_site_intro/stage2_Modules/Convicts/Convicts.htm

Produced by the NSW Country Areas Program, this is an extremely useful resource that will be invaluable in working towards the achievement of the HSIE outcome CCS2.1, and in providing practice for students in how to use and interpret a database. The students are presented with a task: as Governor of NSW, they have to select three convicts from the First Fleet to pardon, who will then assist in the work of the new colony. In order to do this students need to: print out three worksheets, which contain background information on the types of jobs that convicts may have had; choose ten possibilities; search the database; and then make their final choice of three, giving reasons as to why they were chosen. Not only does this make British colonisation appear more relevant, but it is also a fun and interesting approach to the study of this topic. J. Eade

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia – History – 1788-1851 – Problems, exercises, etc.; Convicts – Problems, exercises, etc.
PUBLISHER: NSW Country Areas Program
REVIEW DATE: 27/6/03 [994.02] SCIS 1137174

Australia's prime ministers

<http://primeministers.naa.gov.au/>

Providing everything you ever needed to know about Australia's leaders, this is an excellent resource for teachers and students of Stage 5 History and the Stage 3 unit, *State and federal government*. For each Prime Minister, there are details of their period of leadership, key people who impacted on this time, and information about what became of them when they left office. The **Fast facts** section allows a hyperlinked keyword search of the site, by year or prime minister. Names appear in alphabetical order and the comprehensive timeline, starting with Federation, is a useful springboard for an information search. Easily navigated, this site is a superb starting point for the study of Australian history since 1901 and should not be overlooked by any history teacher. A. Byron

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Australia – Politics and government – 20th century; Australia – Prime ministers – Biography
PUBLISHER: National Archives of Australia
REVIEW DATE: 27/6/03 [994.04092] SCIS 1122964

The Menzies era: 1949 to 1972

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

Focusing on the period of Menzies' leadership in Australia, this site is organised thematically, with topics including Television, Music, Vietnam and Sport. Easily accessed via a topic table, these links provide a wealth of information and an insight into Australian social, cultural and political life during this time. Audio files of politicians and songs from the era can be downloaded from the site. What it lacks in images, this site makes up for with lots of interesting details and could act as a starting point for the study of a prime minister and their time in Stage 5 History, or thematic studies based around Australia's changing social and cultural outlook during this period. A. Byron

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History Stage 5; HSIE K-6
SCIS SUBJECTS: Australia – Politics and government – 1945-1965; Australia – Politics and government – 1965-1975; Australia – Social life and customs – 1945-1965; Australia – Social life and customs – 1965-1975
PUBLISHER: P. Thorogood, Australia
REVIEW DATE: 27/6/03 [994.05] SCIS 1135785

Antarctic explorers

<http://www.enchantedlearning.com/explorers/antarctica.shtml>

Information about over 220 years of travel and discoveries by ten Antarctic explorers, from 1772 to 1993, is presented on this easily navigated site. While some lesser known explorers for example, Byrd and Waddell, are treated briefly on the main page, entries for the more significant including, Amundsen, Scott and Shackleton, incorporate links to individual pages with more detailed information. Portraits are included of Amundsen, Ross, Shackleton and Weddell; and maps show information relevant to the journeys of Amundsen, Cook, Ross and Scott. Containing easily accessible information, this site would be suitable for students beginning a study of Antarctic exploration, but most will need to look further for adequate information. W. Smith

USER LEVEL: Stage 3
KLA: HSIE

SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctica – Discovery and exploration – Personal accounts; Explorers – Biography
PUBLISHER: Enchanted Learning, USA
DATE REVIEWED: 27/6/03 [998] SCIS 1137659

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.

WILSON-MAX, Ken & STOJIC, Manya

A book of letters

David Bennett, 2002
ISBN 1856024245 [421]

When Zuzu writes to her friend, Abigail, and asks her to send a letter to someone new, little does she expect her letter writing chain to go full circle. In gratitude, Zuzu sends Abigail a wonderful surprise. The alphabet guides this lift the flap picture book, sequencing the initial letter of each of the twenty six recipients' names. The brightly coloured, glossy illustrations, which capture the unique, physical features of each child, would appeal to readers, who would also enjoy responding in unison to the repetitive last line *pass it on*. The use of sexist language for example, air stewardess, and out of date technology, such as typewriter, do not detract from the storyline. D. Doust

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1082786

MANNING, Mick & GRANSTROM, Brita

Watch out! Builders about!

Watts, 2002 (Wonderwise)
ISBN 074964298X [690]

Each double page spread of this illustrated and informative story about the process of building a house contains several types of

information for the young reader. The left hand page tells the story in clear, expressive language, whilst the opposite page provides factual detail about an aspect within the story. Different fonts delineate the distinct purposes of the language on each page. Students will need to use the pictures, language, and chapter headings, and design to be able to construct their own dwelling from ideas at the end of the book. This book supports the outcomes of *Social systems and structures* in HSIE K-6. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$19.95 SCIS 1092664

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

ALLAN, Nicholas

Cinderella's bum

Random House Children's, 2002
ISBN 0091769221

Covering an enormous variety of bottoms, this wonderful picture book espouses the uniqueness of each one. Young readers are sure to enjoy the humorous logic presented by the main character as she uses famous bums to convince her older sister that all bottoms are beautiful and useful. Colourful illustrations complement the large print, making it an ideal book for modelled reading. Numerous grammatical features could also be highlighted. Teachers will find the book an excellent resource for discussing positive body image and self confidence with young students. This subject may be considered sensitive in some school communities, and the book should be used in the context of child protection education where parental consent has been provided, for references to the private parts of the body. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1112585

ALLEN, Pamela

Daisy All-sorts

Penguin, 2002
ISBN 0670903027

The unusual title of this fun loving picture book is derived from the main character, Daisy, a dog with a passion for liquorice allsorts. Daisy is introduced to this delicious sweet when she follows her master, Stanley, on his brand new bicycle, down the hill and is given the liquorice allsorts as a treat. This changes Daisy from a very ordinary dog into an extraordinary dancing dog. Pamela Allen's simple, rhythmical text is written in short sentences,



Pamela Allen

resources

accompanied by delightful, humorous illustrations, which capture the essence of Daisy's absolutely obsessive behaviour. This book is a must for any primary school library. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$25.00 SCIS 1100897

BLACKMAN, Malorie & BARTLETT, Alison

Jessica Strange

Hodder Children's, 2002
ISBN 0340779632

Jessica the cat isn't sure where she fits into the scheme of things. Each animal on the farm looks at one of her characteristics and offers a suggestion. Madam Butterfly decides Jessica must be a cow because she has four legs. Young readers will laugh at the obviously incorrect advice but will also develop empathy for Jessica as her desire to belong develops throughout the story. Wise Mrs Duck advises Jessica that it doesn't matter that she looks different from other members of her family, as long as she loves them and they love her. Vibrant illustrations and lovely end papers add to this picture book's overall attractiveness. This book could be useful for teaching the features of literary description. A. Beedles



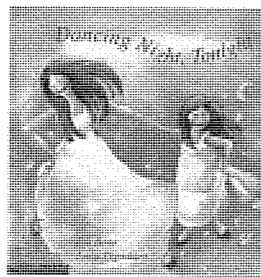
USER LEVEL: Early Stage 1 Stage 1
\$29.95 SCIS 1092617

BONE, Ian & PIGNATARO, Anna

Dancing night tonight

Scholastic, 2002
ISBN 1865043842

Impending separation from her mother causes Millie to become anxious and to try to dissuade her mother from going to evening dancing classes. Her mother's gentle reassurance allays Millie's fears and Millie and her father spend the time dancing together. The artistic techniques of this picture book reflect the swirling movements of the dancing theme as each scene is drawn from different angles. Some students may empathise with Millie's fears that her mother won't return to her and will be reassured by the secure relationship that this child has with both her parents, singly or together. Sensitivity may be needed if this story is used with students who have separated from a parent or caregiver. S. Rasaiah



USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1104440

CARLE, Eric

Slowly, slowly, slowly, said the sloth

Penguin, 2002
ISBN 0241141931

The Amazonian sloth features in this mellow picture book, where a myriad of colourful rainforest creatures are displayed on each double page spread. They question the sloth's quiet lifestyle, and after a considerable time contemplating, the sloth answers with a

descriptive and perceptive speech abounding with adjectives about itself. Carle's familiar technique of layered tissue paper collages, with paint and crayon adding colour and texture, matches the sloth's casual style, and the vibrancy of the diverse rainforest environment. Jane Goodall's foreword urges the reader to understand the importance of saving the habitat of the peaceful sloth and other rainforest dwellers. Carle's message for our fast paced society is to learn to relax and live in peace. C. Keane



USER LEVEL: Early Stage 1 Stage 1
\$26.00 SCIS 1111375

CLARK, Emma Chichester

What shall we do Blue Kangaroo?

Andersen, 2002
ISBN 1842700936

Lily would like help from the adult members of her family to complete certain tasks. When they are too busy to assist, Lily has her small blue kangaroo to give her the courage to do things for herself and try new endeavours. This delightful picture book has many appealing qualities. Themes such as risk taking, friendship and trust can be explored through modelled reading. Many language features, including questions, direct speech, and sentence structure, could also be emphasised. Young readers should also enjoy the vivid illustrations and the easy to read format. H. Gardiner



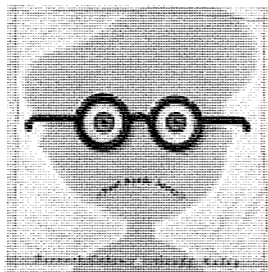
USER LEVEL: Early Stage 1 Stage 1
\$29.95 SCIS 1115574

COHEN, Bernard & KELLY, Geoff

Paul needs specs

Penguin, 2003
ISBN 0670040541

In this visually stunning book about sibling relationships, a young boy comes to terms with his fears. Paul has increasing problems with his eyesight, so he seeks advice from his sister Sally. The juxtaposition of complementary colours, achieves an intensity of brilliance in illustrating Paul's clumsiness and blurry view of the world. This view is transformed in an amusing and surreal way once he gets his glasses. Sally is the narrator of this tale which conveys the message that it is cool to wear glasses. Large, well spaced print, occasionally highlighted in colour, could help with an investigation of expressive word choices, particularly adjectives and verbs. C. Keane



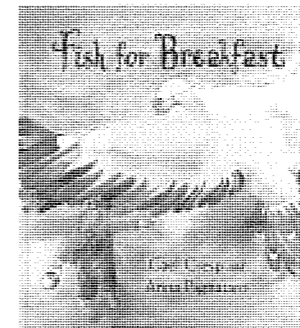
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
\$25.00 SCIS 1122578

CRESP, Gail & PIGNATARO, Anna

Fish for breakfast

Benchmark, 2002
ISBN 1876615044

The resourceful young protagonist of this charming picture book is well prepared, resourceful, and unflappable, accepting the extraordinary events which befall her. She turns a potentially life threatening situation into an adventure and an opportunity to do good. Anna Pignataro's watercolour illustrations capture the fantastic nature of the tale with aerial views being especially effective. While younger readers may take it at face value, significant clues alert the experienced reader that the narrative is not to be taken literally. This is a tall tale, in which the central character recalls strong female protagonists of earlier folktales. The book may be a useful model for students constructing their own tall tales. W. Smith



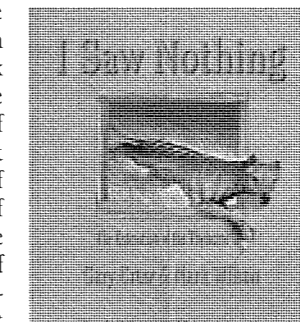
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1095844

CREW, Gary & WILSON, Mark

I saw nothing: the extinction of the Thylacine

Lothian, 2003
ISBN 0734404727

A true Australian story of the demise of the thylacine in Tasmania, this picture book contains images of country life in the 1930s. Using hues of brown and black, the artist cleverly illustrates the plight of the tiger wolf and the trials of life during the Depression. The story contains descriptions of animal cruelty and the mistreatment of animals in the Hobart Zoo in 1936. Having the courage of one's convictions permeates this tragic tale of the extinction of a species. Senior primary students may find issues to debate from the messages in this book concerning: conservation; keeping animals in captivity; and the necessity for us all to preserve our heritage. S. Rasaiah



USER LEVEL: Stage 3
\$26.95 SCIS 1122660

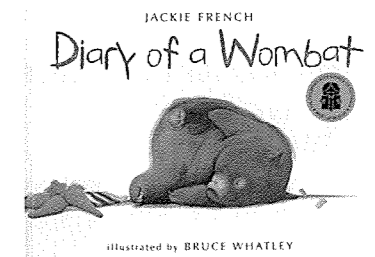
FRENCH, Jackie & WHATLEY, Bruce

Diary of a wombat

Angus & Robertson, 2002
ISBN 0207199957

Bruce Whatley has expertly captured the humour of the diary entries in this unique picture book about a laconic wombat that chooses to share his life with a family. The facial expressions of the humans show how resigned they are to being manipulated

by Mothball, the wombat, who demands and receives what he wants using increasingly devious methods. The illustrations say as much about the habits and lifestyle of this lovable native animal as the minimal text, and both create a memorable image of this totally egocentric character. The humour in this text has elements of both slapstick and subtlety in its delivery, making this a winning picture book to read aloud to students. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$24.95 SCIS 1110567

GARLAND, Sherry

My father's boat

Scholastic, 2002
ISBN 0590478680

Close, sympathetic observation by both author and illustrator are evident in this attractive picture book, showing fishing practices over twenty four hours aboard a Vietnamese-American shrimp boat in the Gulf of Mexico. The young boy's first person narrative adds immediacy, and superb double page illustrations by Ted Rand in acrylic, watercolour, and chalk, enhance the mood and character of the story. The importance of father son relationships across time and space, family and cultural traditions, and continuity and understanding, are emphasised. The family survives in spite of war, disruption, and separation. The book may be useful within the *Change and continuity* and *Cultures* strands of the HSIE syllabus. W. Smith

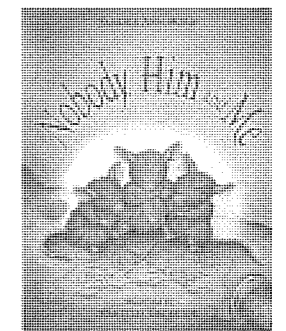
USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
Paper \$14.95 SCIS 1093953

HORN, Sandra Ann

Nobody, Him and Me

Koala, 2002
ISBN 0864614004

Soft, brightly coloured illustrations give this picture book instant appeal. Three unnamed mice fall into the names of Him, Nobody and Me after being scolded by their mother for alerting the mill house residents of their presence. Biter the Fighter, a big ginger cat, is introduced to rid the mill house of the mice. The three young mice hatch a clever plan to get rid of their feline enemy. This is an ideal book for sharing with its strong story structure and smooth flowing prose that will attract younger readers. Adult readers will also enjoy the humour, giving the book dual readership qualities. E. Derouet



USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1098336

All prices in the availability statement include GST.

KHOZA, Valanga & RIPPON, Sally

Gezani and the tricky baboon

Allen & Unwin, 2003
ISBN 1865087203

Inspired by a simple African moral, this picture book uses vibrant illustrations and strong characters to effectively retell this traditional tale. Each double page spread depicts a full colour, black outlined close up of the main character dramatising the humorous written text, while a smaller charcoal sketch is drawn at middle distance in the background, cleverly anchoring each scene. The earnest innocence of the young African boy, Gezani, is contrasted by the trickery of the blue baboon as the story develops to its fitting resolution. Opportunities abound for discussions about African village life, animals and music and, like the melodious tune Gezani sings as he beats his drum, this story will be enjoyed again and again. S. Taylor



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1122658

MAIROU, Naomi

The dugong meadow

Trapdoor Press, 2002
ISBN 0958098204

Shortlisted for the 2003 Crichton Award, this superbly illustrated picture book depicts aspects of marine biology in full paged poster style illustrations. Detailed pictures in vivid colours reveal luminescent marine life in a tropical seagrass meadow. Gentle Dugong faces some harsh realities when the actions of humans alter his underwater habitat, but the forces of nature triumph when the sunken fishing boat offers shelter to a myriad of sea creatures. The interrelationships of creatures within this environment is demonstrated in this simply told story, which offers a range of teaching possibilities. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$14.95 SCIS 1120380

McLAREN, Chelsea

Zat cat: a haute couture tail

Scholastic, 2002
ISBN 0439273161

A visual feast of theatrical, black ink brushstrokes with their vibrantly coloured highlights explode from each page of this jaunty picture book. Begging to be read aloud, humorous rhyming verse, sprinkled with faux French expressions, swirl across the page in a carefree dance with the flamboyant illustrations, as the story of a stray grey cat's Parisian life unfolds. Etoile accidentally bursts upon



the Paris fashion scene and, as befits his name, becomes the star of the catwalk. Young readers may be reminded of classic *Madeline* stories, while the high fashion sketches will inspire many older students. The wild, fresh and sophisticated heart of Paris is captured in this fabulous book whose relevance to the curriculum is only limited by the imagination. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
Community
\$27.95 SCIS 1101706

MELLING, David

Just like my dad

Hodder Children's, 2002
ISBN 0340851988

Read aloud books with significant adult appeal are as much a delight for teachers and parents as they are for their young audience. This picture book generates so many points of interest that it would be difficult to read it through without digressing. The humour in the illustrations will have teacher and students laughing from the first page to the last. The adulation of the lion cub for his father is touching, and the bumbling attempts of the lion to be worthy of his son's admiration, are delightful. On another level, this book provides students with positive models of how a child learns life skills from observing a parent and the strength of the bond between parent and child. S. Rasaiah



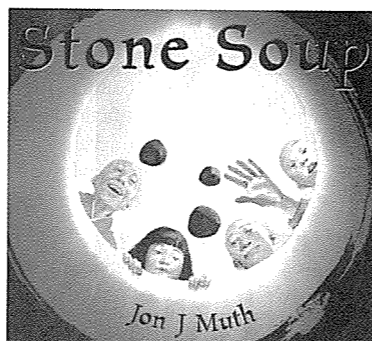
USER LEVEL: Early Stage 1 Stage 1
Paper \$9.95 SCIS 1117191

MUTH, Jon J.

Stone soup

Scholastic, 2003
ISBN 043933909X

In this delightful book, three monks, travelling through China, decide to find out what makes one happy. Arriving at a village where they find they are not welcome, they decide to make stone soup with the help of one curious girl. Her curiosity and willingness to help urges the others to come out of their houses and help also, resulting in the entire village contributing to the making, and later eating, of the enormous soup. This visually engaging rendition of the traditional story, is rewritten here in a Chinese setting. Links to Buddhist thought abound, in both the written text and the exquisite water colour illustrations. E. Derouet



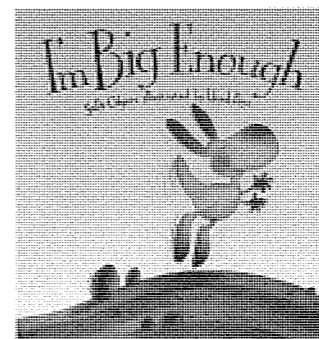
USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$27.95 SCIS 1127007

ODGERS, Sally

I'm big enough

Koala, 2002
ISBN 0864614160

Joey convinces his mother he is old enough to hop by himself to Wallaby Grove. At the start of his journey he meets up with a variety of friends who all ask him to perform a task to prove he is old enough to travel alone. The tasks, specifically suited to each individual animal, prove impossible and Joey is left doubtful of his independence. When he is asked to fly, they all realise the absurdity of their requests and Joey, confidence restored, continues his journey. The bold font and vivid colours used throughout this picture book will appeal to young readers. Containing repetitive and predictable text, this book will encourage students to participate in choral reading sessions. E. Derouet



USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1093909

PIGGOT, Dawn

Gregory and the magic line

Orion Children's, 2002
ISBN 1842550640

With glorious illustrations that virtually leap off the page, the joy of drawing is explored in this inspirational picture book. Reminiscent of the classic tale *Harold and the purple crayon*, the story here portrays a small boy discovering the world through his own writing implement. It is heartening to be reminded by a modern text of the wonder and delight that a boy, unaided by modern gadgets, can produce with his unstoppable imagination as the stimulus. Young readers will be eager to use their coloured pencils in response to this appealing book. S. Taylor



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1113722

SCHOFIELD, Louise

The zoo room

Fremantle Arts Centre Press, 2002
ISBN 1863683399

Everyone knew Aunt Zelda, the zookeeper, was extravagant but it wasn't until Max's birthday that they found out just how extravagant she was. When weird Zelda



transforms the Zoo Cafe into a special restaurant to celebrate the event, Max and his family experience an unforgettable evening in the company of some very unusual guests. This entertaining picture book is illustrated with colourful digital images that enhance the story and may stimulate discussions about animal classifications and diet. Young readers are sure to take pleasure in locating Aunt Zelda who is hiding somewhere on most pages. E. Derouet

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$14.95 SCIS 1099452

SHANAHAN, Lisa & QUAY, Emma

Bear and Chook

Hodder Headline, 2002
ISBN 0733611419

Two unlikely animals, a polar bear and his mate Chook, are the best of friends in this picture book. They have very different perspectives on what is important in life. Bear wants to try out a range of adventurous careers for when he grows up, and Chook patiently tolerates the madcap schemes, narrowly avoiding injury in the process. Readers will warm to this depiction of unconditional love and loyalty between two disparate animals, and will receive the message that stature does not equate to dominance in a relationship. Humorous illustrations, and uncontrived dialogue, combine to create a valuable resource for inclusion in a literacy program. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1073829

WHYBROW, Ian

Harry and the dinosaurs say 'raahh!'

Koala, 2002
ISBN 0864613873

Bright, full page illustrations accompany this delightfully imaginative picture book about Harry's trip to the dentist. While Harry and his bucketful of dinosaurs get ready to leave for the dentist, Tyrannosaurus hides because he has a lot of teeth and is scared of the drill. Placated by Harry, he joins the others for a non threatening experience with Mr Drake, the dentist. With simple yet positive language about healthy practices, this would be a useful book for a young child's first visit to the dentist and could be used to assist in the achievement of the outcomes PHES 1.12 and PHS1.2 in the PDHPE K-6 syllabus. E. Derouet

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$11.95 SCIS 1098276

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: Elizabeth.Marwell@det.nsw.edu.au

Fiction for younger readers

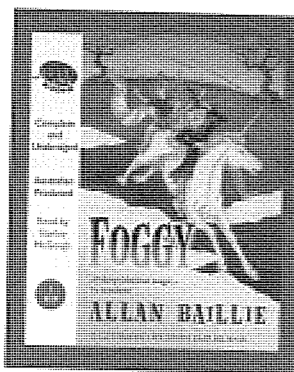
Resources are arranged alphabetically by author.
Some of these books are also suitable for lower secondary students.

BAILLIE, Louis

Foggy [sound recording]

/ read by Stanley McGough. Louis Braille Audio, 2002 (75 min.)
ISBN 1876890770

British narrator McGough reads Baillie's wizard fantasy with aplomb. Two humans are assigned the task of locating a wizard to solve a community problem. Finding Foggy the wizard becomes an odyssey awash with all the usual suspects: gnomes; giants; unicorns; an airborne pig; and a horse. Meg and Ross begin wondering if this wizard is worth all the trouble, as the wizard's success rate is questionable. Listeners will be taken on a trip through familiar and entertaining terrain. The CD-ROM would be a useful resource on its own, or as a listening task for readers to enjoy the book. S. Bremner



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$24.95

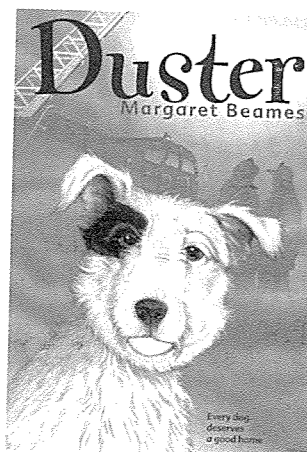
SCIS 1118921

BEAMES, Margaret

Duster

Scholastic New Zealand, 2002
ISBN 1869435273

Fliss really wants a dog but is not allowed to have one as she lives with her mother in a tiny flat. The tale opens with Fliss and Duster meeting, and the storyline then follows Fliss and her schoolmates as they try to ensure the mutt has regular feedings, affectionate company, and the right amount of exercise, while they half heartedly look for the rightful owner. All is not what it seems, and the children have creative solutions with the dog's well



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$14.95

SCIS: 1114911

being always in mind. In this feel good fable, Duster is a dog with integrity, the teacher is a wonderful, caring soul, but the winner in the wonderful stakes is Felicity's mother. S. Bremner

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$14.95

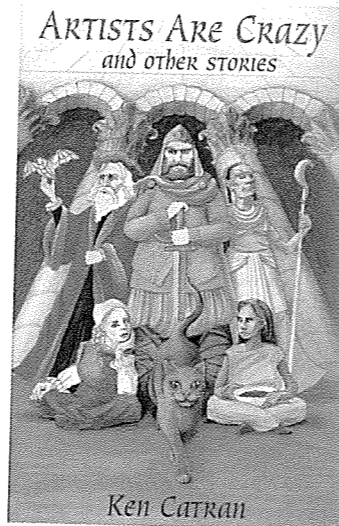
SCIS 1100451

CATRAN, Ken

Artists are crazy and other stories

Lothian, 2003
ISBN 0734404751

Told from the viewpoint of the ordinary person, well known historical personalities such as Leonardo da Vinci, Columbus, and Napoleon, feature in these stories that examine the concept of progress. Each story ends with a twist and a historical note. The benefits and effects of inventions, discoveries, and events from the past, are looked at from a different perspective to that traditionally accepted, providing opportunities for further investigation and discussion in the classroom. This thought provoking collection would provide a useful stimulus for achieving the outcomes of the English syllabus concerning the social purpose of types of text. C. Keane



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$12.95

SCIS 119553

DANN, Max

Dead men don't walk

Penguin, 2002
ISBN 0143300652

Thesaurus, a boy who has attracted the attentions of the persuasive and tenacious Duster, narrates this story which is set in contemporary Melbourne. Duster needs cronies to satisfy his curiosity about a decrepit house, inhabited by two spooky siblings. The dynamics among these classmates are humorous and familiar, and the author has nearly dispensed with any adults who might curtail Duster's conniving plans. Activities for the novel could include: the investigation of how the author has constructed the story; his use of the first person narrator and dialogue; his use of gender roles; and his descriptions of relationships between the sexes. Readers might be interested to know the author is a successful scriptwriter. S. Bremner

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$14.95

DAWE, Bruce

The chewing-gum kid

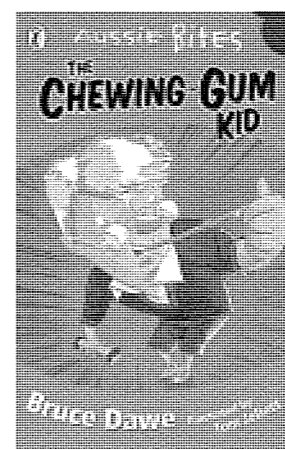
Penguin, 2002 (Aussie bites, Puffin)
ISBN 0143300059

Simon may not know it, but he needs a little help to increase his confidence and self belief. The little blue packet of magic gum that he's given holds the answer. Through a series of increasingly startling events, he manages to save an old lady from being run over, rescue the school cat, prevent serious injury to his sister, catch a burglar and, most satisfyingly, deal convincingly with the school bully. Simon comes to realise that he can influence the course of others' lives, and his own, for the better.

This short and amusing novel offers opportunities for discussions on doing good deeds without expecting a reward, dealing with bullies, keeping secrets, and maintaining family relationships and responsibilities. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$10.95

SCIS 1109649



EATON, Anthony

Nathan Nuttboard hits the beach

University of Queensland Press, 2002
ISBN 0702233404

Set in Western Australia, this amusing family holiday adventure is a first person commentary. Nathan's view of the world is entertaining, while his own world is a mix of serious and humorous situations. Many readers will recognise and enjoy the holiday line up of camping ground characters. They will also relate to the sibling and family interactions and dynamics. Holidays bring new friendships, opportunities to learn, new experiences and ways of looking at familiar things. The antics of the local bully provide the main complication and propel the plot to a satisfying conclusion in this entertaining novel. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1105199

HARLEN, Jonathan

Circus berzerkus

Allen & Unwin, 2002
ISBN 186508770X

Not many children's books are told by a recently deceased circus elephant. Rajah reflects on his contribution to the dramatic incidents that occur to young Marvin and his family, key members of the Gumbo Circus Royale. We learn how an almost tragic accident transforms the boy, grants him unique talents, and allows him to take his place in the circus as a fully fledged performer. Soon, Marvin is thrust into a series of wacky events that result in Rajah becoming his ghostly guardian against the forces of evil. The story has a fast pace, and is filled with cleverly written humour, although the circus setting includes some stereotypical characterisations. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1108385

HARRIS, Christine

Jamil's shadow [sound recording]

/ read by Caroline Lee. Louis Braille Audio, 2002 (1 hr 15 min.)
ISBN 1876890843

Jamil's parents had died when he was very young and he was left to tend his cattle and look after himself. He fears losing anyone he befriends, even if that companion is only a stray dog, but he is soon to discover the truth of his neighbour's words that guest is God's gift. This heart warming story of hope and friendship is set in a small mountainous village in Turkey, in an area prone to earthquakes. Harris introduces cycling backpackers to the story, adding a touch of humour and an Australian element. This audio version of the novel is contained on one cassette, is expertly narrated, and provides engrossing listening. D. Doust

USER LEVEL: Stage 3
\$21.95

SCIS 1118890

JOHNSON, David

Little fingers

Omnibus, 2002 (Solos; An easy-to-read solo for beginning readers)
ISBN 1862915180

Kerry loves to fix things and is encouraged in her pursuits by her repairman father. In this beginner's novel illustrated by Craig Smith, clear messages are portrayed about safety observation and responsibility when working with machinery. There is a clever balance between youth and curiosity, and maturity and experience, demonstrating the passing of skills from one generation to the next. The lack of gender bias in the roles and expectations is valuable for students and teachers. The combination of double spaced font and succinct language supports newly independent readers, who will be lured to the last chapter with the promise of a surprise ending. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper \$8.95

SCIS 1105854

KELLEHER, Victor

Goblin on the reef

Random, 2003
ISBN 1740518551

The partnership of Kelleher and Stephen Michael King has produced another masterpiece, where less is more. Following Gobblewort's earlier adventures in the Australian bush, this concise novel again brings the Irish goblin to Australia, this time to the Great Barrier Reef. A brilliant combination of informative writing, woven into a highly fictitious story, will have students learning about marine wildlife whilst tracing the goblin's series of catastrophes. This book presents teachers with a range of learning experiences such as: unpacking the plot into a graphic organiser to clearly identify the complications and resolutions; creating a story map; and compiling word banks of action and expressive words. In addition, teachers could jointly deconstruct



resources

this novel with a class as preparation for narrative writing. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1121616

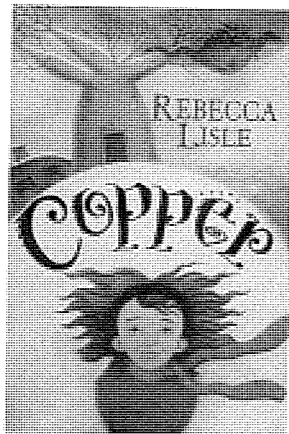
LISLE, Rebecca

Copper

Andersen, 2002
ISBN 1842700472

Central to the action of this fantasy is a series of misunderstandings. Over time, these misunderstandings have led to years of imprisonment, unhappiness and fighting between neighbouring communities. These actions, past and present, planned and accidental, positive and negative, have affected the lives of the individuals concerned, and those around them. Amidst this legacy of love and hate is the theme of Copper's need to belong. If Copper has any hope of discovering her place in the scheme of things, she must find her parents and solve the mystery of her charm bracelet. This action packed adventure will appeal to those who love a mystery. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1116003



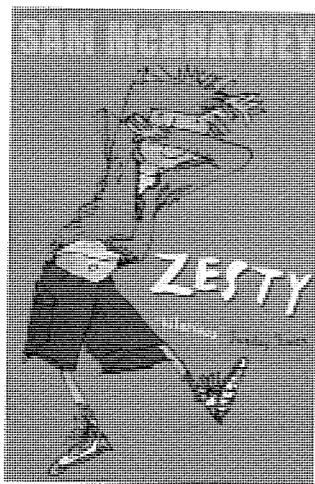
McBRATNEY, Sam

Zesty

Macmillan Children's, 2002
ISBN 033039987X

Mystery and mayhem abound in this new collection of short stories starring Jimmy Zest and his friends. The very English characters may not have immediate appeal, but their wit and charm increases as each story unfolds. The portrayal of strong, unaffected friendships between youngsters of the opposite sex is pleasing. The female characters are dealt with particularly well, with the hint that while maturing girls may lie awake at night worrying about their appearance, it doesn't stop them from having fun filled days, unhindered by self conscious feelings. The amusing dialogue, short sentences and complementary line drawings will appeal to newly independent readers and fans of other Jimmy Zest adventures. This book would be a welcome addition to any library. S. Taylor

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1084694



Do you have a great idea for a future Scan article?
Please ring The Editor on 02 9386 7501 or email
Sally.Rasaiah@scot.nsw.edu.au

MEEHAN, Kierin

Night singing

Penguin, 2003
ISBN 0143300601

Warm, quiet, and reflective, this delightful story weaves its magic, slowly but surely captivating the reader until the last word. The author cleverly closes gaps in time, space, and generation, weaving the poignant memories of Mrs Murokami, a survivor of Hiroshima, into the everyday, boring reality of her young friend Josh. Josh feels trapped inside, and the arrival of a circus, with bubbly, irrepressible Isabelle, and deep, mysterious Albizzia, brings change, laughter, and a happy reunion. Suffering, separation and loss, the joy and value of friendship, understanding and compassion, are well realised in this beautifully written novel that one finishes with regret. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1122656

MILLARD, Glenda

When the angels came

ABC Books, 2003
ISBN 0733310567

When Grandpa Jack has a stroke, he can no longer run his farm and is forced to move to a retirement village in the city. He is so unhappy and unsettled as a result of his changed circumstances, that his grandson, Will, is determined to find some way to make life more enjoyable for his grandfather. With the help of Tansy, a storyteller at the local library, Will is able to put his cheering up plans into action. Not only does Tansy ride a cool motorcycle, with a sidecar which is suitable to take Grandpa on rides, she also produces an indoor pet which he can keep in his new home. This is an enjoyable novel which combines humour and compassion in its treatment of family relationships and issues concerning the elderly. J. Eade

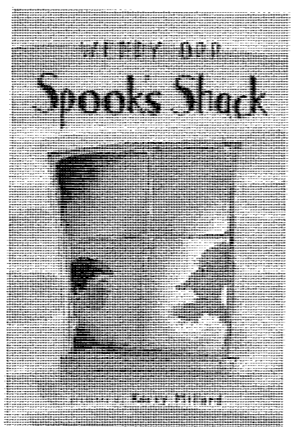
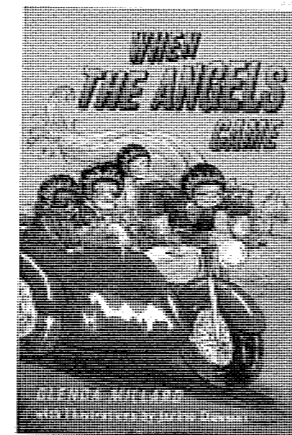
USER LEVEL: Stage 2 Stage 3
Paper \$10.95 SCIS 1122649

ORR, Wendy

Spook's shack

Allen & Unwin, 2003
ISBN 1865086452

Readers will be kept interested as they move from one century to another and see how the theme of greed keeps recurring. Finn is staying with his Aunt Agatha on an undeveloped (by modern standards) piece of real estate, while his parents are apartment hunting on the other side of the globe. While looking around the property, Finn encounters the



ghost of a man who inhabited the area 100 years earlier. In the company of this strong willed and spirited apparition, Finn sees the world quite differently, and discovers he has the capacity to engender lasting changes to the environment. It is a good yarn, and the scribbled sketches suit the text. S. Bremner

USER LEVEL: Stage 2 Stage 3
English
SYLLABUS: English K-6
Paper \$14.95 SCIS 1119255

PENNAC, Daniel (translated by ADAMS, Sarah)

Dog

Walker, 2002
ISBN 0744590094

No animal lover, or prospective pet owner, should miss this gem of a book, originally published in France. Ugly and unwanted, Dog survives an afterbirth dunking, puppy hood on a rubbish tip, and the pound. Even after adoption his trials don't end, but he survives unexpected rejection, another attempt on his life, and ends up, hopefully, living happily ever after. The narrative is warm, wise, and witty, with just a touch of pathos. Told from Dog's perspective, the author reveals a deep understanding of and regard for our canine friends. The novel deserves a wide audience, but is best shared with younger children so that issues of animal cruelty and responsible pet ownership can be discussed. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1110280

PRICE, Susan

Hairy Bill

Macmillan Children's, 2002
ISBN 0330937316

The idea of having a house spirit as a permanent resident is quite pleasing to Alex, until quaintly humorous occurrences are gradually replaced by a menacing atmosphere. Hairy Bill becomes more demanding, forcing the Matheson family to seek the help of a motorbike riding witch to rid them of this threatening spirit. The story is well developed and cleverly transports a legendary theme to a modern setting, with the Internet providing the means for a satisfactory resolution. Black and white illustrations complement the simple yet well constructed text of short chapters, well spaced print, and conversational narrative style. Readers who enjoy magic and spine chilling suspense will enjoy this novel. C. Keane

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1113166

SIMONS, Moya

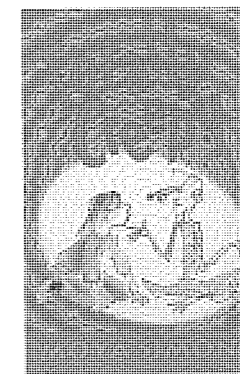
Totally creepy!

ABC Books, 2003
ISBN 0733311113

Desperate to relieve the boredom of a long summer holiday, Gemma's insatiable curiosity leads her to more excitement than she had bargained for. She discovers that there is an alien living next

door and, ironically, it has been sent to Earth to keep an eye on her! This easy to read adventure is written in the present tense, which adds to the casual nature of the text. Similarly, David Cox's caricatures and colourful, abstract cover design clearly indicate that the potentially alarming topic of an alien invasion can be smoothly encapsulated into a safe summer holiday story. This humorous tale will be well received by fans of Simons' earlier works. S. Taylor

USER LEVEL: Stage 2 Stage 3
Paper \$24.95 SCIS 1115874



TAYLOR, Kate

Lighthouse ghost

Greater Glider, 2003
ISBN 0947304568

Brodie's uncertainty about visiting his aunt and uncle's place becomes a holiday adventure with just the right dash of mystery. Set on an island, the impending automation of the lighthouse highlights the effects of change on two keepers from different ages. A legacy of grief, self blame and fear from the past is explored and resolved in the present. The theme of coping with change and overcoming fear through understanding and considering the needs of others is liberating for all. The picturesque descriptions of the island landscape are sharply contrasted by the stiff, dreamlike, black and white illustrations depicting significant interactions between the characters throughout the narrative. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$14.30 SCIS 1119258

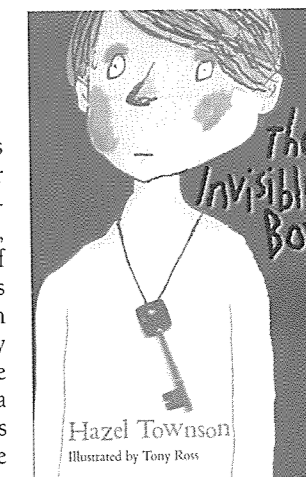
TOWNSON, Hazel

The invisible boy

Andersen, 2002
ISBN 1842701053

When the adults in children's worlds suddenly go their separate ways without explanation, everything can change, including where they live. If nothing they do, feel or say is noticed, then they may begin to believe that perhaps, they are invisible. This is the case with Gary who has become a latch key child. With only his irrepressible need to make sense of his world and his imagination for company, he sets out to find himself in this entertaining comedy of errors. The implications of insensitivity and self absorption of adults during this family breakdown are humorously explored from Gary's perspective. This book has the potential to stimulate useful discussions about moving to a new community and possible effects of separation or divorce on children and adults and their relationships with each other. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1098326



Fiction for older readers

Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.

ARRIGAN, Mary

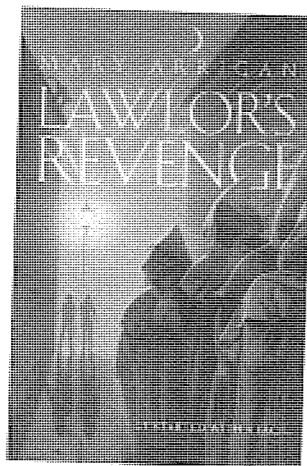
Lawlor's revenge

HarperCollins, 2002
ISBN 0007137656

How could it be possible to rectify an injustice committed over one hundred and sixty years ago? The answer is revealed in this fast paced novel which sees Bron embroiled in a quest to save an innocent man from being transported to Van Diemen's Land. The clever storyline, with two parallel plots, moves in and out of the nineteenth and twenty first centuries with surprising fluidity. Suitable for junior secondary students, the novel could provoke discussion regarding time travel, and the ability to alter past events to achieve different outcomes. Close analysis could also be made of writing techniques such as flashback and suspense building. Filled with mystery and shadowy forces, this punchy novel will not disappoint. H. Gardiner

USER LEVEL: Stage 4
Paper \$12.95

SCIS 1113189



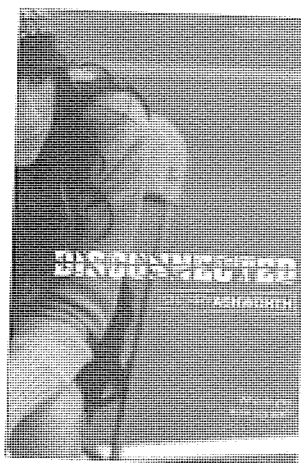
ASHWORTH, Sherry

Disconnected

Collins Flamingo, 2002
ISBN 007120451

Sometimes bright, motivated students suddenly become disengaged during their senior years. They begin to question the purpose of schooling and they stop working. In this absorbing novel Cathy Holmes, who has always been the perfect schoolgirl, describes her growing world weariness. She recognises that she has good teachers who are trying to help her and that her parents are in despair but despite their efforts she has lost her old self. As she tells her story she touches on side issues such as sexual peer pressure, same sex attraction and prostitution. Students in Years 10 to 12, and their parents and teachers will find this compelling reading. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community Professional



KLA: PDHPE
SYLLABUS: PDHPE Stage 6
Paper \$13.95

SCIS 1097823

BROOKS, Karen. R

The gaze of the gorgon

Lothian, 2002
ISBN 0734404549

Magic and a quest feature in this easy to read novel. Interwoven, are Greek mythology, fantasy, and the life of a Year 8 Australian girl of Greek heritage. Caz, with her friend Simon, is chased by an angry deputy principal, and escapes through a portal into Morpheia. When Simon is turned to stone, Caz and others undertake a dangerous journey, featuring a variety of mythological creatures, to restore Simon's life, defeat the Medusa and Hecate, and save Atlantis. Themes and issues include: mythology; adaptations; friendship; bravery; love; family; magic; prophecy; and power. With an extensive glossary of mythological characters, the novel could be suitable as a class set. F. Crum

USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1101676



CARMODY, Isobelle

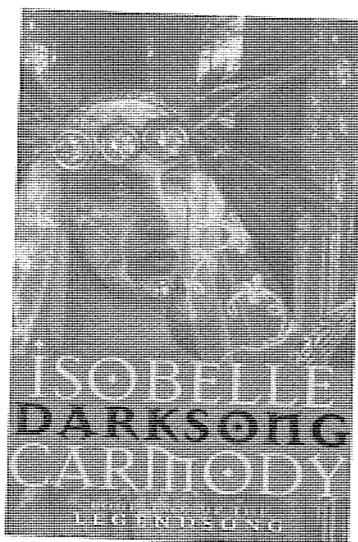
Darksong: book two of the Legendsong

Penguin Books Australia, 2002 (Legendsong v2)
ISBN 0670872954

Ember is dying, yet she travels, full of song, in the troubled world of Keltor towards healing on Darkfall. In that gulf between hope and despair lies the profound tension that permeates this epic. Once more, superior storytelling takes us deeply into the characters' lives, as the scheme of the text clarifies, and roles and contexts evolve. It is refreshing to find female protagonists as leaders and initiators in epic literature; not just in the Amazon-like Myrmidons, but as an integral part of the predestination and exercise of will that animates this story. Given the wonderfully sustained tension, and subtle character and thematic development of this second book of the trilogy, the final promises to be truly enthralling. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper \$30.00

SCIS 1112736



CERESA, Francois

Cosette

Macmillan, 2003
ISBN 0333908759

Taking up the story of Les Misérables where Dumas left off, this thrilling pastiche sees Cosette and a disenchanted Marius drift apart in a world where poverty, injustice, and other degradations continue. A perambulatory style with very Dickensian overtones alternates successfully with fast action and high drama in an interesting and substantial story. Characters from the original are neatly stitched into this sequel, such as the late Jean Valjean's two candlesticks, evil Tharnadier, and fanatical Javert. But the real fun is in the sleuthing by a resurrected Javert to restore the innocently chain-ganged Marius to his long suffering Cosette. Action is suspended tantalisingly close to resolution, with Cosette kidnapped and Marius at large, suggesting a sequel in the offing. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper \$30.00 SCIS 1117033

CLARKE, Una

Land of the rippling gold

U. Clarke, 2002
ISBN 1741001129

A collection of snapshots emphasises the reality of events in this novel about life in a remote outback community. The main character's childhood is the central theme of the novel, and she lives through events ranging from bushfires to school life. Issues such as: the reality of isolation; the ongoing battle with the elements; and the consequent effect on individuals, are conveyed so that intricate issues are made pleasurable to read. The degree of complexity involved would make it a worthwhile classroom text. The simple, descriptive structure, and language choice, makes it suitable for junior students of all abilities, while the issues allow greater depth of analysis for older students. B. Kervin

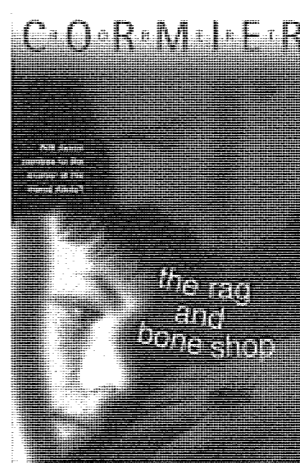
USER LEVEL: Stage 4 Stage 5
Paper \$15.00 SCIS 116410

CORMIER, Robert

The rag and bone shop

Penguin, 2002
ISBN 0141314443

Little Alicia Bartlett is murdered and, although there is no physical evidence linking him to the crime, her twelve year old neighbour Jason is arrested. An ambitious police interrogator with a reputation for extracting confessions is brought in and a confession is coerced in an interrogation that is vintage Cormier, elegantly written with subtle twists and turns. Alicia's older brother confesses, and the interrogator is left with a tattered reputation. Jason realises that he has become a person capable of contemplating and thus carrying out murder in this dark and thought provoking novel which explores the themes



of guilt and forgiveness, corruption of innocence, and misuse of authority. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$14.95 SCIS 1104478

FARMER, Nancy

The house of the scorpion

Simon and Schuster, 2002
ISBN 0689852223

Farmer's novel raises difficult ethical issues related to cloning, human experimentation, and power. Set in a future where drug lords have built local empires mirroring feudal fiefdoms, we follow the life of Matt Alacran, a clone living in the US Mexican border region. Details of Matt's family and his relationship to the patriarch, El Patron, emerge slowly. Echoes of *Brave New World* and other science fiction dystopias, and descriptions of physical and psychological brutality build a quietly threatening tone. Friendship and love between some of the characters relieve an otherwise dark narrative. The novel would be most relevant to a topic study in Year 10, or an Area of Study in Preliminary English for able readers. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: Standard; Advanced
\$24.95 SCIS 1119386

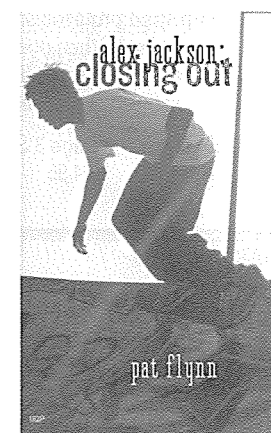
FLYNN, Pat

Alex Jackson: closing out

University of Queensland Press, 2003 (UQP young adult fiction)
ISBN 0702233536

Abounding in nollies, 360 flips and verts, 720s, fakies on the ramp, skategroms, and other examples of exceptionally well integrated skateboard jargon, this is the third and last novel of the adventures of young Alex Jackson. In his tense search for personal enlightenment, Alex's girlfriend Becky can only wait for him to work it out. Alex uses his obvious talent to better himself, as he tentatively, then with greater confidence, leaves the securities of childhood for the insecurities, yet deep fulfilments of adult responsibility. Told in a gripping narrative, the story deals realistically and sensitively with such issues as bullying, tolerance, friendship, conformity, and peer pressure. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1122643



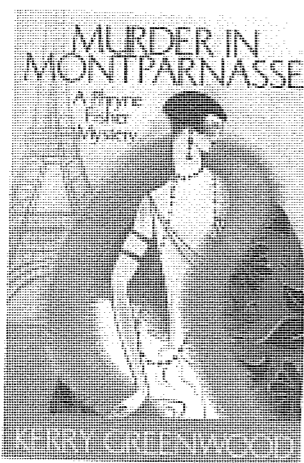
GREENWOOD, Kerry

Murder in Montparnasse

Allen & Unwin, 2002
ISBN 1865088064

Set in 1920s Melbourne, this novel features Phryne Fisher, a wealthy, witty female detective. Fisher works to unravel the mysterious murder of two World War 1 veterans who visited

Montparnasse at the end of the war. She is also concerned about the disappearance of a young Melbourne society woman. Combining sensuality and intellect, the elegant detective is a unique protagonist. Her reminiscences of life in Paris driving an ambulance during the war, and posing as an artists' model in the years immediately following, evidence her paradoxical nature. Sumptuous lunches, dinner parties, and French restaurants, become sources of vital information to this quirky female sleuth, making this an enjoyable tale and an engrossing read in the crime fiction genre. C. Sly



USER LEVEL: Stage 6
Paper \$19.95 SCIS 1092317

HACKE, Axel
Little King December

Bloomsbury, 2002
ISBN 0747558183

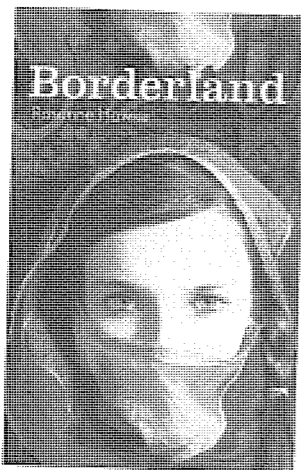
This quaintly sized and presented philosophical fantasy is both charming and enigmatic, having something to offer thoughtful readers and listeners of all ages. Like the colour pictorial vignettes scattered throughout the book, the dream-like quality of the text is both intriguing and disconcerting as it explores our ideas about the meaning of life. When these everyday assumptions are examined by the reverse logic of King December II, and debated with the narrative's insipid protagonist, questions such as: What is reality?, What is truth?, and When does life end? take on a new perspective. This book will appeal to readers who like to ponder and arrive at their own conclusions. N. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community
\$24.95 SCIS 1116121

HAWKE, Rosanne
Borderland: a trilogy

Lothian, 2003 (Lothian YA fiction)
ISBN 0734404964

There are plenty of contemporary issues in this unusually structured story of a Pakistani/Australian girl moving between two cultures. Issues include refugees, adolescent relations, and an insightful look at political and religious conflict, in Australia and northern Pakistan. Jaimee narrates her story in three separately published parts, including two creative stories from her Pakistani past. In a plodding beginning, set in suburban Adelaide, Jaimee's voice occasionally jars with



adult language, but, on the border of Pakistan and Afghanistan, style and pace pick up, and the narrative gains interest with new characters and kidnap, danger, and action. Part three, set on an outback station, slows the pace, but it extends the story nicely, and there is some satisfying character development and denouement. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1129572

HENNING, Mankell [translated by PATTERSON, Anna]
Playing with fire

Allen & Unwin, 2002
ISBN 1865087149

Sofia has both legs removed after a landmine explosion, in this second novel about a real person and friend of the author. Reality makes this story of courage and determination more admirable. Sofia lives in rural Africa, where education is expensive and hardship a fact of life. This moving novel not only allows students to gain empathy for the everyday difficulties of life in this part of the world, but to gain an understanding of the problems of AIDS, as Sophia's sister Rosa contracts the deadly disease. The text promotes gender construction, due to the way Henning deals with Sophia's coming of age, and her dreams as she searches for someone to love her. J. Weal

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1104460

LE GUIN, Ursula
The other wind

Orion, 2002
ISBN 1842552058

Characters from past Earthsea novels, the wounded Tehanu, Tenar, and King Lebannen, now several years into his reign, are drawn together to face a new threat to the archipelago. The world is out of balance between the living, the dead, and dragons, and a Kargad princess and Alder the obscure village sorcerer, will play a part in the solving. While there is action in the narrative, Le Guin is more concerned with intellect and philosophy. Earthsea is a mirror that reflects our world's complexity, and the characters' thought voyages are more important to the author than sword wishing romps. Readers new to the series would be wise to start at the beginning with *A wizard of Earthsea*. R. Buchanan

USER LEVEL: Stage 4 Stage 5 Stage 6
\$29.95 SCIS 1102126



MARCHETTA, Melina
Saving Francesca

Viking, 2003
ISBN 0670040452

Relinquishing none of her trademark humour and joie de vivre, this second novel by Marchetta will engage and please readers. Pretence, acceptance, loyalty of friends and family, and disillusion, are strong themes that suspend Francesca in a world of ambivalence. Moving from the secure but shallow adolescent friendships of junior high school, Francesca and her female minority cohort enter the strong male bastion of an all boys' school for Years 11 and 12. Certainties in Francesca's life are swept away as her mother, Mia, battles with depression and the family struggles with a new identity without its driving force. The issue of depression is sensitively and realistically portrayed in this long awaited novel. E. Maxwell

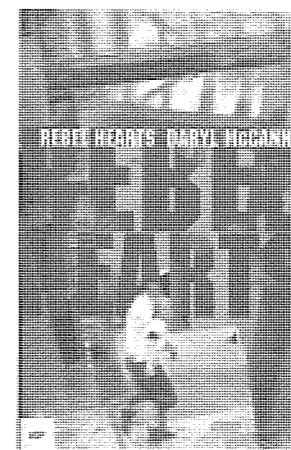


USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$24.95 SCIS 1123994

McCANN, Daryl
Rebel hearts

University of Queensland Press, 2002
ISBN 0702233064

In the tough, controlled, and futuristic world of Freyerland, Martin is in his fourth year at military school where cadets are isolated from the rest of society. Exhibiting shades of 1984, issues of truth, knowledge, propaganda, and human relations feature as circumstances force Martin to begin thinking for himself. His rebellion, and that of others against the military dictatorship, causes Martin to seek knowledge in the non privileged part of Freyerland, and then to join a resistance movement. Beginning and ending cleverly, the novel ambles along with occasional spurts of action until the halfway mark when Martin's change of outlook and lifestyle lifts the pace and thematic interest for the remainder of the novel. C. Thomas



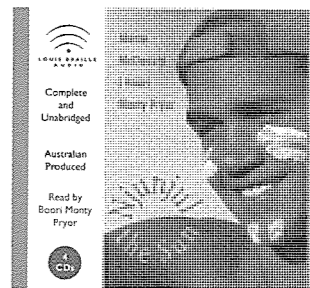
USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1102671

McDONALD, Meme
Njunjul the sun [sound recording]

Louis Braille Audio, 2002
ISBN 0732026199

Boori Pryor creates four hours of entertaining listening in this unabridged version of the book, which is the continuing story of

the main character from *My Girragundji*. Njunjul, an adolescent Aboriginal boy, leaves his Queensland home to discover life. While visiting a café with his white girlfriend, Njunjul is both amused and offended when the waiter announces, "Your short black and flat white is ready". Njunjul's Aboriginal identity often complicates his attempts to establish his own place in the world and accept responsibility for his actions. The glossary included helps explain some of the Aboriginal terms used and supports the story's insight into the dilemma facing young Aboriginal people. L. Pratt



USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10
\$74.75 SCIS 1118837

NORRINGTON, Leonie
The Barrumbi kids

Scholastic, 2002
ISBN 1862914966

Written by a non Aboriginal author, this is a well written and interesting story of the friendship of two boys in contemporary Northern Australia. The escapades of the boys, one Aboriginal and the other non Aboriginal, provide a framework for the author to sensitively explore cultural cross over, and traditional and contemporary Aboriginal culture. A short glossary of the Mayali language is provided. The climax of the novel concerns the ending of the dry season by a storm, in which the boys are nearly killed by a lightning strike. The role of spirituality in saving the boys is sensitively handled, and the novel ends with both boys standing on the edge of adolescence. B. Corr

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1106941

OLDHAM, June
Smoke trail

Hodder Children's Books, 2002 (Signature)
ISBN 0340818085

Symbolically permeating this novel is the fire and its characteristic of insidiously destroying its evidence, initially by stealth and then dramatically confusing even the memories. Cora fantasises about meeting her long departed father. Snippets of gossip and innuendo fuel her belief that her father is also seeking out his daughter, but like the fire that hints at a previous visit, Cora's determination and recklessness almost result in a dreadful tragedy for the rest of her family. The disused mine workings and the desolate moors so easily harbour ghosts of things past. The close village community where she lives provides atmosphere and sanctuary from the mesmerising fire that beckons and threatens. This is an eloquent and persuasive story of mystery and identity. E. Maxwell

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1097355

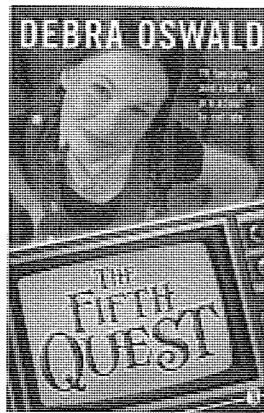
OSWALD, Debra

The fifth questPenguin, 2002
ISBN 0143300016

When Rose is given a role in her favourite TV quest series as the heroine's protégé, she must cope with life on the set, unexpected reactions from her best friend, and the demands of being a star. Oswald juxtaposes scenes from the fictional TV series with her Year 9 protagonist's everyday life in building links between the two realities. Life on the set is described in detail, from make up to shoots, and this novel provides a valuable introduction to the study of film or television texts. Students could use the TV episode outlines in making storyboards or script writing, and they will enjoy the novel's elements of adventure, mystery, and humour. H. Cobban

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
Paper \$16.95

SCIS 1081597



RILEY, Hazel

The cryingOxford University Press, 2002
ISBN 0192719157

An unwelcoming seaside flat in Brighton greets young adult Sam O'Connor as she struggles to set herself up in recuperative independence. One room in particular is frigid with malignant repulsion and sleeping is definitely a problem. Sam's aged landlady lost her sister Grace tragically, and there are ripples of horror and disquiet from long ago. Grace is a forbidden topic, but Sam's catalytic arrival brings about a beautiful reconciliation, despite the terrible haunting. Powerful and emphatic narrative skill creates a thrilling and chilling atmospheric tale of human cruelty and compassion. W. Bowie

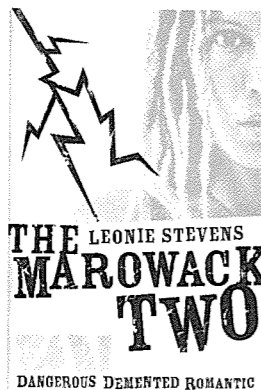
USER LEVEL: Stage 4 Stage 5
\$20.95

SCIS 1116031

STEVENS Leonie

The Marowack twoAllen & Unwin, 2002
ISBN 0141006617

Certain to find an appreciative teen audience, this fast paced novel deals with environmental protest, activism, and a volatile love/hate relationship. Kira, disturbed and memory impaired after twelve separate lightning strikes, moves to the sleepy outback town of Marowack. There she meets laid back local Heck, and the sparks fly. These vastly different teenagers form an unlikely terrorist duo with a mission to stop the development



of an open cut gold mine threatening to despoil the local environment. The two alternately recount their exploits, with voices convincing, emotive, and very revealing. Sexual references and a smattering of explicit language occur, as we become privy to the pair's actions, and to their innermost thoughts and feelings. B. Richardson

USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1119392

TRUEMAN, Terry

Stuck in neutralHodder Children's, 2002 (Signature)
ISBN 0340817453

The first person narrative of this compulsive novel of teenage angst startlingly strengthens the comic tragedy that unfurls for the reader. Shawn, the narrator, is physically disabled, imprisoned in his body by severe cerebral palsy. His humorous, whimsical and imaginative observations and interpretations of life provide, in a non judgemental way, a unique philosophical perspective of the frailties, passions and bonds such circumstances generate between individuals within families. He projects and reflects on the best and the worst behaviours of others towards those they love. The conclusion avoids any moralising and could generate discussions on the range of sensitive issues raised in the novel, including the pervasive threat that Shawn's father is trying to kill him. This profoundly emotive story exudes compassion and respect for the central characters and the dilemmas they face. E. Maxwell

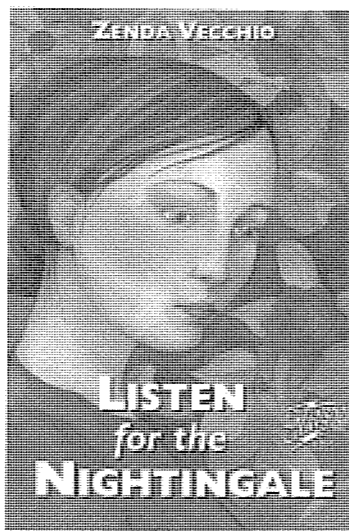
USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1093879

VECCHIO, Zenda

Listen for the nightingaleGreater Glider, 2002 (Storm glider series)
ISBN 0947304665

Kathleen is thoughtful, fifteen, and the odd one out in a new family of her mother, stepfather, and young half sister. Suicide is a minor issue as Kathleen learns to deal with people's dimensions and capacity for duplicity on her journey to the happy ending. Written in first person and present tense, this short novel cleverly explores family dynamics within the rhythms of the natural world. A serpent metaphor describes Kathleen's moments of stress, and a nightingale metaphor her hope for the future. Characters are believable and the novel is a thematically driven, interesting read of the issues covered, including identity, guilt, families, conflict, loneliness, and confusion. C. Thomas

USER LEVEL: Stage 4
Paper \$14.30 SCIS 1106155

**Information, poetry and drama**

Resources are in Dewey order.

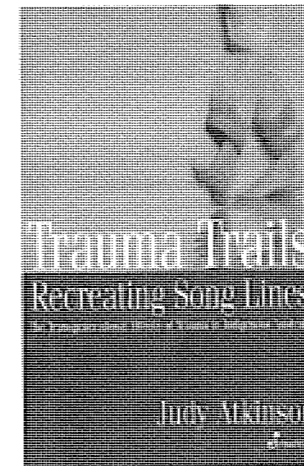
ATKINSON, Judy

Trauma trails, recreating song lines: the transgenerational effects of trauma in Indigenous AustraliaSpinifex, 2002
ISBN 1876756225

[155.9]

For teachers working in Aboriginal student welfare, and teachers of Aboriginal Studies Stage 6, this is an extremely valuable resource. Written by an Aboriginal academic who works in the area of violence and trauma, the book examines the Indigenous experience within an academic framework. It provides valuable insights into Aboriginal experience, drawing comparisons with studies of Holocaust survivors in examining the affects of violence and trauma on Aboriginal people. Its particular value lies in going beyond the stories of suffering, and explaining the development and delivery of healing processes, which combine traditional Aboriginal values with the western best practices. B. Corr

USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
Paper \$29.95 SCIS 1117526



MALBUNKA, Mary

When I was little, like youAllen & Unwin, 2003
ISBN 1865089036

[305.8]

Continuing the oral tradition of story telling to instruct the young, the author tells of mission life, the role of mission managers, and experiences with white teachers. As well, she passes on knowledge of her Dreaming, bush tucker, and the Papunya art movement. The book is beautifully illustrated, shifting between traditional and western styles, with text mainly in English. Where Aboriginal words are used, an English equivalent is provided in brackets. Hand drawn maps are included, along with a glossary, and biographical notes. This is a wonderful production from the Papunya community, and a particularly valuable resource as it reaches across cultures, and across subject areas. B. Corr

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE

SYLLABUS:

Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; English K-6; English Stages 4-5; History Stages 4-5; HSIE K-6; Society & Culture Stage 6; Visual Arts 7-10; Visual Arts Stage 6
\$29.95 SCIS1119968

ANG, Ian [and others]

Living diversity: Australia's multicultural futureSpecial Broadcasting Service, 2002
ISBN 097501160

[305.800994]

Commissioned by SBS, this is a unique study providing a nation wide glimpse of Australian multiculturalism. The study gives a detailed insight into Australian society, its diversity, its sense of identity, and belonging. The material is based on the latest research dealing with current and controversial issues such as attitudes to identity, diversity, multiculturalism, and immigration. The report also reflects on actual practices of Australians in relation to such aspects as civic engagement and cross cultural consumption. Although it is very dense text, graphs and tables present statistical data in an easy to read format, providing useful background information for teachers of HSIE Stage 3, and Stage 5 History and Geography. L. Singleton

USER LEVEL: Stage 3 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
Downloadable free from www.sbs.com.au
SCIS1118079

First peoples [series]

Times Media Private, 2003

Informative and fascinating, this series explores Indigenous peoples whose lands, beliefs and cultural integrity have survived till today. There is a uniformity of presentation that identifies Indigenous people, land resources, cultural change, contemporary identity, language and lifestyles. The idiosyncrasies of each unique people make these volumes an enlightening journey into developing a better understanding of diverse minority groups. Excellent illustrations with annotations, a glossary and extension reference materials, including specific Internet sites which would need to be checked for curriculum relevance, contribute to insightful resources to support HSIE K-6 studies. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6
\$33.00 each

Titles in this series include:

The Bedouin of the Middle East SCIS 1105642
The Kurds of Asia SCIS 1105691
The Maori of New Zealand SCIS 1105649

Political & economic systems [series]

Heinemann, 2002

While following a familiar layout pattern, this series offers an intellectually challenging and accessible account of various political systems. Each book has a series of short chapters, beginning with an example of the system in action, and then surveying its historical

origins. Significant individuals are covered, plus the successes of the system, its weaknesses, problems, issues, and its future. Illustrations, text boxes, timelines, short bibliographies, and biographies, excellent glossaries, and indexes, are included in these texts that balance a critical look at the issues. They contain enough information to offer worthwhile explanations to complex questions of political philosophy. G. Spindler

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
\$37.40 each

Titles in this series include:

Capitalism SCIS 1120301
Dictatorship SCIS 1120304

PRYOR, Kimberley Jane

Threats to plants and animals [series]

Macmillan, 2003

Numerous, well researched examples of plant and animal species suffering the impacts of either habitat disturbance or direct threat, are provided in a clearly illustrated, attractive and coherent way in this valuable Australian series. Solutions, implemented by government and non-government groups, and a glimpse at the situation overseas are useful elements of these books, especially for those working towards the *Environments* outcomes of HSIE. There are also many interesting examples of the ecological principles of adaptation and interdependence for those working towards the *Living things* outcomes in Science and Technology. This would be a valuable resource for schools when addressing environmental problems and their solutions in their school or local area, as required by the NSW *Environmental education policy for schools*. J. Kennelly

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6
\$27.95 each

Titles in this series are:

Habitat destruction SCIS 1121865
Habitat fragmentation SCIS 1121873
Introduced species SCIS 1121874
Overharvesting SCIS 1121875
Pollution SCIS 1121872
Sustainable development SCIS 1121867

HAWTHORNE, Susan

Wild politics

Spinifex, 2002

ISBN 1876756241 [337]

Passionate, yet academically rigorous, Hawthorne argues from a feminist perspective that the world's economic and social organisation needs a strong injection of wild difference. The model is the natural world, where destruction of biodiversity through economic practices seriously threatens the sustainability of all life forms. Hawthorne links this with the trend of the economy towards increasing standardisation, and the elimination of local economic and cultural diversity in favour of international systems. She argues this increases the threat to the long term survival of social and economic systems. In a complex, holistic review of areas such as knowledge, land ownership, agriculture, production, consumption, trade, and cultures, Hawthorne argues that sustainability depends on diversity and an allowance for unpredictability. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; Geography Stage 6; Society & Culture Stage 6
Paper \$29.95 SCIS 1117520

Eating off a sunburnt land: towards an Australian native food industry [videorecording]

Video Education Australasia, 2002 (18 min.)
ISBN none [338.10994]

Well paced and fact filled, this short video with worksheet successfully introduces Indigenous foods as a viable but fledgling industry. With obvious links to *Food availability* in the Preliminary course, and *Food product development* in **Food technology**, the video has multiple uses. Filming at various locations, including the CSIRO, and on the land where Indigenous people harvest wild produce, includes interviews of growers and users, giving an overall view of the industry. The video focuses on showing the produce as it is growing, and when it has been prepared for sale, allowing students to develop a strong visual image of these foods. Lists of important facts, such as barriers to growth of the industry, are shown, which could stimulate discussion. C. Barlow

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; TAS
SYLLABUS: Aboriginal Studies Stage 6; Food Technology Stage 5; Food Technology Stage 6
\$99.95 SCIS 1114222

Ecotourism [videorecording]

Video Education Australia, 2002 (29 min.)
ISBN none [338.4]

This case study of ecotourism on Phillip Island, Victoria, is structured around the eight principles of assessment used by the Nature and Ecotourism Accreditation Program (NEAP). These principles include best practice for environmentally sustainable tourism, positive contribution to conservation of natural areas and accurate marketing leading to realistic expectations. Footage taken at various sites on the island, with interviews of employees at each site, explains how the management and interpretation of the island's ecosystem meet the eight criteria. The case study provides examples of environmental management strategies and risk factors which would support the study of the Stage 6 Geography topic, *Ecosystems at risk*. J. Kennelly

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Geography Stage 6
\$99.95 SCIS 1116568

HALL, Craig L

Breakfast barons, cereal critters and the Rosenhain and Lipmann legacy

Craig L. Hall, 2002
ISBN 0957861400 [338.7]

This glossy publication is an excellent example of an industrial design case study. In great detail, it delves into the everyday product of cereal box toys in Australia from 1932. Students can research the full process of industrial design, from concept drawings to model making to materials used, and the processes used to make these products. Company and designer profiles will assist students in obtaining background information, going back to

the mid 1800s, on the need for particular designs, and the marketing tools used. Each chapter is illustrated using clear graphics, with a chronological catalogue of products showing the evolution of this modern day icon. B. Maher

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology Stage 6
Paper \$49.95 SCIS 1114042

Sustainable human development: a young person's introduction: based on the United Nations Development Programme's Human development reports, 1990-2000

Evans Brothers, 2002
ISBN 0237523175 [338.9]

An international team of young people has edited these reports, and presented the information in their own words. The result deals with issues such as globalisation, trade, the role of government, the role of the UN, human rights, and security. Information is clear and well presented, and accompanied by personal stories about human development problems and progress in local communities world wide. Statistics, web sites, case studies, graphs, charts, questions and activities, are provided on each topic, along with possible solutions to the problems identified. Stage 4 Geography students will find this stimulating information thought provoking in their study of sustainable development, civics and citizenship. There are relevant support materials and background information for teachers of HSIE Stage 3. L. Singleton

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
Paper \$29.70 SCIS 1117514

SWANTON, Jane [and others]

Cases on torts

Federation Press, 2002
ISBN 1862874298 [346.9403]

In a comprehensive collection highlighting the founding principles of Australian tort law, this casebook features detailed tables of cases, statutes, and a concise analysis of legal concepts, including such common legal remedies as trespass and negligence. It also examines defences, liability, and damages associated with such claims. Cases are set out with clear reference to the nature and outcome of specific civil claims, while the publisher's web site makes provision for access to edited versions of most recent cases. The format with which cases are presented and explained makes this an ideal reference for Preliminary Legal Studies **Part 1: The legal system** *Sources of law* and *The operation of the legal system*. A. Fisher

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper \$77.00 SCIS 1116405

The Law handbook

Redfern Legal Centre, 2002
ISBN 0947205810 [349.944]

An up to date, revised source of practical assistance on the application of NSW law, this handbook presents comprehensive information on a variety of contemporary topics in a concise and easy

to understand format. While the text is a useful reference for the study of law at all levels, it is particularly suitable for senior legal studies. Features include chapters devoted to major areas of the law, and contributions from legal experts. Margin notations allow for quick and easy reference, while a concise glossary defines more technical legal terminology. Chapters include information specific to such topics as: **Aboriginal People and the law**, injury and compensation, **Consumers and contracts**, **Credit and banking**, **discrimination**, **Employment**, **Health**, **Housing**, **Immigration**, **Relationships**, and **Neighbours**. A. Fisher

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Legal Studies Stage 6
Paper \$75.00 SCIS 1083540

Many voices: reflections on experiences of Indigenous child separation

/ edited by Doreen Mellor & Anna Haebich
National Library of Australia, 2002
ISBN 0642107548 [362.8]

A truly professional compilation from the *Bringing them home* report, this work is a treasure: for its contents and the way in which it records the processes of the project. The text provides a comprehensive public record of the separation of Indigenous children from their families. It is also important to stress the role of reflection in this work, as it includes voices of the taken, the carers, and the interviewers. The layout is extremely useful, with the main text surrounded by thumbnail photographs, biographies, and descriptions. Appendices are equally useful, as they provide overviews of policy legislation and administration across Australia, a map of places mentioned, a register of those interviewed, and biographies of interviewers. B. Corr

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5
Paper \$29.95 SCIS 1114475

HAYMAN, Suzie & ELLIOTT, Helen

Teenage pregnancy

Watts, 2002 (It happened to me)
ISBN 0749643331 [362.83]

Interviews with youth who have first hand experience in teenage pregnancy comprise the makeup of this clearly presented book. The interviews, of both male and female subjects, look at key concerns, including sex education at school, support networks, lifestyle changes, and plans for the future. The book also features talking points to promote discussion and factfile boxes that give clear information on such things as advisory services, teenage fathers, abortion, condoms, and teenage birth rates. Good black and white close up photos and quotes show real people, and the text concludes with useful addresses and a detailed glossary. V. Smith

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
\$32.95 SCIS 1112858

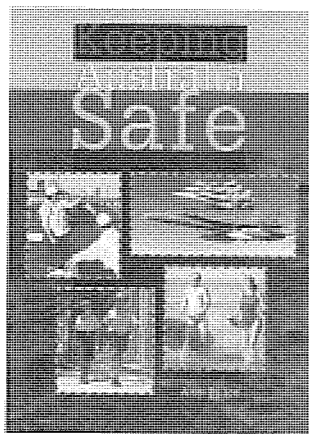
All prices in the availability statement include GST.

DILLON, Ann

Keeping Australia safeReed Education, 2003
ISBN 1740707826

[363.1]

An easy to read reference book which deals with issues such as quarantine, environmental safety, Airport security, and the defence forces, this text supports the HSIE syllabus topic of *Global connections*. An overview of sports safety and Self protection: feeling safe, support the study of safe living in the PDHPE syllabus. Glossy, colour photographs illustrate the text, accompanied by safety tips, helpful information, and contact web sites and phone numbers for further information. Real life stories demonstrate the role of men and women who work in paid and volunteer jobs for Australia's safety services. Students can read here about the many ways that they can keep themselves safe. L. Singleton



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$29.70

SCIS 1120300

FINNANE, Mark

When police unionise: the politics of law and order in AustraliaInstitute of Criminology, University of Sydney Faculty of Law, 2002
ISBN 1864874643

[363.2]

Conflict with management, disobedience, and industrial disputation were some of the issues plaguing the Australian police service in the early seventies. In a detailed and comprehensive treatment, this book provides a fascinating insight into the development of police unionism in Australia, and its impact on issues of law and order. It examines the role and influence of police unions with respect to such topics as crime prevention, police resourcing, accountability, and the administration of a criminal justice policy. The format is suited for use as a supplementary reference text for issues associated with the Focus Study *Crime*, namely, the *Criminal process* and factors to be considered when evaluating the *Effectiveness of law* in achieving justice. A. Fisher

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
Paper \$33.00

SCIS 1116401

BARWICK, John

When things go wrong [series]

Heinemann Library, 2003

Encompassing an engrossing range of disasters that have and will continue to beset our communities and environments, this series provides excellent research material for students investigating disasters. Within the particular theme, each volume provides definitions of the generic problems encountered, such as salination or road safety, and succinct accounts of individual disasters

including recent hailstone storms in Sydney or the Thredbo landslide in 1997. A timeline for students to peruse, resources for further research and strategies and affirmative action now being employed to try to avert similar disasters in the future, all provide a comprehensive approach to a popular area of study. E. Maxwell

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
\$29.70 each

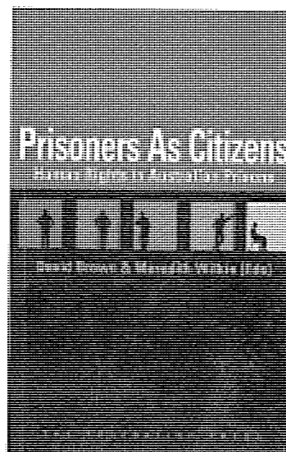
Titles in this series are:

Australian environmental disasters SCIS 1112282
Australian structural disasters SCIS 1112280
Australian transport disasters SCIS 1112283
Australian weather disasters SCIS 1112284

Prisoners as citizens: human rights in Australian prisons/ edited by BROWN, David & WILKIE, Meredith. Federation, 2002
ISBN 1862874247

[365.64]

Should prisoners be deprived of rights to such things as voting, personal safety, health, family connection, information, and education? In a series of seventeen essays, many of them research based, writers look at aspects of the surprisingly varied Australian prison situation. Topics include the nature of prison systems and populations, and historical and international perspectives. Also considered are the situations of particular prisoners, such as women and Indigenous Australians, as well as those from non English speaking backgrounds, and those with intellectual disabilities. The collection is a timely and thought provoking source of information. G. Spindler



USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Society & Culture Stage 6; Studies in Society 7-10
Paper \$49.50

SCIS 1116423

SCHROCK, Kathleen, WAHLERS, Jan & WATKINS, Mary

Writing and research on the computerHawker Brownlow Education, 2002
ISBN 1740255666

[371.3028]

Research has become more complicated as the plethora of information increases. This book examines skills required to effectively and efficiently retrieve information. Within this framework, the concept of research is examined, including how to choose, focus, and define a topic, plus strategies for documenting, collecting, and searching. Evaluation of information and the information process is also covered. While this is particularly suitable for students undertaking



independent research, for example the PIP in Society and Culture Stage 6, the book is relevant to students completing research tasks across all eight KLAs. It is a well-written resource with a CD-ROM of worksheets and sample projects that may help students' understanding of the research process. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
Paper \$29.95

SCIS 1104685

AHERN, Amanda & the Mornington Island Elders

Paint-upUniversity of Queensland Press, 2002
ISBN 0702232696

[398.209943]

This is a wonderfully insightful work, combining an overview of Aboriginal culture on Mornington Island, with a highly detailed examination of the body paint of Mornington Islander dancers. The work is fascinating in that such a narrow focus provides a great deal of insight into the culture of a people. The author uses the voices of Mornington Island people to tell of the creation and First People, which provides a vehicle for an explanation of skin or totemic groups, and the responsibilities implicit in belonging to a skin group. The rest of the book consists of pictures of dancers, their body paintings, and the dancers' explanations of the significance of those paintings. B. Corr

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Society & Culture Stage 6
Paper \$35.00

SCIS 1108045

The Oxford business French dictionary

/ edited by Marianne Chalmers & Martine Pierquin

Oxford University Press, 2002

ISBN: 0198604831

[443]

Designed to meet the challenges of today's business world, and ever changing information and communications technologies, this is a useful and easy to use resource. It includes the most recent coverage of business areas such as finance, human resource management, law, e commerce, insurance, sales and marketing, as well as terminology generated by the Internet revolution. Not only does the text contain core business vocabulary, it also has a section on the presentation of curricula vitae in both languages, sample business correspondence, and a section on using mobile phones. Students and teachers engaging in the Stage 6 French Continuers theme, *The changing world*, will find a wealth of useful information in this practical and user friendly resource. M. Busch

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Continuers*
Paper \$39.95

SCIS 1117115

The young Oxford library of science [series]

Oxford University Press, 2002

Clear layouts and comprehensive indexes make this series a useful reference for student research projects. The text is concise and authoritative, the glossaries straightforward, while short sentences and well chosen information make the books accessible for a range of students. Each double page spread covers one topic, which is

illustrated with good quality photographs and diagrams. *Science in action* is especially relevant to students addressing technology outcomes at 4.12 and 5.12. Despite the lack of Australian content, this series would be a valuable addition to a school library collection. B. Sampford

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
Paper \$24.95 each

Titles in this series include:

Energy and forces SCIS 1119072
Light and sound SCIS 1116164
Science in action SCIS 1116160
Stars and planets SCIS 1116163

PRESCOTT, Chris

The Oxford science study dictionary

Oxford University Press, 2002

ISBN 0199141932

[503]

An unusual layout, well chosen vocabulary, and extensive use of small, clear diagrams make this an outstanding resource for all science students. Diagrams are simple and excellent, and teachers will also find this user friendly resource a valuable reference tool. The dictionary is arranged in two parts: a word finder at the beginning directs users to double page spreads of related words. For example, the terms suspension, precipitate, and colloid, are grouped together under mixtures, making it easier for students to differentiate between related terms when they see them in context. An intriguing section on zany and curious science concludes this dictionary coverage. B. Sampford

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Science Stages 4-5 Senior Science Stage 6
Paper \$34.95

SCIS 1112682

KERROD, Robin

The way the universe works

Dorling Kindersley, 2002

ISBN 075134575X

[523.1]

Gorgeous and intriguing photographs, short chunks of concise, uncomplicated text, and comprehensive, authoritative information, make this a very attractive and inviting resource for science students studying the universe. Particularly interesting are the simple but well designed practical activities on each page, which use household items to demonstrate key concepts. The book covers a wealth of topics from the Big Bang and spacetime relativity, to the search for extra terrestrial life. Star information includes southern hemisphere constellations, and with space data tables, a list of web sites, and a clearly written glossary, this a useful reference tool. B. Sampford

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5
\$39.95

SCIS 1114957

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:
Elizabeth.Maxwell@det.nsw.edu.au

How? what? why? [series]

Watts, 2002

Scientific concepts about the principles of light, sound, forces and movement are explored, through real life situations and a hands on approach, in this creative series. Colourful cartoon characters propose ways of solving problems that challenge students' skills of observing, questioning, predicting, hypothesising and proposing possible explanations. Each new concept has a problem to solve which promotes whole class discussions, the development of design, and skills to test solutions. It is an excellent resource for the study of *Physical phenomena* through the process of investigation. J. Hancock



USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$29.95 each

Titles in this series include:

How does a trumpet work? SCIS 1121343
What is a shadow? SCIS 1121337
What makes it swing? SCIS 1120542

HEWITT, Sally

Why can't I? [series]

Belitha, 2002

Using a question and answer format as a stimulus, this series investigates various forms of energy. Following a double page introduction containing some basic facts, each book then poses and answers a question over one or two pages. Brightly coloured backgrounds and large, clear photographs all contribute towards making this an attractive and appealing science series. Bold text is further explained in a glossary at the end of the book.



Activities and Notes for parents and teachers are also special features. Although the information is not detailed, the text is clear and concise. Each book would be a valuable resource for use with the *Physical phenomena* outcomes of the *Science and Technology K-6 syllabus*. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$34.10 each

Titles in this series include:

Why can't I roar like a lion? SCIS 1119075
Why can't I slide down a rainbow? SCIS 1119070

All prices in the availability statement include GST.

Plant tissues in focus [electronic resource]

University of Western Australia, 2002

ISBN 1740520254

[571.5]

Clear images, which can be viewed with or without labels and at a range of magnifications, make this an extremely valuable tool for teachers introducing students to plant structures and cells in Science Stage 4. It would also be useful for Preliminary students of the *Biology Stage 6 syllabus* topic *Patterns in nature*, looking at differentiated cells in 8.3.3, and transport mechanisms in 8.3.6. With each photomicrograph is a photograph of the plant, all common Australian species, from which the tissue was taken. This is especially useful in using the package with Stage 4 students. Accompanying the CD-ROM is an excellent teacher's manual with well designed worksheets under the general headings of **Roots, Stems, Leaves, and Reproduction**. B. Sampford

System requirements

Macintosh System 8.1
 Windows 95/98/NT/2000

USER LEVEL: Stage 4 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
 \$89.95 SCIS 1109099

SLATER, Pat

Discover & learn about Australian forests and woodlands

Steve Parish Pub., 2007 (Ark Australia) (Discover & learn about)
 ISBN 1740210883 [577.30994]

Detailed and brilliantly coloured photographs support the wealth of information in this book, which is shortlisted for the Eve Pownall Award for Information Books in 2003. The comprehensive coverage of forest and woodland ecology, and of the animals which inhabit Australian forests, make this a useful resource for environmental studies. Sections cover all types of forest found in Australia, plus animals, fire, forest food chains, and human influence on forests. The information supports outcomes in *Patterns of place and location* in HSIE K-6, and *Environment matters* in Science K-6. S. Rasaiah

USER LEVEL: Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$14.95 SCIS 1075795

STODART, Eleanor

How do I know it's an ant?: a book about animals

Envirobook, 2002
 ISBN 085881191X [590]

Providing easily accessible information to enable young scientists to identify commonly found animals is the focus of this appealing, uncluttered book. Each page has clearly written statements about the characteristics of the featured animal, while colourful, labelled pictures contain technical language to support the text and extend the reader's vocabulary. Excellent for use as models for writing information reports or description texts, each topic also provides the detail to encourage observant environmental sleuths. A comprehensive contents page, index and glossary, combined with a format that introduces each animal in alphabetical order, make this an easy book for teaching information search skills. This resource would support the teaching of the *Living things* strand of the *Science and Technology K-6 syllabus*. J. Hancock

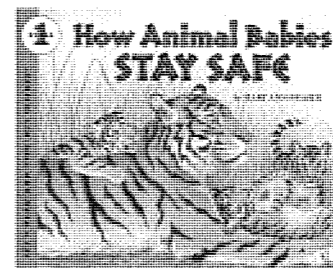
USER LEVEL: Stage 1 Stage 2

KLA: ST
SYLLABUS: Science & Technology K-6
 Paper \$13.95 SCIS 1113976

Let's-read-and-find-out science [series]

HarperCollins, 2002

As an introduction to basic science concepts, the titles in this American series treat a wide range of topics; from natural phenomena, plants and animals, to the human body, in a style well suited to newly confident readers and students who need additional support. A *penguin chick* traces the life cycle of a penguin and could be used for writing information and explanation texts as part of a study of the HSIE K-6 unit, *Current issues: Antarctica*. This book, along with *How animal babies stay safe*, would be a useful resource for achieving the outcomes of the *Science and Technology K-6 syllabus* units, *Growing up*, *What's alive?* and *Cycles in our world*. The softly coloured illustrations provide extra information for young readers. J. Hancock



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$9.95 SCIS 1091653

Titles in the Stage 1 series include:

How animal babies stay safe SCIS 1091234

Titles in the Stage 2 series include:

A penguin chick SCIS 1091653

HUGHES, Monica

A day in the life of [series]

Heinemann Library, 2002

If colourful, informative, well arranged and age appropriate material to use with the HSIE *Workers in the community* unit is needed, this series of books will be appropriate. The contents and index pages are clearly numbered and additional information, including suggested follow up activities, appears at the end of each resource. Text is limited to two or three sentences on each double page spread, while large photographs depict factual events in the lives of people working in the community. Teachers may also like to feature a multicultural perspective through an Indian dentist and an Asian doctor. These and other professionals are presented as real people, following daily routines with which young students will readily identify. A. Beedles

USER LEVEL: Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$22.00

Titles in this series include:

A day in the life of Harold the doctor SCIS 1120506

A day in the life of Pradeep the dentist
A day in the life of Zoe the vet

SCIS 1120504
 SCIS 1120507

Diet and disease in modern society [videorecording]

Video Education Australasia, 2002 (38 min.)

ISBN none

[613.2]

Suitable for senior students, this very detailed video provides comprehensive information relevant to *Nutrition*, in Contemporary Issues of Food Technology. Attempts have been made to make this video more appealing to students by using a narrator, however, largely due to the subject matter, this is a slow paced presentation. The video lends itself to being shown in short segments, to provide information, stimulation for discussion, or reinforcement. Detailed written information is frequently shown, making this video an ideal tool for independent learning. Content is extremely contemporary, including information on antioxidants and cancer, and other connections between diet and disease. A worksheet for students and a list of related websites are included. C. Barlow

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Food Technology Stage 6
 \$99.95 SCIS 1114797

BARTHOLOMEW, Alan

Electric mischief: battery-powered gadgets kids can build

Kids Can, 2002 [621.31]

A fantastic resource, this book introduces students to the varied uses of simple electric components and circuits. Younger students will be able to follow the step by step instructions, which are accompanied by excellent drawings illustrating each stage of the projects. Students can improve their basic knowledge of electricity, workshop tools, and processes, by completing the project, or through group challenges, using the projects as a basis. This approach can be used for robot challenges or design improvisation, such as to produce a project to pick up a load. Overall, the text makes a great introduction to electronics and the uses of electricity. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST; TAS
SYLLABUS: Design & Technology 7-10; Science Stages 4-5; Science & Technology K-6; Technological & Applied Studies Life Skills Course Stage 6
 Paper \$14.95 SCIS 1100443

MUNZER, Stephen

Robotz: an encyclopaedia of robots in fact and fiction

Scholastic, 2002 [629.803]

The characteristics of real life robots, and the roles of well known science fiction robots, are detailed in this text which introduces students to the components and mechanics of robots. We learn how each type of robot works, in either detailed summaries, or through an author's description. Student centred research assignments could work with themes such as space technology, movie robots, and robots which help us. There are no Internet references included, but the clear, comic book format, and simple text, allow for keywords to be easily found and used. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: ST; TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; Science & Technology K-6
 Paper \$9.95 SCIS 1113013

HARRISON, Robyn

Seven steps to successful job hunting

Edge Resumes, 2002
 ISBN none [650.14]

Relevant for school leavers, this manual is produced by a resume preparation professional. No sample resumes are given, however cover letters and interview questions are modeled in the appendices. Lots of practical advice is presented in the seven chapters, with the crucial points delivered in a user friendly format of large type, boxes, headings, and graphics. Strategies for creating a positive as opposed to a negative feeling cycle are given, and tricky scenarios test the interviewees preparedness. The suggestion that a thank you note be sent to all members of the interview panel is interesting. A good attitude and proper preparation is the key message of the text, and the careers office or library could find this useful. E. Kesby

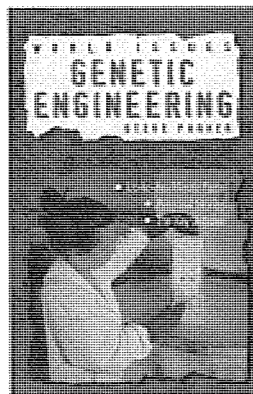
USER LEVEL: Stage 5 Stage 6
KLA: VOC ED
SYLLABUS: Work & Community: HSC Life Skills; Work Education Stage 5; Work Studies Stage 6
 Paper \$22.00 SCIS 1117549

PARKER, Steve

Genetic engineering

Belitha, 2002
 ISBN 1841384208 [660.6]

Relevant and concise information make this visually pleasing book a great guide for students discovering the world of genetic engineering. Whilst providing a vast amount of relevant information for the Stage 5 Science syllabus on topics such as biotechnology and stem cells, this book will also provide teachers with excellent material for developing work for the prescribed focus area 5.5, on how current research might affect people's lives. Stage 6 Biology students studying topics 9.3, *Blueprint of life*, and 9.6, *Biotechnology*, will find the information on genetic engineering and cloning most useful as supplementary and stimulus material. With brilliant pictures and easy to understand descriptions, this book will capture the interest of students and teachers alike. I. Mavin



USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
 \$36.30 SCIS 1117500

FINLAY, Victoria

Colour: travels through the paintbox

Hodder and Stoughton, 2002
 ISBN 0340826320 [701]

What an exciting way to investigate colour! This book is a picaresque journey through many countries of the world to find

the source of all types of pigments. Beginning with the search for the best ochres in Northern Australia, to the origins of urine based yellow paint, this investigation of colour is totally absorbing. The author searches for the earliest application and preparation of pigments, and provides a fascinating insight into cultures' needs for these colours. Although this is not a textbook that links directly to our senior Visual Arts syllabus, it is so full of interesting facts that you will delight your class with the stories revealed. K. Ashley

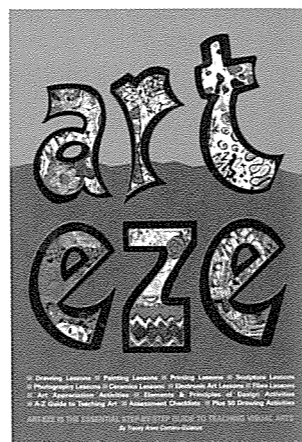
USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 Paper \$34.95 SCIS 1117682

COMINO-GALANOS, Tracey Anne

Art-eze

Holding Educational Aids Australasia, 2002
 ISBN 0949207594 [707.1]

Filled with inspiring ideas, step by step instructions and practical lesson guides, this practical resource includes the A-Z guide to teaching art. It espouses an experiential philosophy of teaching and makes many useful, confidence building suggestions to encourage teachers who are reluctant to teach art in the classroom. It also provides great ideas for teaching art history that combine visual, written and dramatic exercises as well as some fun and exciting games which could be adapted to all stages of learning. This extremely relevant resource contains a checklist, which provides a helpful framework for student assessment. L. Pratt



USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: CA
SYLLABUS: Visual Arts K-6
 Paper \$33.00 SCIS 1104631

ADAMS, Laurie Schneider

Exploring art

Laurence King, 2002
 ISBN 1856693082 [709]

A fresh approach to viewing landmark examples from art history, in terms of cultural perspectives, formal conventions, and iconography, is always welcome. Printed in the UK, there is limited direct relevance in terms of our new junior and senior syllabuses, yet there is still a wealth of vital reference material that a senior student can access. Slotting this information into the frames will need direct teacher assistance. Beautiful, glossy illustrations, from 3000 BC to the present day, accompany an easily accessible body of information that informs us about both Eastern and Western art. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 Paper \$45.00 SCIS 1111409

WILLETT, Frank

African art

Thames and Hudson, 2002 (World of art)
 ISBN 0500203644 [709.6]

In a series known for the production of well researched information, the new edition of this text is no exception. Originally published in 1971, the book takes a broad look at the major art forms, as well as the craft areas of masks, jewellery, and costume. It also looks at the problem of clarifying the breadth of African art, given the many different approaches of anthropologists. A chapter on contemporary art examines the influence of the West and the changes Islam and Christianity have exerted. Glossy, well illustrated, and dense with information, this is only for the very competent art student. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 Paper \$30.00 SCIS 1113016

Magic pencil: children's book illustration today

/ edited by Quentin Blake. British Council/British Library, 2002
 ISBN 0712347704 [741.6]

Quentin Blake, Roald Dahl's illustrator, gives a short history and analysis of the genre before introducing thirteen British illustrators with some pithy observations about the anonymity of this type of artist. While many other artists are easily recognised, those found here are known only by their output. This inspiring collection of illustrators describes their modus operandi in the first person, and this is followed by examples of their work. Artists include Blake, Stephen Biesty, Lauren Child, and Raymond Briggs, making this text a great source book to encourage potential illustrators or cartoonists. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 \$66.00 SCIS 1119102

OEI, Loan & DE KEGEL, Cecile

The elements of design: rediscovering colours, textures, forms and shapes

Thames and Hudson, 2002
 ISBN 0500283397 [745.4022]

Students studying design will find this is an excellent reference book, particularly for design inspiration and development for the HSC Major Textile Project. The book includes chapters on many of the elements including colour, texture, lines, dots, and circles. Each chapter has a brief introduction providing information on the element presented and its aesthetic and functional aspects. The text is accompanied by a large number of excellent coloured photographs from both natural and man made environments. Some of these inspiring photos include indigo dyed kimono fabric, details from the tiled floor in Winchester Cathedral, details of raffia pile weaving in the Congo, and telephone cables in Amsterdam. V. Smith

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
 \$60.00 SCIS 1098335

CRESSY, Judith

Can you find it?

Abrams, 2002
 ISBN 0810932792 [750.1]

The deceptively simple task of finding various objects in historic works of art, compels the students to study them closely. This visually appealing resource provides a wonderful way to introduce art history to the very young through to senior primary students. The concept for the book was developed from a game designed to interest children who were visiting the New York Metropolitan Museum. Students have to use their visual skills to search for various objects in a selection of nineteen paintings. The selection includes art works from a variety of periods, cultures and styles. This challenging resource would be useful for achieving Visual Arts outcomes and could promote class discussions involving people and places from various cultures and eras. L. Pratt

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 \$35.00 SCIS 1119396

CRAWFORD, Ashley

Wimmera: the work of Phillip Hunter

Thames and Hudson, 2002
 ISBN 050050010X [759.994]

The beauty of the Wimmera landscape is splendidly portrayed in this book on the work of Phillip Hunter. In many of these works, there is something of the feel of the golden creations of Rosalie Gascoigne's evocation of the same area. Hunter's work also throws a passing glance to the surreal landscapes of James Gleeson. The book reveals the artist's journey through this area, from childhood travels to those of the practising adult artist. Within the linear layers of Hunter's paintings we can see the strong influences of the Aboriginal legends from this part of the world. Beautiful photographs illustrate this book, which would provide a handy reference for senior students. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 \$77.00 SCIS 1113021

BELL, John

The time of my life

Allen & Unwin, 2002
 ISBN 1865086401 [792]

Tracing Bell's journey from childhood to university, through to the formation of the Belvoir Street theatre and the Bell Shakespeare Company, this is an informative and easy to read autobiography. Bell acknowledges the influential role on his work in theatre of writers such as Shakespeare, Beckett, and Enright, and also directors including Beresford, and Gow. As an actor, director, educator, contributor, and principal, Bell's personal life is closely connected to his role in the creation of a contemporary Australian theatre. His relationships with actors, family, and friends are also revealed. Overall, the book is an excellent resource for Australian theatrical history, interpretations of Shakespeare, and any study of the individual in society. F. Crum

USER LEVEL: Stage 5 Stage 6 Community
KLA: CA; English

SYLLABUS: Drama 7-10; Drama Stage 6; English Stage 6:
Standard; Advanced
\$45.00 SCIS 1114066

McKONE, Frank

First audition: how to get into drama school

Currency, 2002
ISBN 0868196630 [792]

The serious student of drama will find this book packed with advice on auditioning for drama school, as well as amateur and semi professional theatre. There are five sections and 38 exercises; dealing with confrontation with oneself; group and pair work; script analysis techniques; and the audition itself. Also included are an appendix of schools and courses, plus references for further reading and research. Each issue is thoroughly explained with exercises that are thorough and practical. The section on script analysis may be prescriptive and complex, especially the section on stresses, and the exercises are time consuming, but the book is worthwhile for students, and as a teacher resource. F. Crum

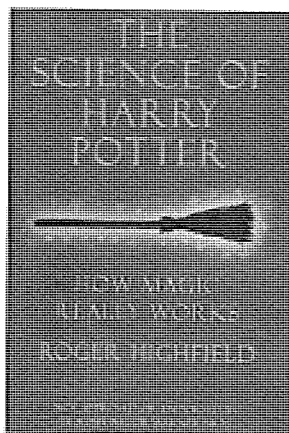
USER LEVEL: Stage 6 Community Professional
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$14.95 SCIS 1109437

HIGHFIELD, Roger

The science of Harry Potter: how magic really works

Hodder Headline, 2002
ISBN 0755311507 [793.8]

Packed with literary, historical, and scientific references, this intriguing deconstruction of every magical occurrence in the Harry Potter series is an excellent study. A questioning tone, and conversational style, smoothly blends the comprehensive research and ideas of the author, with the perspectives of the one hundred scientists he consulted. From ancient myths to DNA, on a huge canvas, Highfield cleverly presents a treasury for all those curious about the connections between science and the world around us. The text offers much to interest science buffs, with an abundance of science linked to other disciplines. Its scope and readability make it accessible and entertaining for a wide audience across the curriculum. Readers will dip into this book for years to come. C. Thomas



USER LEVEL: Stage 6
KLA: English; Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; English Stage 6; Physics Stage 6
\$39.95 SCIS 1117679

Do you have a great idea for a future Scan article?
Please ring The Editor on 02 9836 7501 or email
Sally.Rasiah@det.nsw.edu.au

MODJESKA, Drusilla

Timepieces

Pan Macmillan, 2002
ISBN 0330363727 [808]

Claiming that after years of nosing into other peoples' archives it is time to reveal aspects of her own life, Modjeska has created a fine blend of autobiography and literary criticism. During her postgraduate studies she met and was influenced by some remarkable Australian female writers including Christina Stead, Doris Lessing, Eleanor Dark, and Dorothy Green. Modjeska critiques her own writing and considers the direction writing is taking in contemporary Australia. A fascinating collection, the essays convey a great deal about this award winning author. Both its commentary on writing, and its autobiographical aspects, would make this a valuable resource for senior English students. C. Sly

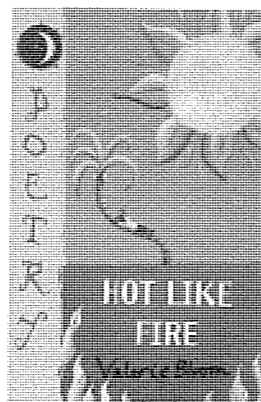
USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 2*
Paper \$22.00 SCIS 1110964

BLOOM, Valerie

Hot like fire

Bloomsbury, 2002
ISBN 0747556474 [811]

A strong Jamaican influence is clearly evident in these colourful, rollicking poems about a wide range of day to day encounters. The composer's engaging rhythms and occasional use of an Anglo Jamaican dialect, which is supported by a glossary, add a cross cultural dimension to a creative collection. Exciting and appropriate for reading aloud, or presenting as performance poetry, these creations encourage children to find joy in simple life experiences. Families, friends, neighbours, pets, and pastimes, are a few of the focal points in this lyrical cavalcade of vivid observations that will stir the senses. C. Sly



USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$11.95 SCIS 1114334

Wicked poems

/ edited by R. McGough, Bloomsbury Children's, 2002
ISBN 0747559546 [821.008]

New and old poems mingle in this collection of over one hundred wicked verses, illustrated in cartoon style by Neal Layton. Traditional rhymes and verses are placed alongside contemporary poems on a wide range of subjects including: the crimes of lying and stealing; witches, ghosts and trolls; animal wickedness; and the wicked ways of humans. Poetic styles include free verse, quatrains, haiku, and



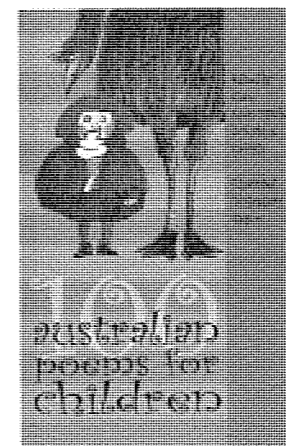
rhyming couplets, lending themselves to reading aloud, or readers' theatre activities in the classroom. Some poems are amusing, with humour in language and subject, while others have a more serious purpose in exploring our human weaknesses. It is an appealing collection. H. Cobban

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$29.95 SCIS 1115570

100 Australian poems for children

/ edited by C. Scott-Mitchell & K. Griffith, Random, 2002
ISBN 174051775X [A821.008]

The collection focuses on growing up in Australia, with heavy emphasis on the natural environment and traditional Australian experiences. Authors include famous Australian writers such as Mary Gilmore, C. J. Dennis, Oodgeroo Noonuccal, and Colin Thiele, as well as many other adults and children. Among the favourites are ballads including A. B. Paterson's *Mulga Bill's bicycle*. Most of the poems are free verse with repetition and rhyme used for textual unity, and simple black and white illustrations by Gregory Rogers add meaning. Children will be amused by the humour of poems on subjects such as emus, dogs, frogs, cats, bushrangers, family members, fishing, and cycling. This is a stylish volume for libraries. H. Cobban



USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
\$19.95 SCIS1107404

WILD, Margaret

Jinx [sound recording]

/ read by Rebecca Macauley. Louis Braille Audio, 2002 (150 min.)
ISBN 0732026091 [821]

In this powerful and evocative novel in verse, vignettes are narrated from the perspectives of the characters. The central character, Jen, becomes Jinx, convinced that she has no luck in love. More than a teenage love novel, this challenging book explores the themes of relationships of friends and families, suicide and death, loneliness and disabilities. Importantly, it also reveals how each character copes with their life experiences. The sparse narration and snapshot like images would be a useful discussion starter for class work, as would the presentation of the novel as a sound recording. This could also be an accessible text for the HSC Area of Study: *Inner journeys*. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced*
\$52.75 SCIS 1099818

HARWOOD, Gwen

Collected poems 1943-1995

/ edited by A. Hoddinott & G. Kratzmann. University of Queensland Press, 2003
ISBN 0702233528 [A821.3]

Every English faculty and library will find this an invaluable collection. The compilation is six volumes of already published poems, with previously unpublished works of the poet under her own name and all her pseudonyms. It is carefully documented and easy to use, being set out in chronological order. A short introduction provides useful bibliographical and critical insight into Harwood's writing. Harwood's imagery, allusions and symbolism can be difficult for young readers, and notes on some poems, from the poet's personal comments, will assist readers make meaning for themselves. This is a very attractive volume of a great Australian poet's life work. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
Paper \$30.00 SCIS 1121507

Film Australia's outback [videorecording]

Film Australia, 2002 (195 min.)
ISBN 0642565279 [919.4]

An edited compilation of thirteen documentaries and one drama from the archives of Film Australia, this DVD offers filmmaker's perceptions about the outback, from 1928 to the present. DVD technology allows the viewer to compare the films, by showing them in different sequences, and by using enlightening interviews with the filmmakers. An accompanying booklet gives a synopsis of each film, noting how much of the original has been used. It is a valuable resource, suited to a range of stages in HSIE, as well as the filmmaking component of the English syllabus. Three films are specifically about Aboriginal Peoples, and here they are well portrayed. What the films avoid saying about Aboriginal People is probably also of value to the Aboriginal Studies course. L. Pratt

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; Photography Stage 6
\$103.00 SCIS 1113037

TAMES, Richard

Ancient world

Chrysalis, 2002 (Knowledge masters)
ISBN 1903954495 [930]

With its question and answer format in a two page presentation per topic, this book introduces the ancient civilisations of the Indus valley, Central America, Egypt, Greece, and Rome. The book is accompanied by an interactive CD-ROM, which elaborates and expands on the written information, and is a simple, fun activity outlining social aspects of life in the ancient world. Students learn about these civilisations through attempting the quizzes and following the user friendly prompts. Internet links, included in the book, would have to be assessed in terms of curriculum relevance, but the resource could be a welcome addition for students in exploring the option of *Ancient societies*. B. Hull

USER LEVEL: Stage 4
KLA: HSIE

SYLLABUS: History Stages 4-5
Paper \$14.95 SCIS 1120008

Famous people, famous lives [series]

Watts 2002

A range of books are available in this series, which includes titles about famous leaders, women, people who have made a difference and scientists. The black and white texts which may not instantly appeal to some readers, do provide facts in an easy to read format suitable for the Stage 2 reader. Each work begins with information followed by a narrative style, and concludes with further facts and important dates. The books in this series would support the achievement of the outcome CCS3.2 from the study of *Australian democracy* and SSS3.8 from the study of *Social systems and structures*, and would be of special help to those students who need additional support with reading. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$11.95 each

Titles in this series include:

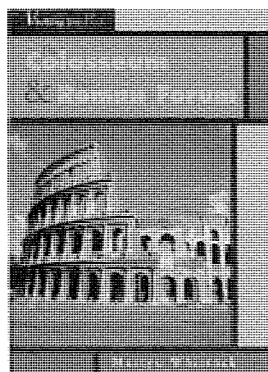
Alfred the Great SCIS 1103455
Boudicca SCIS 1103459
Julius Caesar SCIS 1103468

WHITTOCK, Martyn

The Colosseum & the Roman Forum

Heinemann Library, 2002 (Visiting the past)
ISBN 0431027862 [937]

Two ancient landmarks feature in this simply written book. From its marshy beginnings, to its place at the centre of Rome, the Forum is revealed as a place of justice, economics, government, and religion. This is contrasted with life in the Colosseum: its construction, battles, spectators, and gladiators. The brief text is accompanied by well captioned photographs of the remains at these sites. While this provides a visual documentation of the archaeology, it may do little to stimulate the reader's imagination as to the ancient grandeur of the original buildings. Stage 4 students completing the *Ancient societies* option may find this a useful adjunct, while Stage 6 Ancient History students attempting the Roman society options may find the detailed photographs worthwhile. B. Hull



USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
\$34.10 SCIS 1120287

All prices in the availability statement include GST.

LANGLEY, Andrew

Medieval life

Dorling Kindersley, 2002 (Eyewitness)
ISBN 0751347477 [940.1]

A comprehensive selection of aspects of medieval life is given an overview treatment in this book. The reader is introduced to such areas as government, religion, trades, town life, and recreational activities. Each topic has a two page format, involving a brief introduction, and the facts conveyed as vivid illustrations with explanatory captions. These illustrations, from a variety of historical sources, such as paintings, statues, and reliquaries, could be used in analysis exercises. The clear layout allows information to be packed in, yet still accessible to all readers. Students of varying abilities, studying the topic *Medieval societies and the early modern period*, could find this a worthwhile reference. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$16.95 SCIS 1114549

Days that shook the world [series]

Hodder Children's, 2002

This high-drama series looks at some momentous days that occurred last century, leaving an impact on the world for decades afterwards. The texts describe events leading up to the historic day, a chronology of the events as they occurred, on that day, and the legacy of the day's events. Written text includes many quotes from people who experienced the times and these are supported by a stunning visual presentation of original photographs and descriptive maps. The material provides useful stimulus and background reading for studies of these events in a well presented and easy to read format. All books contain a glossary, further references, and a timeline of events providing context for the events described. L. Singleton

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$36.95 each

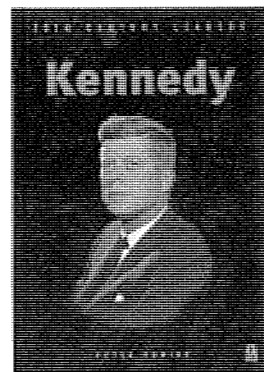
Titles in this series include:

D-Day, 6 June 1945 SCIS 1103813
Hiroshima, 6 August 1945 SCIS 1103811

20th century leaders [series]

Hodder Children's, 2002

Each of these short biographies of famous leaders provides an overview into the life of a 20th century leader, from their childhood; through their political successes and failures; to the demise. A timeline is always provided, helping students put world events into order in their own minds. As usual, the series adopts the familiar pattern of short chapters, text boxes, excellent illustrations, a good glossary, a short bibliography aimed at younger readers, and an adequate index. Other excellent features of the series include a list of books, films and web sites for further information, although the latter would need to be checked by teachers for syllabus relevance. There is extensive use of good photographs, readable text, and user friendly layout. The books would be appropriate as an excellent reference guide for the study of 20th century history. S. Rusden & G. Spindler



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
\$39.95 each

Titles in this series include:

Churchill SCIS 1119304
Hitler SCIS 1109687
Kennedy SCIS 1119305
Stalin SCIS 1109679

Living in [series]

Franklin Watts, 2002

Each book presented in this series offers colourful photographs, a map, contents page, facts box, glossary and index to make accessibility easy for all readers. These resources would be especially suitable for NESB (Non English speaking background) students and would be useful when teaching towards *Cultural diversity* outcomes. There is some content variation pertinent to the country being treated and, although some text and photographs could date quickly, most information presented will not alter. The information that does change would be relevant to an investigation of change over time. Later Stage 3 students may need to look further for more detailed information. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$32.95 each

Titles in this series include:

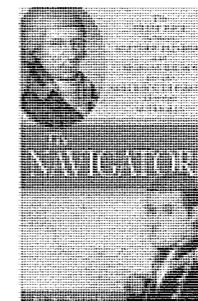
Living in Australia SCIS 1120782
Living in France SCIS 1107013
Living in India SCIS 1116503
Living in Italy SCIS 1107014
Living in Jamaica SCIS 1120784
Living in Kenya SCIS 1119583

TOFT, Klaus

The navigators: Flinders vs Baudin

Duffy & Snellgrove, 2002
ISBN 1876631600 [994.02]

Alternate chapters contrast the trials, hopes, and personalities, of Flinders and Baudin, the two men charged to find a passage through the middle of Australia. As they contend with their respective governments, crews, sickness, and the unknown, both men engender empathy from the reader in this very readable and gripping tale. The courage and determination of both cannot be denied. This book would be enjoyed by students with an



interest in Australian history, and could be incorporated into the History Stage 4 Optional Study: *The shaping of the modern world*. It could also be used as a related text in the new English Stage 6 Area of Study: *Physical journeys*. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6: *Standard; Advanced*; History Stages 4-5
Paper \$20.00 SCIS 1105368

PRESSLEY, Alison

Living in the 70s: being young in Australia in an extraordinary decade

Random, 2002
ISBN 1740511492 [994.06]

A fascinating collection of memories is used here, building a picture of young Australia in the 1970s. It could be especially useful for Topics 5 and 6 in History Stage 5, with anecdotes and photographs covering a wide range of topics including: women's liberation; glam rock; the Vietnam War; popular culture; fondues; the 1975 constitutional; and Aboriginal issues. There are some adult themes, related to the use of drugs and the sexual revolution of the 1970s that may be deemed inappropriate for use in the classroom. Overall, the anecdotal evidence in this book makes excellent supplementary material to support the study of modern history. S. Rusden

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$34.95 SCIS 1121479

My dear Emma: a full and detailed account of the journey of Robert Emeric Tyler and his son, to Western Australia, and their return to England

/ edited by Robert Emeric Tyler IV. Fremantle Arts Centre Press, 2003
ISBN 1863683526 [994.103]

Full of hand drawn sketches, photographs, diagrams, and maps, which help to bring the subject matter alive, this is the true story of a father and son as they journey from England to Australia, and back, in the late 1890s. The source material is excellent, and it is accompanied by extensive footnoting which adds historical data to the personal story told in the original letters. The subject matter discussed is relevant to primary students, but the literacy demands of the text are too great for this age group. Teacher selected segments of the text might be useful, to provide these students with a first hand account of what life was like at this time in Australia and England. S. Rusden



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
\$29.95 SCIS 1117017

LOWE, Robert

The mishUniversity of Queensland Press, 2002
ISBN 0702233277

[994.5]

Robert Lowe shares his memories about his life on *The Mish*, the Framlingham Aboriginal Mission in Victoria. He speaks affectionately about the people and activities enjoyed during his time there. This community life is sharply contrasted by the isolation felt by his family when they moved to the nearby, non-Aboriginal, community of Warrnambool. Lowe's fondness for life is well illustrated by his reminiscences of his many years playing for the local football team and his captaincy of the Victorian Aboriginal AFL team. His love for his family and the Framlingham countryside is evident throughout. This entertaining story provides an excellent insight into the life of an Aboriginal person growing up in Australia. L. Pratt



USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10
Paper \$19.95

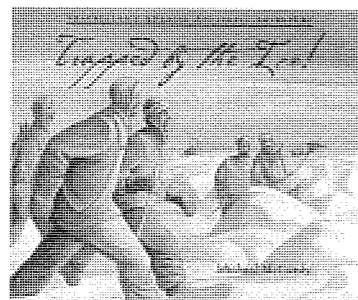
SCIS 1112685

McCURDY, Michael

Trapped by the ice!: Shackleton's amazing Antarctic adventureWalker, 2002
ISBN 0802776337

[998]

A recount of Sir Ernest Shackleton's bid to cross the polar cap, this story of his third Antarctic trip provides the independent Stage 3 reader with an interesting insight into the hardships of exploration in the early 1900s. A **Foreword** and **Afterword**, together with maps, photographs and illustrations enhance the text in this picture book. The index allows the text to be used for research. The text is presented as a type of diary, with dates providing additional information for the reader. This factual literary text could be useful for achieving the HSIE outcome ENS3.6, although students who are interested in adventure stories should enjoy this book purely for its literary interest. A. Arnott



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$18.95

SCIS 1098315

TULLOCH, Coral

Antarctica: the heart of the worldABC Books, 2003
ISBN 0733309127

[998.9]

Tulloch's impressively comprehensive guide takes the reader on a journey through Antarctica: its history; its diverse wildlife; the

heroic explorations; the scientific investigations; human impact and survival; future consequences of tourism; and the need to maintain its ecological balance. More than a recount, this is a compilation of materials such as diary entries and drawings, including comprehensive contents, index, glossary, and bibliography pages. Interviews of scientists and trades people provide fascinating insights into the meticulous planning, safety precautions, and spirit of cooperation needed to survive in such a harsh environment. This is a useful resource for the study of Stage 4 Geography: *Global environments, Investigating the world, and Managing global environments*; and HSIE K-6: *Current issues: Antarctica*. C. Keane

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
\$26.95 SCIS 1119564

Professional reading

Resources are in Dewey order.

Surviving rape: a handbook about rape for survivors, family, friends and workersRedfern Legal Centre, 2002
ISBN 0947205829

[362.88]

The fourth edition of this handbook about rape has been substantially revised and updated. It gives survivors of rape, including child sexual abuse, information about the support available and provides a basic guide to medical treatment and legal processes. It gives teachers, counsellors and friends an insight into how victims feel after their trauma. There is a chapter on the issues which may arise in country towns, for people from a non English speaking background, for Indigenous people, and for those with a disability. The chapters on the legal system are detailed, with diagrams to familiarise victims and their families with the layout of local and Supreme courts. This is an excellent resource for high school libraries. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
Paper \$27.95 SCIS 1113960

STEVENS, Judy Wilson

Principals and brain research: keepers of the visionHawker Brownlow Education, 2002
ISBN 1740256506

[370.15]

As a quick reference guide for educational leaders, this concise and informative book shows how applications from brain research can result in better instruction for students. The text's aim is to forge a bridge between neuroscience and educational practice. A step by step guide for improving learning conditions is provided, linking the latest findings in the learning process to their application in the classroom. The necessary processes and protocols, designed to

create a classroom climate receptive to brain research, are detailed here. The model that is presented for cultural change is extensive, and also applicable to other aspects of change in school culture. Practical and succinct, this is a readable guide for busy professionals. A. Chessman

USER LEVEL: Professional
Paper \$9.95 SCIS 1114967

GRIFFITHS, Greg

Managing boys' behaviour: in your classroomHawker Brownlow Education, 2002
ISBN 1740256697

[371.102]

Offering some practical approaches to teaching boys, this resource is an easy and quick read. Whilst there is little reference to current theory in the area of boys' education, or an exploration of why some boys may be disengaged from schooling, it does offer some suggestions on how to work with them in the classroom. The five principles for successful classroom management: rules, rights, routines, relationships, and responsibilities, are reviewed in the context of teaching boys. The text offers guidance that may help in their management, plus ways to create a positive learning environment for all. Practical tips, and planning and assessment proformas are provided; these may assist teachers wishing to improve their classroom management strategies. This possible resource for busy teachers, offers practical, down to earth advice, without being condescending. M. Busch



USER LEVEL: Professional
Paper \$29.95 SCIS 1111014

MACKAY, Bernadette

Wheel work: an educational approach to life long learningCoolabah, 2002
ISBN 1876400404

[371.3]

Written by a classroom teacher and a teacher-librarian after eight years of development, refinement, and implementation, this book shows how one primary school thoroughly integrates curriculum content, key competencies, Bloom's taxonomy and information skills, into units of work while catering for students' diverse gifts, talents, strengths interests, and learning styles. It demonstrates the transfer from teacher directed learning to independent learning, clearly explaining the processes used, learning session structures, and the roles and responsibilities of teachers, students, and parents. Requiring firm commitment, careful planning, and strong collaboration by teachers and teacher-librarian, this approach has significant potential for the development of students' independence, confidence, and success as learners. W. Smith

USER LEVEL: Professional
Paper \$27.95 SCIS 1106928

Bullying sux [videorecording]

Classroom Video, 2003

[371.5]

Research shows that while most students are distressed by witnessing bullying at school, few know how to intervene effectively to

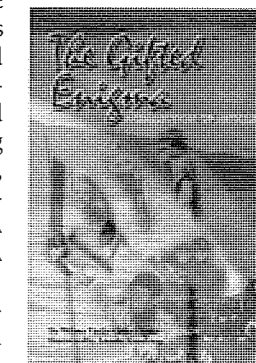
stop the bullying. This twenty minute video features middle school Australian students in three common bullying scenarios. The concluding segment of the video poses three hypothetical situations for students about: what they could do to stop the bullying; how to show concern for the person being bullied; or if there is a teacher who could help. The questions emanating from these issues will lead to discussion, but there are also comprehensive lesson notes including references, web sites and an article by Libby Peterson. It is a useful video for every teacher and middle school student. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
\$88.00 SCIS 1127210

The gifted enigma: a collection of articles originally published in the Australasian Journal of Gifted Education/ edited by Wilma Vialle & John Geake, Hawker Brownlow Education, 2002
ISBN 1740257561

[371.95]

Comprehensive and contemporary, this is a useful compilation of articles by researchers and educators in the field of gifted education. The text informs the reader about the diversity of learners within the gifted and talented student population, and their occurrence across social, economic, and cultural groups. Articles addressing the key issues of policy, pedagogy, emotional development, neuropsychology, and minority population concerns, applicable to Australian educational contexts, are included. The information and practical strategies in this worthwhile book will enable better identification of, and provision for, gifted and talented students. The text provides a thorough foundation for a better understanding of the Australian issues in gifted education. A. Chessman



USER LEVEL: Professional
Paper \$69.95 SCIS1114929

Practical literacy programmingPETA, Primary English Teaching Association, 2002
ISBN 1875622497

[428.007]

PETA has a significant reputation as a publisher of practical, soundly based resources for classroom teachers. This book is no exception as all eight authors are actively involved in literacy programs in Australian schools, as teachers, advisors, and researchers. Through theoretical discussion, case studies, program snapshots, and anecdotal evidence, the integration of literacy programming into all KLAs is shown. Classroom situations include mainstream and those with Non English speaking background (NESB) and special needs students. A wide range of approaches is offered, all firmly grounded in learning theory and demonstrably effective in practice. The importance of informed and thorough programming as the foundation of teaching is emphasised. W. Smith

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
Paper \$30.00

SCIS 1115849

BRANDES, Donna

Life in the fat laneLaughing Gravy, 2002
ISBN 0957921721

[616.85]

Dedicated to all women, men, and especially children, who have issues with feeling or being fat, this book is the story of a compulsive eater. It is told in a colloquial American style by a 40 year old woman looking back at important events in her life. There is an excellent chapter on the bullying she endured as an eight year old, which shows the complete helplessness of a child when adults minimise the horror of daily bullying. Most of the book is about the author's adult life, so although it is vividly written, it could have limited appeal for students. A. Soutter

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1116418

Apologies

The following review appeared in *Scan* 21(4). Incorrect author details were inadvertently provided. Scan apologises for any inconvenience caused.

It's about time: a literature-based unit for gifted students in middle primary school [kit]

/ teacher-developer Denise Cramsie. Gifted Education Research Resource and Information Centre, University of New South Wales, 2002

ISBN 0733417140 [A820.7]

Stimulating and well structured, this is an excellent literature based unit for gifted students. A teacher's manual, resources and student readings support and encourage the exploration of challenging, Australian children's literature. The kit provides a valuable model of curriculum differentiation. Skills can be developed in analysis, literacy and research through an inquiry into the nature of time. This exploration can extend to content in all key learning areas. Teachers are provided with curriculum models, teaching strategies and scaffolds to develop programs that are in accordance with the NSW syllabuses. This unit based on twenty lessons of two hours duration, is designed to cater specifically for the learning needs of gifted students, to stimulate and develop higher order thinking skills. A. Chessman

USER LEVEL: Stage 2
KLA: CA; English; HSIE; Mathematics; ST
SYLLABUS: English K-6
\$99.00 SCIS 1096622

McKINNON, Pauline

Quiet magic: a parable about finding happiness [kit]David Lovell, 2002
ISBN 1863550909

The novel component of this kit is a story about a boy who learns that the best things in life are not electronic, as he learns to trust other people. It is a delightful story, aimed at older primary students, written by a family therapist to introduce children to meditation. The teaching manual is constructed around the novel, and involves a ten session program with worksheets. It demands teacher preparation to be able to model stillness to the students, but it can be applied to a wide range of age groups. The CD-ROM set includes practice sessions of stress management, but volume on the review copy was too faint to use in a classroom. A. Soutter

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; PDHPE

SYLLABUS: English K-6; English 7-10; PDHPE K-6
Paper \$16.95 SCIS 1113151
CD set \$35.00; Teaching manual \$24.95

Titles in this kit are:

Let's be still: stillness meditation for children and adolescents [sound recording] SCIS 1113160***Let's be still: stillness meditation for children and adolescents*** SCIS 1113156**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:

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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.

Term 3, 2003

- *Book Week 2003: Early Childhood books*. Stage 2. Live for viewing and subscribing 18 July 2003. Rap starts 28 July 2003.
- *Harry Potter and the chamber of secrets*. Stage 3 and new Stage 4 English syllabus. Rap live for viewing and subscribing 11 August 2003. Rap starts 18 August 2003.
- *Jeffrey: a shared book with road safety messages*. Stage 1 PDHPE. Live for subscribing 28 July 2003. Rap starts 4 August 2003.

Term 4, 2003

- *To kill a mockingbird*. by Harper Lee. New Stage 5 English syllabus. Live for viewing and subscribing October 13 2003. Rap starts 21 October 2003.
- *Rail safety rap*. Stage 2 PDHPE. Rap live for commencement 13 October 2003.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the School Libraries 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 and Information Literacy**

at: www.schools.nsw.edu.au/schoollibraries (Click on

Teaching ideas 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.

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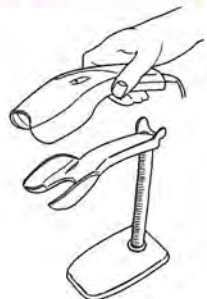
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